EXCELLENCE IN HIGHER EDUCATION

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FOREWORD

'The discovery of agriculture feeds the hunger of mankind; the discovery of Education feeds knowledge of mankind'. Agriculture and Education are the two Ferris-wheels that keep the magnum mankind smooth sail and co-live with amity and amicability. Of these binary wheels, it is the education that boasts the upper hand and leads the cart for the today's society is governed by knowledge and so it is often said 'we are living a knowledge society; knowledge is power; knowledge is strength'.

We are living a digital knowledge era and the competing and competitive struggle for the survival of the fittest, beyond doubt the winner is the one who lifts the crowns of knowledge and s/he will stand atop with prides and smiles on the victory stand. The success and failure, the win and fall, the prosperity and darkness of the modern society at the macro-level and the individual at the micro-level depends on the seeds, roots, growth, blossoming and fruits of education and in short it rightly said 'Education is life' and 'Without education, there is no life'. Education is a continuum that meets not the end; an ever-revolving earth and its facets, stages and levels are many; it is sowed at the primary school, nurtured at the high school, and prepared for life-fruit at the higher education level.

Higher education is vital and of greater importance for it decides the rest of life and the prosperity of the nation. If we say the success of a nation depends on the higher education and its successful applications to solve the problems of the nations, it is not a faux-brick wall, rather true in all its aspects. Thus the stakeholders of higher education at all levels and all those who are engaged in education, direct and indirect, are shouldered with an inescapable responsibility of to uphold the quality of education and it is our moral and social commitment and duty, that we move towards this

vision and mission of 'Quality Education' by our personal and collective efforts and tasks.

It is for this embedded and valued rationale, this two-day International Conference on 'Enhancing Excellence, Equity and Efficiency in Higher Education' is organized by our Tamil Nadu Open University on 7th and 8th November 2014. It is a moment of pride and felicity. I do appreciate all those who have toiled night and day for the success of this international conference and those who have brought this beautiful book at the right time with ISBN. I congratulate all the recourse personnel, delegates and participants for your enthused participation and co-operation.

Date: 21.10.2014 **Vice-Chancellor**

EDITORIAL

"A society full of love, non violence, truth and justice; only in such society one can completely develop his/her potential and spiritual development" says Mahatma Gandhi. This envisaged vision to developing the individual's potential and spiritual development, which is vital for universal and personal harmonious and self-fulfilled living, could become a reality only through education. When we say through education, it depends on the type of education and the quality of education imparted from primary to higher education. The mantra of winning over the neck-to-neck competitive world is nothing but to enhance the quality in the acquired knowledge, nurtured values and developed skills, and anyone who is of quality or who fulfills the pre-determined quality parameters is at the better half of winning the game.

Higher Education, the much emphasized sector in these recent days, is at a compulsive and obligatory state of upgrading its quality to face the challenges due to the already-arrived concepts of LPG. The monopoly of Indian higher education that has been enjoyed in the yester years would be a mirage in the upcoming years and to survive and to thrive upon, all the higher education institutions of teaching-and-learning have to plough through and sow the seeds of quality that has to bloom and bear quality fruits.

To do something positive over the fathomed cognitions and to move a step ahead in this benign direction, Tamil Nadu Open University (TNOU) has organized a relevant, timely, meaningful and value-added a two-day international conference on 'Enhancing Excellence, Equity and Efficiency in Higher Education' on 7th and 8th November 2014. The prime objective is to provide a platform for the educationists, teachers and research-scholars at different levels from all over the state, nation and the globe to interact, to exchange thoughts and deliberations and to strengthen the professional bond to working together for excellence, equity and efficiency in education.

The response to this call for the international conference is overwhelming and it straightens our nerves and twists our muscles to work harder not only

in this seminar but in all our efforts. More than 300 papers are received and they are compiled, classified, edited and published meticulously in three books with ISBN, namely Excellence in Higher Education, Equity in Higher Education and Efficiency in Higher Education, covering the related sub-themes. We are happy that the Editorial team and the peer-reviewing committee have toiled so much that these books are on time in your hands. We thank sincerely all the good hearts that worked for us and specially the APH Publishers.

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CONTENTS

Chapter 1	Teaching Critical Thinking: A Model for Higher Education ***Prof. Clifton Chadwick***	1
Chapter 2	Assessing Quality Of Higher Educational Institutions ***Dr. V. Ambedkar and A.B.M.Meenakumari***	18
Chapter 3	Enhancing the Quality and Accessbility of Higher Education ***Dr. G. Elisha Babu***	22
Chapter 4	Enhancing Quality and Availability in Higher Education ***D. Kalpana***	28
Chapter 5	Factors Responsible for Enhancing Quality in Higher Ducation ***G. Maheswari and Dr. N. O. Nellaiyapen***	32
Chapter 6	Quality and Expansion of Higher Education in J&K State ***Dr. Mohd Zubair Kales***	**38**
Chapter 7	Enhancing Quality and Availability of Higher Education ***C. Muthu***	42
Chapter 8	Approaches to Improve Quality in Higher Education in India ***E. Nirmala***	47
Chapter 9	Enhancing and Availability of Higher Education ***Dr. Padmaja Arvind***	53
Chapter 10	Education Quality Deficiency Virus (EQV)	58

Chapter 11 Quality Enhancement in Higher Education Through Self-Evaluation and Targeted Professional Development 62
A. K. Punitha

Chapter 12 Enhancing Quality and Availability of Higher Education 66
T. Sahaya Saila and Dr. S. Chamundeswari

Chapter 13 Quality in Higher Education in the Context of Globalization 72
Mrs. T. Uma

Chapter 14 Assessing Quality of Higher Education Institutions of India 77
Smt. Umashree D. K.

Chapter 15 Benchmarking in Higher Education 80
Annie Kavitha, L.

Chapter 16 Emotional Intelligence – Needed Resource for Teachers 85
C. Brintha and Dr. D. Vinodth Kumar

Chapter 17 Qualitative Managementi in Higher Education 90
Delphin D.L. and Dr.Pandia Vadivu. P.

Chapter 18 Quality of Education in India Today 96
Divya Dovina. T

Chapter 19 Higher Education Strategies Improve Through Quality of Teaching-Learning Process 102
Dr.M.Govindaraju

Chapter 20 Enhancing Quality and Availability of Higher Education 107
Jackulin. R

Chapter 21 Enhancing Quality and Availability of Higher Education 112
Sr. S. Jona Maria Selvi

Chapter 22 Role of NAAC in Assessing Quality of Higher Education Institutions 116
E. Malini

Chapter 23 Quality in Higher Education is about Transforming People into Catalysts 122
R Natarajan Iyer

Chapter 24 Fostering Quality Education in Higher Education: Role of Teachers 130
Dr. Pooja Prashant Narwadlar

Chapter 25 Assessing Quality of Higher Educational Institutions 136
Dr. P. Rajasekaran and M. A.Ramani Eswari

Chapter 26 A New Triplization Paradigm Shift with the Application of Leapfrog Principle to Enhance Quality in Indian Higher Education 141
S.Renuka Devi

Chapter 27 Quality Enhancement in Higher Education – The Need of the Hour 146
Dr. N. Sai Babu, Dr. M. Babu Rao, and P. Srinivasulu

Chapter 28 Quality Management of Teacher Education 151
Viswanathan M and Thivakar V

Chapter 29 Learning Styles and Learners' Excellence in Higher Education 156
Mr. A. John Lawrence and Dr. B. C. Sobha

Chapter 30 Quest for Excellence in Higher Education by Enhancing Faculty Development 161
S. Detchanamurthy and R. Sridhar Anand

Chapter 31 Holistic Approach for Human Excellence in Higher Education 166
Dr. P. Lavanya

Chapter 32 Creating Excellence in School Education 172
K. Poornalakshmi and P. PandiyaVadivu

Chapter 33 The Role of ODL in Higher Education 178
Dr. A. S. Arul Lawrence and Hanitha. T.

Chapter 34 Role of ODL in Higher Education 182
Dr. C. Barathi and M. John David

Chapter 35 ODL IN Teacher Education Programme 187
M. Deivam and R. Thirumavalavan

Chapter 36 Role of ODL in Higher Education 191
J. Emil Jebasing

Chapter 37 Role of ODL in Higher Education 196
U. Jayasubramanian

Chapter 38 Perception of Learners on ODL Secondary Teacher Education Progaramme – A Case of Dr. Braou 201
Dr. M.T.V. Nagaraju

Chapter 39 The Role of Self Learning Material in Enhancing the Quality of ODL 212
Naveen Kumar. C.

Chapter 40 Role of ODL in Higher Education 219
Dr. P. Pandiya Vadivu and Sr. S. Marthal

Chapter 41 Open and Distance Learning in Higher Education
Prabhakara S B

Chapter 42 ODL Based Teacher Education 229
V. Prakash

Chapter 43 Role of ODL in Higher Education 234
Dr. K. Vijaya

Chapter 44 Emotional Maturity: Prime Obligation for Wards at Higher Education Level 240
Amudha Asaph and Dr. B. William Dharma Raja

Chapter 45 Professional Development of Higher Education Teachers 246
Chandrappa

Chapter 46 Performance/Skill Based Higher Education in India 251
Delphin D. L.

Chapter 47 Quest for Excellence in Higher Education by Enhancing Faculty Development 256
S. Detchanamurthy and R. Sridhar Anand

Chapter 48 Standards, Competence and Professional Development of Teachers 262
Emilda Josephine, H. and Dr. S. Devasahayam Selvakumar

Chapter 49 Education of Mind: Makes Life Worthy Living 265
Dr. S. Guru Alias Vasuki and Dr. V. Thamodharan

Chapter 50 A Study on Syntactic Errors Experienced by First-Graduate Students of English in the Selected Colleges of Coimbatore with Reference to Direct and Indirect Speech 273
P. Jayakumar

Chapter 51 Transformation of Life Skills Graduate Employability Support Programme in Indian Higher Education for Global Employability 281
Karpagam. V.K. and Arunachalam. N.

Chapter 52 Professionalizing the Teacher and Teacher Education for Global World 287
S. Karthikeyan and E. Madhavan

Chapter 53 An Analysis of Higher Secondary Students' Logical Thinking Skill in Mathematics 291
T. Komalavalli and Dr. S. Vasanthi

Chapter 54 Techno-Pedagogical Skills in Teacher Education 297
D. Latha and Dr. D. Vinodh Kumar

Chapter 55 Do Underachieving College Students Cognitively Distorted? 301
A. Linsey Cranab and Dr. B. William Dharma Raja

Chapter 56 Using ICT to Improve the Learning Skills of Students with Learning Disabilities in Higher Education 306
Dr. V. P. Matheswaran and R. Radha

Chapter 57 Developing Effective Communication for in-Service Teacher to Overcome Communication Disorder of Students in English 313
Merly Rajanayagam. J., Arunachalam. N and Rajan R

Chapter 58 Improving Quality of Education by Enhancing Creative Thinking in Higher Education 319
S. Muthulakshmi

Chapter 59 The Effects of Brain-Based Learning on the Academic Achievements of Mathematics Students with Different Learning Styles 326
Dr. P. Pandiya Vadivu and G. Beulah Gnanakumari

Chapter 60 The Challenges of Higher Education in Knowledge Society in the 21st Century 332
Dr. Ravi T. S.

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She has to her credits, authored more than 54 papers in various conferences, authored and published 38 research papers in reputed journals, participated in more than 50 Symposiums, workshops in Regional/ National/International level. She has delivered 23 special invited lectures and contributed as an organising and editorial committee member in three International conferences and two state level workshops conducted by School of Education, Tamil Nadu Open University and MTWU.

She has authored five books which relate to education viz. Concept Mapping, Metacognition, Learning Theories, Inclusive Education and Teacher Motivation, and has also authored chapters/ blocks and edited knowledge based volumes in eight books and provided research guidance to M.Phil., and Ph.D. scholars.

ABOUT THE BOOK

Higher education today is a complex, demanding, and competitive reality. Its constituents-students, administrators, faculty, and public-are drawn from diverse sectors of society. Its 'arena' comprises institutions that receive decreased funding, are hounded with increased demands for accountability, and experience declining public support, recognition, and appreciation. The academy, that once-protected sanctuary of research, discovery, teaching, and learning, is now constantly threatened by the very society that once bestowed its lofty rank upon it. The results are a compendium of problems-increased tuition, crowded classrooms, outdated facilities, unprepared graduates, inaccessible faculty, and inappropriate courses-an effect exacerbated by social conversation and the popular press. In efforts to reverse the downward trend, colleges and universities often implement market-based strategies. However, within higher education's walls and opposing the quick-fix approach, are those who hold fast to the scholarly tradition and who reject such strategies. The resulting tensions, although sometimes good, are often threatening and destructive.

Excellence in education is the context-bound concept about quality of higher education. Excellence in Higher Education is as old as university, but now-a-days the concept is widely emphasized and its meaning has been redefined on the basis of different values and goals, especially those related to market. Excellence has become the meter on which institutions are assessed and public funding allocated, the tool by which worldwide comparisons and rankings of institutions are built, and a marketable brand used by higher education institutions to present themselves.

This book offers an international and comparative view on excellence in higher education, ranging from policies to practices, mainly based on research results and empirical evidence, aiming at questioning the concept and its uses which are not only social constructions but also political ones. Far from being a neutral or technical concept, excellence is heavily infused with values which must be traced, analysed and made critical to understand its impacts, backlashes and unintended outcomes on higher education

systems, institutions, academics and students. The book is addressed to an international audience and in particular to higher education scholars and professionals. Those who are involved in higher education assessment, members of professional bodies and organizations in the higher education field, students in education, but also policy makers and the public opinion at large will profit from the works of a selected group of scholars coming from a variety of countries. A sense of disquietude seems ever present when discussing new digital practices. The transformations incurred through these can be profound, troublesome in nature and far-reaching.

Editors

Chapter 1

TEACHING CRITICAL THINKING: A MODEL FOR HIGHER EDUCATION

Prof. Clifton Chadwick*

INTRODUCTION

"I assume critical thinking to be reasonable reflective thinking focused on deciding what to believe and do…"(Ennis, 1985). "When teachers refer to teaching for 'critical thinking' they typically mean teaching for analytic thinking. Teaching for analytical thinking means encouraging students to analyze, critique, judge, compare and contrast, evaluate, and assess" (Sternberg, 2003).

In this article I will a) cite some references about how critical thinking is not taught well in universities, b) suggest a conceptual model for teaching thinking, c) look at research on the historical role of teachers in the development of critical thinking, and, d) examine the roles of students, parents and teachers in the improvement of thinking, including what should be done by each and which are the main impediments to successful development. .

WHAT HAPPENS IN HIGHER EDUCATION

Teaching students to be critical thinkers and effective communicators is often espoused as one of the highest goals of higher education. One study said that 99% of college faculty say that developing students' ability to think critically is very important or even essential ads a goal of undergraduate education. Such statements seem to be hollow expressions compared to

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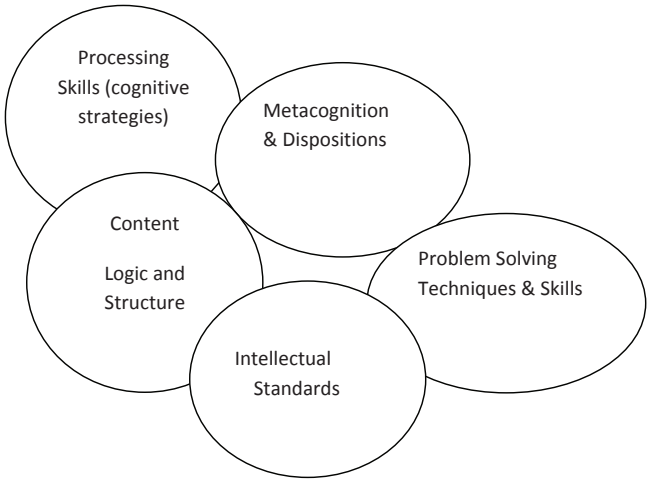
what happens in practice. One study found that from the beginning of the freshman year to the end of the sophomore year students' critical thinking abilities increased by only 7% (Arum & Roska, 2011 p. 35). Another study suggests that students leaving the university after four years are just slightly more proficient in critical thinking, complex reasoning and writing than when they entered (Arum & Roska, 2011). The data from past studies show that in the 1970's students learned much more about critical thinking that students from the 2000's. There is much more data available that shows how high school grades, family background, race and other variables all have implications for ability to learn critical thinking. My suggestion about the source of this problem is that many university professors have only a superficial understanding of what is involved in critical thinking.

WHAT DO WE THINK ABOUT WHEN WE THINK ABOUT THINKING?

Learning starts with acquiring large amounts of information about subjects such as math, language, science, history, etc. We acquire our language at home and in school we acquire more vocabulary and learn rules and structure and syntax. We learn math mostly in school, with its impeccable logic that most students either get through osmosis or don't get at all. Science teaching in school seems to be imbued with the primacy of experience over inherent structure, which I find worrisome. If one learns any subject without learning its structure, one has only accumulated a lot of information which most probably will not be very useful. And that is what happens in most public and private schools!

So what should happen? How should students learn to think? Critical thinking is similar to reasoning but adds a dimension of spirit or attitude. A critical thinker does not accept things without careful examination and has a vital outlook or manner to approaching information, is more analytic and synthetic, and skeptical. Reasoning has a purpose, an attempt to form an opinion, settle some question, solve some problem and its implications and consequences. Reasoning is based on assumptions and is done from some point of view. Reasoning uses data, information, and evidence and is expressed through, and shaped by, concepts and ideas. Reasoning contains inferences by which we draw conclusions and give meaning to data.

It is possible to suggest a plan for learning critical thinking that will truly help students to reflect and to reason. It is composed of five parts.



Components of Critical Thinking

Content

First, the student is learning something – think content - mostly languages, math, natural science, history and related subjects. But instead of simply memorizing information, the student should learn to use cognitive strategies to facilitate the learning of the subject matter, the verbal information, concepts, rules, principles and the logic and structure which comprise the subject.

The most important insight for the appropriate design of instruction and curriculum to teach critical thinking is that content is nothing more nor less than a *mode* of thinking, a way of figuring something out, a way of understanding something through thought.

- Historical content is a manifestation of historical thinking.
- Biological content is a manifestation of biological thinking.
- Algebraic content is a manifestation of algebraic thinking.

All "content" in school is substance in a subject. All subjects are areas of study. All areas of study are "things" that we are interested in "figuring out. " There is no way to truly learn how to understand something without learning how to think about it. There is no way to learn mathematical content without learning how to figure out correct answers to mathematical questions and problems. There is no way to learn a body of content without learning the concepts which define and structure it. There is no way to learn a concept without learning how to use it in thinking something through. And the

content is logically inter-related. To understand one part of some content requires that we figure out its relation to other parts of that content. To learn any essential body of content, therefore, is to figure out (i.e., reason or think through) the connections between the parts of that content. There is (or should be) no learning of the content without this thinking process.

The majority of teachers and students currently approach content, not as a *mode* of thinking, not as a system *for* thought, nor even as a system *of* thought, but rather as a sequence of stuff to be routinely "covered" and committed to memory. When content is approached in this way, there is no solid basis for intellectual growth; there are no deep structures of knowledge formed, no basis for long term grasp and control. That is why it is difficult for teachers to teach thinking. While it is true that short-term memory limitations require learning in small amounts with practice and repetition (see Sweller, 1999), and learning is a bit like filling a swimming pool with a thimble (the short-term memory), the ultimate uses of the information (critical thinking) get lost in the process.

Learning Strategies

Learning is a process of acquiring and correctly string information, skills, attitudes and standards. One of the primary issues is how to process new information in the learning phase. The ways we do this are called cognitive strategies (Chadwick, 1988).

Cognitive strategies are the management skills which a person acquires presumably over a long period of time, to govern his or her own attention, learning, thinking and problem-solving abilities. It is through the acquisition and refinement of these strategies that your child becomes an independent learner and thinker. It is possible to assist in the adoption of these strategies so that your child becomes a more effective learner from an early age.

The concept of cognitive strategies stresses that the child not only learns the contents of knowledge in the curriculum but also learns, subtly, about the process of learning and what he does to guide to his own learning. The child does not only learn *what he learns* (content & structure), but also *how he learned it*. To the degree that this learning of information goes beyond content the student can subsequently transfer or generalize it.

The first group, initial learning skills, contains those strategies used to attend to and successfully assimilate new information (in a broad sense) into the memory. The second group contains more advanced strategies which the student uses to recover stored information, compare and contrast new and existing information, understand, use and create metaphors and analogies and make inferences.

Initial Learning Strategies

1. Attention strategies –
2. Physical Strategies
3. Verbal Elaboration Strategies:
   - A. Repetition -
   - B. Paraphrasing -
   - C. Use of Questions -
   - D. Grouping and Selective Combinations
4. Elaboration through images -
   - A. Images
   - B. Structures and Maps
   - C. Mnemonics
   - D. Episodes

Advanced Learning Strategies

5. Comparison and Contrast-
6. Use of Inferences -
7. Application or future test -

For detailed information on how these strategies are used see Chadwick (1988) and Chadwick (2013).

Metacognition (Awareness)

Third, the student should learn to be aware of what and how he or she is learning, when and how to use cognitive and affective learning and enacting strategies, when to review, rehearse, and evaluate what is being learned, how to recognize and apply basic rules of logic, how to discern the overall structure of the subject being learned, and how to think about applying his knowledge. This is called metacognition: what you know about what you know (see Chadwick, 1988). It is critical not only in planning and monitoring on-going learning but in controlling motivations and dispositions. For example, Hattie, in his synthesis of meta-analyses on achievement (2009) found that metacognitive skills have a major impact on learning. One form, predictive self-reporting of anticipated grades, had the highest overall impact on learning with an effect size of 1.44 (p. 44).

Attitudes and Dispositions

Second, and crucial, the student should develop positive attitudes about learning the subject, such as personal responsibility, persistence,

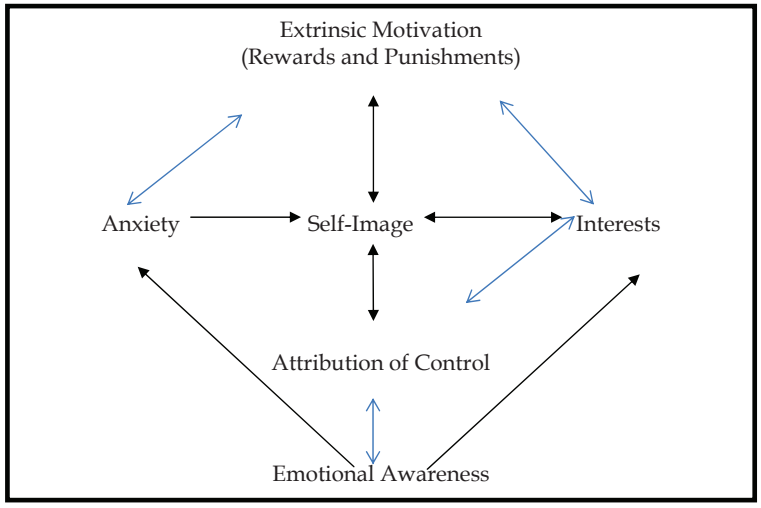
mastery, self efficacy and autonomy. Through the process of self-efficacy and the theory of self-determination the child develops intrinsic motivation, develops socially and has a sense of well-being which supports and facilitates learning (Ryan and Deci, 2000). A child's dispositions about learning are usually formed in the home in early stages of life and are more influenced by parents than by teachers. These dispositions begin very young, have much to do with modeling their parents and with the reinforcement contingencies and intimacy responses of the parents.

We suggest six affective variables and four general dispositions are involved in as elements of motivation in student learning.

- Extrinsic motivation
- Interests
- Self-Image
- Attribution of Control
- Anxiety
- Emotional Awareness

Then we will discuss the basic dispositions which are:

- Inquisitiveness (curiosity)
- Truth-seeking
- Persistence
- Open-mindedness



Motivation and disposition are positions on a continuum. Motivation is more immediate, timelier, and more opportune. Disposition is a cumulative long term tendency to perform and to be committed to performing in some way. We will look first at affective factors in motivation, then at dispositions. The chart above shows the set of affective motivational factors and how they are related. These six elements are all emotional or affective. They have to do with how your students (or you) feel about their life, in general, and about learning and thinking in particular. These elements obviously interact. Interest follows from reinforcement and from self-image which follows from anxiety and from attribution of control. Ones emotional awareness affects all of the other conditions.

INQUISITIVENESS (CURIOSITY)

In terms of dispositions, curiosity is the most critical element for mental development of a student. Curiosity helps your student to clarify numerous problems. It helps in developing new ideas and expressions, helps solve riddles and problems and subsequently helps apply them in their daily life. Curiosity helps explore new and changing situations in their life. Some part of curiosity may be inherited but certainly external (parental/teacher) stimulation helps.

TRUTH-SEEKING

As a disposition this means simply to prefer the truth to falsehood or delusion and to dedicate oneself to search for the truth in just about all matters.

PERSISTENCE, PERSEVERANCE

As a disposition it means to persist in a state, enterprise, or undertaking in spite of counterinfluences, opposition, or discouragement. When the going gets tough, the tough keep moving. The basis of persistence is motivation.

Henry Ford said, "Whether you think that you can or you can't, you're usually right." Think about that statement. It is true.

A recent approach to persistence is to teach it as determination, sometimes called "grit" (Duckworth, et.al., 2007).

We define grit as perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. The gritty individual approaches achievement as a marathon; his or her advantage is stamina. Whereas disappointment or boredom signals to others that it

is time to change trajectory and cut losses, the gritty individual stays the course. Our hypothesis that grit is essential to high achievement evolved during interviews with professionals in investment banking, painting, journalism, academia, medicine, and law (p. 1087-1088).

Obviously this kind of determination should be a major factor in student success and should be fostered and stimulated by higher education faculty and institutions.

OPEN-MINDEDNESS

To have an open mind means to be willing to consider or receive new and different ideas. It means being flexible and adaptive to new experiences and ideas. Combined with persistence, flexibility or open-mindedness creates the most powerful psychological dispositions necessary for success. In personality theory openness is one of the five robust dimensions where it is shared with intelligence, culture and inquisitiveness. The opposite attitude or disposition is intolerance, narrow or closed-mindedness and prejudice.

Intellectual Standards

Third, the student should learn a great deal about intellectual standards in the mastery and analysis of information, such as clarity, objectivity, relevance, depth, breadth, significance, etc. In my experience, this subject is simply not present in most school learning and only casually present in the home. Math may be a certain exception, but intellectual standards are often taught only in a vague and implicit manner. And the standards require practice and adoption of a stance. Most students do not develop a solid standpoint concerning clarity of thinking, precision and relevance.

CLARITY

Clarity is the condition of being clear, lucid, sharp and apparent. It is the opposite of cloudiness, opacity, or obscure. This is a major standard: the biggest goal post for your children to achieve.

ACCURACY

Accuracy means free from error especially as the result of care, such as an *accurate* diagnosis. It means conforming exactly to truth or to a standard or being able to give an accurate result.

PRECISION

To be precise means to be exact to the necessary level of detail, to be specific. It requires exactitude, fineness, preciseness, rigor, and veracity

LOGIC

The fourth standard is logic, i.e., do the parts and how they are arranged make sense, do they make for sound judgment and reasoning. Obviously, thinking can vary in its degree of logic. The main point is to lead students to think in an orderly way that closely resembles reality and is "logical." The logic has a close relation to the structure of the content.

RELEVANCE

Something is relevant when it bears on upon or relates to the matter at hand. It is pertinent, appropriate, apt and fit. Normally we look for a close logical relationship with the matter under consideration. This is part of the development of the underlying structure of the subject at hand. When your student is responding to questions related to problems being solved you will want them to give relevant, pertinent and meaningful responses.

Problem Solving

Fifth, then the student applies what he has learned to critical thinking, to retrospection, analysis, evaluation, synthesis and full incorporation of learning and learns to apply all that has been learned to the resolution of problems.

Some people say that thinking is solving problems. I separate solving problems from cogitating, thinking about ideas, thinking about theories, thinking about thinking. They are related but separate activities.

One important point is that all five activities interact. One cannot think without content so learning new information and ideas is important. If a student does not have positive dispositions and attitudes about thinking, he will not be a good thinker no matter how much content he has accumulated. A good attitude and much knowledge will not be enough if the student has not learned the rules of intellectual standards: what is and/ is not good information, logically organized and available in a precise and accurate form at the appropriate moment. Then self-awareness and good cognitive strategies are also required. Solving problems requires all of the above.

TEACHING THINKING: WHAT UNIVERSITIES, SCHOOLS AND TEACHERS DO AND DO NOT DO

While these five conceptual areas can be taught in schools they *almost never are*. That is a tragedy. It seems that such a clear idea about how to teach thinking should be easy for teachers to adopt and apply. That is not the case. Teachers have too much history teaching facts and information, too much pressure to be sure to cover the "official" curriculum and so

few incentives to do anything different. Education systems are focused on what and how much content information the students will learn, not on how well they will learn to think. There is an overall systemic failure that impedes improvement and defies adjustment. No country can achieve its goal of becoming a knowledge economy if it does not address the problem of teaching thinking.

The bibliography on this subject is vast and highly varied. There are two main topics: research on critical thinking and research on how teachers contribute to the development of critical thinking. This presentation primarily will focus on the second of these topics, the fundamental question of the effect of teaching teachers to teach thinking. For an excellent and well organized review of literature intended to support a conceptual model of thinking and creativity see Combs, Cennamo and Newbill (2009).

While the surface validity of the issue seems obvious, i.e., that one person can do things which will help another person to think better, the amount of research on the subject is not impressive. On the other hand, the amount of research on the nature, learning and use of thinking is enormous.

As an example of teaching thinking drawn from what is considered to be one of the best education systems in the world, is how history is taught in Singapore.

> Teachers tend to just explain what is already in the textbooks and get students to refer to the textbook as almost the undisputed master of information and opinion on historical events. What is of greater concern in Singapore is that while there is a shift in emphasis in the History paper for the high stakes examinations in recent years, the shift in the manner that History is taught has been far from revolutionary. While there has been an emphasis on the higher order thinking skills and the need to interpret historical sources in the examinations, the way that History is taught in Singapore schools seems to be very disconnected from the way the students are assessed. While the current History syllabus in Singapore requires students to demonstrate an ability to think, and perhaps to think like a Historian would, *teachers in Singapore do not teach students to think for this purpose.* Usually any thinking skill teaching done in a typical Singapore school History class is done only to teach students how to answer the examination questions which have been set to ensure that students demonstrate thinking skills. In other words, *in the course of the lessons, thinking skills is not emphasized*. Teachers would still dish out their notes or just "cover" what is said in the textbooks. What is said in the textbook are "givens". They are taken to be facts. Teachers only go through the thinking process with their students only because it is a requirement of the examination paper (Amran, 2009, emphasis added)

The above depiction probably is applicable to many countries including the top five learning countries in TIMMS (Singapore, Hong Kong, South Korea, Taiwan and Japan). A study by Thabet (2008) and reported by Chadwick and Thabet (2008) in a middle school in Dubai says:

> …we conducted a research project in a public school to find out how critical thinking was being taught here in the UAE. As a first step we surveyed the school leaders and teachers. All said they were committed to this goal and used specific curricula and methods to achieve it. They were unanimous in their conviction that they were teaching thinking. Then we sat in on more than a dozen classes in different subjects to determine the degree to which critical thinking was being taught. The results were eye-opening: rarely did the observed teachers use "if/then" language or "what if/suppose that" questions, nor did they ask open-ended questions that could have multiple answers to encourage students to think and conclude. They did not seek evidence from students for their stated claims, nor did they ask students to justify and explain their thoughts or responses. We didn't hear them ask: "Why do you think so?" Nor did the teachers give students time to consider different points of view or encourage them to explore alternative possibilities. Most worryingly, they did not encourage students to ask questions, participate in discussions, or express their thoughts in any way. Of the 30 categories in the internationally-standardized observation chart we were using, 17 produced a 100 per cent failure. What we observed instead was mainly rote memorization, low expectations of success, much concern about grades, and the use of threats. Repetition was the most common practice used. Some teachers even memorized their entire lessons, repeating them word for word in different classes, without adding or relating information to students' previous knowledge.

While it is delicate to generalize from the study of one school, observations in several other schools and a wide review of the literature supports the idea that more emphasis is placed on memorization of specific knowledge than on development of critical thinking. And it is clear that the role of the teacher is crucial, usually in a negative manner.

Collins (1985) for example, examined the feasibility of teaching teachers to teach thinking by carefully examining how a selected group of outstanding teachers do so and found that the main forms excellent teachers use are, 1) systematically questioning students to make them think about the relevant aspects of the problem they are working on, and 2) by modeling the thinking skills they want the students to adopt (p. 580). He suggests that these two areas can be taught to teachers.

Yet the degree to which researchers and educators consider the role of teachers can be seen in the case of Paul and Elder (2006) who, in their outstanding text to teach university level students how to be better thinkers, do not even mention the idea of teachers teaching thinking, although that is a major sub-point of their book.

In many of the relatively early texts on cognitive strategies and thinking the authors of articles clearly write about how students can learn diverse strategies such as verbal and imaginal elaboration strategies, study skills and learning strategies, test anxiety reduction, time management, selective reading, motor learning, decision analysis, without discussing in detail what the role of the teacher should be (O'Neil, 1978, O'Neil and Spielberger, 1979). One article in a book by Pressley and Levin (1983) addresses the question, "Can memory strategies be trained in the classroom?" and replies that "controlled research related to this question is sparse indeed." The situation has not changed much in recent years.

Basic searches for articles on the effectiveness of how teachers teach thinking result in almost no reports or studies. Literally thousands of articles are available explaining how to teach thinking, about the importance of teaching thinking, details about various aspects of teaching thinking, but very little about how to teach teachers to teach students to think, although the concept is implicit in most of the studies of thinking. Obviously there are teachers who do teach their students to analyze, to critique and judge, to compare and contrast, with varying levels of depth and efficacy. The problem is that these teachers seem to be a small minority: the regular teaching system teaches content, not thinking. This problem of not teaching critical thinking arises most probably from the combination of how the teachers were taught when they were in regular schools as well as how they were taught in pre-service, and the failure at some point to develop attitudes and predispositions toward more critical thinking both in themselves and in their teaching activities.

Bangert-Drowns and Bankert (1990) report a meta-analysis of the use of explicit instruction for critical thinking. The authors collected about 250 studies of which after scrutiny only twenty were sufficiently controlled to be

suitable for analysis. They found that programs that focused continuously on thinking skills were distinguished from those that addressed such skills periodically. Programs that taught critical thinking in a subject matter domain were distinguished from those that taught CT generally. Results consistently favored programs that used explicit instruction methods. Intensive programs proved more effective than did programs providing only periodic training. When the content of the CT instruction was internal validity the average effect size was significantly lower than when both internal and external validity were emphasized. Students in younger grades benefitted more from critical thinking instruction than did students in high school and college with an average effect of 0.50 standard deviations vs. 0.21 standard deviations for the older students.

One of the few studies that examined the role of the teacher in developing critical thinking in the classroom is Abrami, et. al. (2008) who identified and examined more than 1800 different studies of attempts to teach critical thinking (CT) to students. On the role of the teacher and his/her training they conclude:

When instructors received special advanced training in preparation for teaching CT skills …. or when extensive observations on course administration and instructors' CT teaching practices were reported, the impacts of the interventions were greatest. By contrast, impacts of CT were smallest when the intention to improve students' CT was only listed among the course objectives and there were no efforts at professional development or elaboration of course design and implementation. These results suggest that better outcomes can be achieved through active, purposeful training and teacher support both at the pre-service and in-service levels. The results also implicate the design of courses in which CT skills are addressed, either generically or in concert with course content. To maximize impact requires both the willingness to incorporate CT instruction and explicit strategies and skills to do it effectively. We also found that collaboration among students while developing CT skills appears to provide some advantage but that this effect is minor compared with other substantive instructional study features (p. 1122).

STUDENTS, PARENTS, TEACHERS ROLES IN LEARNING TO THINK

One aspect of teaching of thinking has to do with the roles of the various participants in the process. While attention has been given to the role of the teacher it is important to understand that parents have a crucial role in the development of their children's thinking. It is appropriate to

think that the parental role is more important than that of the teacher: thinking begins early and at home. Certainly the child's basic dispositions and attitudes toward thinking are most likely acquired in the home.

Parents have a primary role in teaching their children to think. Schools also are important. And the students themselves must assume considerable responsibility for learning how to think, although it should be clear that they require much guidance. The general problem is that children can do very little on their own and while parents should be a prime source of help in stimulating thinking they often do not have enough information about what to do: they usually have general life experiences from which they can draw only simple methods of assistance like encouraging persistence and rewarding progress. Teachers are presumed to be more competent at teaching children learning strategies and analytical thinking, but, as we have pointed out above, teachers have been conditioned to emphasize teaching of subject matter content, not learning and thinking skills.

A basic explanation of how the roles of parents, students and teachers interact is offered in the following chart. The presentation stresses what should happen and also what does happen.

Aspect	**Student's Role**	**Teacher's Role**	**Parent's Role**	**Problems**
Acquisition Strategies	Learn the strategies & apply them in their daily learning process	Teach the strategies to their students & show them how the strategies improve acquisition, with attention on questioning.	Stimulate children to develop strategies for learning, primarily through questioning & modeling.	Teachers mostly teach content not strategy. Parents often do not understand the nature & role of cognitive strategies.
Metacognitive Strategies	Learn to reflect on what they are doing, how & with what results, apply planning & knowledge of results of thinking to improve acquisition & performance.	Teach their students to reflect on what they are doing, mostly by prompting, & show them how this improves acquisition & performance	Stimulate metacognition through frequent modeling & questioning	Teachers do little to stimulate awareness of process and results. They are interested in content mastery.

Structure & Logic	Search for the structure of the subject they are learning, & develop a sense of logic in viewing learning	Present content in such a manner as to highlight the basic structure of the subject they are learning, & stimulate the use of logic in the learning process.	Help children to understand structure of ideas & concepts & teach and encourage use of basic logic.	Teachers often have only a superficial knowledge of the structure of the subjects they teach. Parents knowledge is usually general unless they are a specialist (chemist, mathematician, etc)
Dispositions	Develop positive temperament toward responsibility, persistence, quality, truthfulness, etc	Stimulate, support, activate temperament toward persistence, quality, truthfulness, etc	Parents are the primary source of the development of positive dispositions in their children. They should model, demonstrate, request and reward positive dispositions.	Parent's development of dispositions is irregular, spotty. Teachers do take little responsibility for the child's attitudes and dispositions .
Intellectual Standards	Become aware of the standards for high quality learning & thinking & apply them in the learning process	Become aware of the standards for high quality learning & thinking & teach students to apply them in the learning process	Parents should focus on honesty, precision & relevance as the standards they can promote at home.	Most teachers are unaware of the concept of intellectual standards except in an ambiguous & general manner, so the standards are not an integral part of their teaching practice
Problem Solving Skills	Learn, apply & practice problem solving skills such as the analytic method, the pragmatic method, the intuitive method, etc.	Teach students how to apply content appropriate problem solving skills such as the analytic method, etc.	Encouragement & modeling are the main roles that parents can take, showing how to confront & analyze problems & look for solutions.	Parents often do not pay attention to problem solving skills. Teachers teach problem solving in unsystematic manners.

CONCLUSION

Developing critical thinking is rather complex particularly since it involves dispositions and attitudes which are often difficult to develop which is why the role of parents is so important.

What constitutes critical thinking is quite clear. The importance of learning (and teaching) critical thinking is also quite clear. As I have explained here, the components of critical thinking are also reasonably clear. The role of teachers, instructors or professors actively teaching critical thinking is clear in the sense that for the most part they do not do it. The role and importance of parents in stimulating interest in critical thinking is also clear and yet the degree to which parents actually do so is much less clear.

It is possible to develop a conceptual view of thinking as a complex skill as we have put forth above. The framework can serve both as a developmental tool for teacher training and curricular improvement as well as a construct for research on the subject. It should be clear that major efforts are required to change the approach teachers use to teach content, what could be called a paradigmatic shift which would be from teacher/content centered education to student/thinking education. Without this shift schooling will fail to lead students into a knowledge economy world. Further, the importance of helping parents to understand that their role is crucial, essential and indispensable must be recognized and somehow acted upon.

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Chapter 2

ASSESSING QUALITY OF HIGHER EDUCATIONAL INSTITUTIONS

Dr. V. Ambedkar and A.B.M.Meenakumari***

INTRODUCTION

Higher Education is considered to be the key factor in promoting and accelerating the process of national development. Rapid change, global competitions and innovations has driven higher education to strive for quality. The issues and challenges facing higher education in our country is multifaceted, highly influenced by various factors, one among, which is quality. Quality assurance and quality assessment are the factors on which special attention has to be paid to improve the quality in higher education. To meet the demand and future needs of the world, Indian higher education system has to revamp according to the needs of the nation. In the present day society the quality has gained more importance, due to liberalization privatization and globalization (LPG). Quality in education means pursuit of excellence, consistency and satisfaction. Improving the quality of Higher education has now become a concern of countries all over the world. Higher Educational Institution in India are gearing with International competition. Higher Educational Institutions have diversity in terms of funding, recruitment, Student-teacher ratio, Selection of student's evaluation and other areas. Higher Education plays a vital role in reading a large number of students despite socio-economic status.

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QUALITY ASSESSMENT IN HIGHER EDUCATIONAL INSTITUTIONS

The Evaluation of quality is a must in all Higher educational institutional. Quality parameters have been developed in India by Quality Assurance agencies like NCTE, NAAC and UGC.The primary agenda of NAAC is to assess and Accredited institutions of higher education with an objective of achieving quality education. The assessment of the institution is put forth by questions of Quality Assurance mechanisms. Curriculum framework, and planning curriculum transaction and evaluation, Research and Development, Infrastructure, Instructional Resources student support, Organization and Management and others criteria are important factors in the assessment of higher educational utilization. The assessment of quality in Higher Educational Institutions should cater to the needs such as the indicators of quality, measures and relevance, assurance and control in quality, needs and requirements, strategies to be adopted to enhance the quality.

CONCEPT OF QUALITY

Quality is a dynamic phenomenon which is being improved with new developments in technology and management techniques. New quality management techniques are being adopted to keep in pace with international quality standards. The government plays a major role in quality assurance in educational system. India has huge educational system (nearly 650 universities) which needs a liable accreditation and assessment mechanism to improve the quality. Therefore it is essential that each institution should develop efficient Quality Assessment to mentor its progress.

ASSESSMENT

Assessment is usually done to rate the institutions in terms of the physical and academic infrastructure and also financial soundness and grade them accordingly. Therefore, a process of assessment and accreditation is a must to promote institution to achieve core competencies to face global requirements successfully. This suggests that the Higher Educational Institutions should be innovative, creative and entrepreneurial in their approach to ensure skill development and competencies among students. With the view to promote excellence and monitoring quality education in Higher Educational Institutions of India, UGC has established NAAC with following objectives: To arrange for periodic assessment and

accreditation of institutions of Higher Educational Institutions and units thereof or specific academic programmes or projects, To stimulate the academic environment for promotion of quality in teaching learning and research in Higher Educational Institutions, To encourage self-evaluation, accountability, autonomy and innovation in higher education. To undertake quality related research studies, consultancy and training programmes and sustenance. Striving to achieve its goals NAAC primarily focuses on assessment of the quality of eligible higher education institutions of the country. It uses internationally accepted methodology which consists of self-assessment and external quality evaluation.

Internal Quality Assurance:

Self-assessment provides an opportunity to measure effectiveness and efficiency of the institution. To identify areas of strength and weakness, opportunities .and threats (SWOT) analysis. The institution that really understands itself is likely to be more successful than the one without such self-awareness. Criteria for self –Assessment: Minimal critical size are Curricular aspects, Teaching –Learning and evaluation, Research, Consultancy and Extension, Infrastructure and Learning Resources, Students Support and Progression, Organization and management.

EXTERNAL QUALITY ASSESSMENT

The External Quality Assessment involves, Preparation of self-study report based on guidelines laid down by an external agency, Analysis of self-study report by external agency, Peer team visit, Examination of the report, submitted by peer team, by executive committee of the external agency, Communication of the outcome to the institution i.e. academic audit. Assessment and Accreditation will help the institute to identify its strength and weaknesses, to promote a culture of positive competition, to stimulate self-evaluation, to improve feed-back within the system, to play a supportive role in UGC efforts towards quality education and to give dependable profiles required by funding agencies. All the methods of external quality assurance are well understood and defined by the international quality assurance agencies. The academic quality is to be viewed 'not in terms of the individual teachers but in the light of the collective impart of an overall academic program designed and delivered by the institution as a whole' – for providing the desired knowledge, skill and competencies to the graduates who come out their portals. Beneficiaries of Assessment Outcomes are Students, Parents, Government, Funding Agencies, Society and Industry.

ASSESSMENT OUTCOMES

Work towards academic autonomy, Intensify research activity, Devise strategy for scientific appraisal of teaching/teachers, Provide Consultancy through linkage with industry, Avail modern technology by introducing hi-tech equipment, Increase computer literacy, Achieve autonomous status for the institution, Linkage between education and employment, Emphasis on women, ethnic, water and environment studies, Research support to be more adequate, Establish interuniversity centers, Incentives for performance of teachers.

CONCLUSION

Assessment and improvement strategy are essentials to strengthen the quality of higher education institutions in the country. Assessment agencies still try to see how far the quality can be applied in higher education institutions. Internal and external quality assessment should be imparted in the institutions and necessary bench mark adopted to compete globally and at the same time deliver nationally relevant service.

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Chapter 3

ENHANCING THE QUALITY AND ACCESSBILITY OF HIGHER EDUCATION

Dr. G. Elisha Babu*

INTRODUCTION

India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However Jawaharlal University is a remarkable exception to this rule. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system.

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PROBLEMS IN HIGHER EDUCATION

There appear to be endless problems with the Indian higher education system. The higher education system produces graduates that are unemployable, though there are mounting skill shortages in a number of sectors. The standards of academic research are low and declining. Nobel laureate Amartya Sen, while analysing the crisis in Indian education, rather than attributing the crisis in Indian education to administrative neglect or to thoughtless action, pointed out that the 'grave failures in policy-making in the field of education require the analysis of the characteristics of the economic and social forces operating in India, and response of public policy to these forces' (Amartya Sen, 'The Crisis in Indian education', Lal Bahadur Shastri Memorial Lectures, 10–11 March 1970). He emphasised that 'due to the government's tendency to formulate educational policies based on public pressure, often wrong policies are pursued.' This paper focuses on two important recurrent issues access and quality in higher education. The following table shows the enrolment at higher education level.

ENROLMENT IN HIGHER EDUCATION AT A GLANCE

Sl No	**SUBJECT**	**NUMBER**	**%**
1	Arts	7,539	37
2	Science	3,790	19
3	Commerce & Management	3,571	18
4	Engineering/Technology	3,262	16
5	Education	733	4
6	Medicine	716	2
7	Law	373	2
8	Agriculture	97	0
9	Veterinary	28	0
10	Total	20,327	100
Social composition			
Sl.No	**CATEGORY**	**% OF STUDENTS**	
1	OBC	35	
2	SC	13	

3	ST	4	
4	OTHER	48	
	TOTAL	100	
Religion composition			
Sl No	Religion	% of Students	
1	Hindus	85	
2	Muslim	8	
3	Christians	3	
4	Others	4	
5	Total	100	
(Source : Thorat, 2013)			
Enrolment in top 4 fields			
Sl No	Field	% of Students	
1	ARTS	37	
2	SCIENCE	19	
3	COM/MANAGE	18	
4	ENG/TECH	16	
5	OTHERS	10	
6	TOTAL	100	

QUALITY IN HIGHER EDUCATION

If ranking grading are any indications of quality institutions of quality, Indian institutions of higher learning have a long way to go both locally and globally. An astoning 89%of India's accredited colleges and universities are graded either 'average or below average 'raising serious doubts about their quality'. While globally India's top rated institutions-Punjab universities-ranks between 226 and 250, the national assessment and accreditation council (NAAC) assessment is better, with 62% of universities accredited rated average or below average. The NAAC has given 7 criteria to assess the quality of colleges and universities. They are: 1. Curriculum aspects; 2. Teaching, Learning and Evaluation; 3. Research, Consultancy and Extension; 4. Infrastructure and Learning Resources; 5. Student support and progression; 6. Governance and leadership; and 7. Innovative Practices.

TOTAL COLLEGES/UNIVERSITIES ACCREDITED

Colleges	'A' Grade 'B' Grade 'C' Grade	554 3,697 973	11% 71% 18%
Universities *(Source: NAAC, October 2013)*	'A' Grade 'B' Grade 'C' Grade	70 103 06	39% 58% 03%

NAAC director A.N. Rai said, "Only 11% of our accredited institutions are 'A' grade, while 71% are 'B' the remaining 18% are in the lowest 'C' grade". This definitely shows the quality of the universities. But we have to consider various parameters. In the most of the institutions are government-run, there is a serious financial and infrastructure crunch which diversely effects the assessments. From the year however, accreditation has been made mandatory and linked to funding under Rastriya Uchatar Sikshya abhiyan(RUSA).

FOCUS ON QUALITY

During the previous Five Year Plan 2007-12, India announced 51 new publicly funded higher education institutions including eight Indian institutes of technology (IITs) and seven Indian institutes of management (IIMs). However, construction of only four technology and five management institutes has started and about 40% of faculty posts are still vacant. While half of the announced institutions have been set up, most of them face problems including delays in land acquisition and shortages of administrative and teaching staff. Adding more institutions is no longer a priority. The 12th plan will focus on improving the quality of central and state-funded institutions so that they can compete with the global best. Opening new institutes will be secondary, four new IITs but no new IIMs will be built in the medium term. Fourteen 'innovation universities' and 374 model colleges already announced in the current plan but not yet set up, will be carried forward to the new plan.

EQUITY AND INCLUSION:

To achievement of the goals for equity and inclusive education and for strengthening, the following approaches during 12th five year plan.

1. Building of capacity and improvement of infrastructure.
2. Providing proactive measures to implement reservation policy for students belonging to SC/ST/OBC and disadvantages.
3. Increasing the incentives offered to differently abled students.
4. Strengthening measures to increase the achievement capacity of SC/ ST students.
5. Monitoring of performance with respect to improving equity at the institutional level as well as higher (state/country) levels.

SUGGESTIONS FOR IMPROVEMENT OF ACCESS AND QUALITY IN HIGHER EDUCATION

1. The teacher's role is to build up a consensus in a class room regarding what constitutions quality Education.
2. Most of the Higher Education institutions hardly pay any attention to the development of either wisdom or character. Hence the so called institutions should develop knowledge and character along with skills among students.
3. The goals and objectives of Higher Education institutions should focus on student learning and institutional improvement.
4. There is a shortage skill development in Higher Education. So the growth momentum should be sustained to address the skill efficiency.
5. The Higher Education should be opened to augment of massification of Higher Education through distance and ODL systems.
6. Make the strategic planning process as much participatory as possible to get the views of all the concerned stakeholders that will have a role in its effective implementations.
7. Clerly integrates the quality assurance activities with institutional priorities and strategic issues.
8. The staff development strategy should adequately planned for and directed to institutional quality assurance needs.
9. Try to diversify the source of funding though various fund-raising mechanisms, as money buys more qualified teachers, better quality educational inputs and smaller class sizes.

CONCLUSION

The Higher Education in India emerging as a treasure of power in recent days .There are many a changes have been taking place at this juncture. Right from the Radha Krishnan commission to Kothari commission many a recommendations have been made .But they are either in the cold storage or gather dust. The National Knowledge Commission (NKC) as in fact galvanizes the Higher Education by its recommendations and suggestions made to the then Prime Minister of India. As GER (Gross Enrolment Ratio) is very low in Higher Education. The numbers of universities and Higher Education institutions have to be established to realize the objectives of access, quality and inclusion .The trio will not be neglected if we want to provide Higher Education at mass level and also reach the standards of world class.

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Chapter 4

ENHANCING QUALITY AND AVAILABILITY IN HIGHER EDUCATION

*D. Kalpana**

INTRODUCTION

Many individuals in higher education question the need for a renewed focus on quality in higher education and / or the appropriateness of applying the concepts of total quality to such an effort. The need for renewed focus on quality stems from several sources. Over the past decade numerous books, reports, and commentaries have expressed as an increasing dissatisfaction with the performance of our higher education system. A focus on quality, on the other hand, complements and enhances the rich heritage. It builds on the trading of concern for quality that has characterized higher education throughout the world.

WHY QUALITY IS NEEDED IN HIGHER EDUCATION?

- It recognizes the need for continuous development of the people who are part of the higher education system, whether students, faculty, or administrators.
- It involves principles applicable to institutional administration and class-room reaching, thus providing a bridge between traditionally separated parts of the system.
- It helps us meet the challenges of the 1990s and build effective universities and colleges of the twenty-first century.

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- It builds on the tradition of concern for quality that has characterized higher education throughout the world.

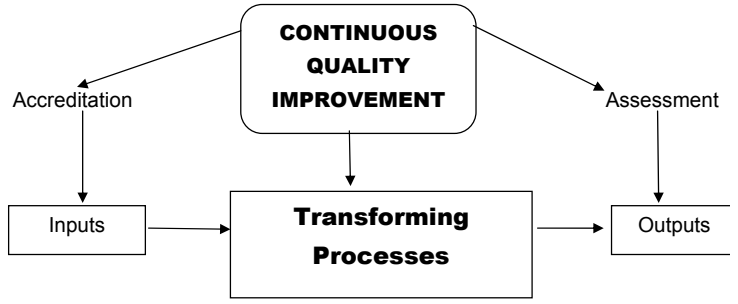
THE ENVIRONMENT OF HIGHER EDUCATION

Four assumptions reflect the environment in which higher education operated, now and in the future:

- Conditions and conventions within the environment are changing.
- They are changing faster than they have changed in the past.
- Changes will continue to rapidly occur as we progress into the twenty-first century
- Sensitivity to these changes is imperative and their implications for colleges and universities must be anticipated.

TOTAL QUALITY AS AN OPPORTUNITY

The Chinese symbol for crisis combines the characters for *threat* and *opportunity*. If the preceding analysis of the environmental conditions impinging upon higher education is accurate, then there is no questioning the conclusion that the academy is facing challenges of an unprecedented nature and scope. The question to be asked instead is whether these challenges will be viewed as a threat or an opportunity. The principles and practices associated with total quality provide a framework consistent with the best existing practices in higher education, but one that allows a positive response to conditions in the environment, viewing them as opportunities, not as threats.



CURRENT TRENDS IN HIGHER EDUCATION

- Training and Orientation for Students
- Specific Methods and Techniques of Teaching
- Guidance and Counselling Services in Higher Education
- Curriculum or Core Reconstruction
- Classroom Organisation and Management
- Institutional Planning for Democratization Higher Education
- Vocationalisation of Education
- Organisation of Co-curricular Activities
- Public Participation, Public Support and Public Relations
- Management of Extentsion and Community Services

ISSUES IN INDIAN HIGHER EDUCATION

- Broadening the aims of higher education
- Rethinking the role of Universities
- Universalization of Higher Education
- Infrastructure facilities in colleges and universities
- Financial crisis in higher education
- Autonomy of the Universities

NEED FOR INNOVATIONS AND REFORMS

The need for innovations and reforms in Higher Education should be a continuous process. **Reforms** such as The National Knowledge Commission report submitted to government of India suggests a few reforms that the Higher Education System needs a massive expansion of opportunities to around 1500 universities nationwide and also government spending on Higher Education should increase to at least 1.5 percent of GDP, out of a total of 6 percent of GDP for Education. Universities should be required to revise or restructure curricula at least once in 3 years. **Innovations** in relation to teaching are simulated and team teaching. Simulated teaching deals with role-playing, artificial teaching, pilot training, laboratory method, clinical method and inductive scientific method. Team teaching is a recent idea in the field of education.

RELEVANCE OF QUALITY MANAGEMENT IN HIGHER EDUCATION

There is a strong link between quality education and training systems and a country's level of educational productivity and competitiveness. The Education System has begun to realize the importance of Quality, and more specifically, of Total Quality Management, that has gained popularity and Universal acceptance all over the world. Professional & Higher Educational Institutions are under pressure to become more efficient and effective.

CONCLUSION

Thus, the quality improvement initiatives are a must in Higher Education System in India to prepare both students and teachers not only for local employment but also for employment in global market. A holistic approach instead of piecemeal approach is a must for achieving that high level. Quality Management techniques will give long lasting solutions to all the problems and challenges faced by the Higher Education System.

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Chapter 5

FACTORS RESPONSIBLE FOR ENHANCING QUALITY IN HIGHER DUCATION

G. Maheswari and Dr. N. O. Nellaiyapen***

INTRODUCTION

"Quality often is not measured at all**,** But is appreciated intuitively" - (Bennis, 1993). Higher education is a powerful instrument for national development and it can act as an instrument of social change based on the principles of justice, equality, liberty and dignity. The development of a knowledge-based society needs a technological infrastructure and competences, supported by a well-structured initial education and a continuous learning program. Higher education has become very important in today's life. Wherever you see an advertisement for job, there are certain criteria for certain posts. For example for marketing executive employers prefer MBA Marketing person, for eye surgeons hospitals prefer oculist. Without a college degree a person is unqualified for such posts. Higher education leads to a more educated and productive workforce and it does offer some external benefits to society. Also, everybody will get an equal chance to pursue higher studies, independent of their economic background and enabling merit to become the sole criteria. If the education is given free to all then admission will be given wholly on merit basis. This will result in increase in the level of competition. It will be certainly beneficial to everybody those who could get admissions. Brilliant students will build a strong nation.

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THE POSITION OF HIGHER EDUCATION IN INDIA

The Indian higher Education system is in a state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. India has both public and private institutions of higher education. India's public institutions are supervised and regulated by the government, while the majority of countless private institutions in India are unregulated and unaccredited by the government. This contributes to poor levels of educational quality and the provision of below standard, inconsistent academic programs across the country.

India's higher education system is comprised of 20 central universities, 215 state universities, 5 institutions established by the State Act, and an additional 16,000 colleges that function under these universities, in which 1800 are exclusively for women. India also has 13 universities that received recognition as an Institute of National Importance. These institutions are highly acclaimed centers of excellence in research and academics and are recognized for producing highly skilled professionals. They are typically recognized by the government and receive some level of financial support from the government.

India has 100 universities that are considered deemed with full autonomy in setting course work, admission guidelines, fees, student instruction and in the employment of faculty. These numbers do not take into account the numerous private institutions that are operating outside of governmental guidelines, which are not recognized by the government and many times are operating without the governments' knowledge. According to a recent report only 10% of the University-age population, between the ages of 22 years and 35 years, have access to higher education. The report has found that there is a staggering difference between the number of students at school level and number of students for higher studies. The disparity exists across gender, social, economic and religious groups but the difference across geographical areas is most marked. Only 10 % of men and 6% of women have access to higher education in North Central region, while in the North East region the numbers go down to 8% men and 4% women.

CHALLENGES IN HIGHER EDUCATION

Over the past decade, there are a lot of changes in the higher education. Its performances have been less than satisfactory in terms of access, equity and quality. Now there is a need for the development of the educational

sector to meet the need of the emerging opportunities, increasing younger generation population and challenges of the 21st century.

Higher Education in India is mixed with myriad educational issues. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, low student enrolment rate and inadequate financial support for Research. Some of the leading challenges before the higher education system are as follows: Continuous upgradation of Curriculum, Grooming of many Private Institutions, Student Employability, Adopting Emerging Technology Addressing of Plagiarism, and Quality of Teaching and Learning.

There are a number of political and socio-economic factors that affect the system of higher education in the country. In order to cope with these challenges effectively and efficiently it is essential that educational institutions are to have a realistic understanding of the emerging trends for building a better future. Faculty, administrators, students and government are all helping to enhance the quality of higher education through their responsibilities.

TEACHERS' RESPONSIBILITY

Teachers must take responsibility to **attend various training programs**, workshops and refresher courses which help them to update their knowledge. Teachers whatever learnt in the training programs are to implement in an effective manner that will be enhancing students' science attitude. In their institutions they can conduct conferences, seminars etc related to the emerging educational needs. Teaching constitutes one of the major tasks of a teacher. Competency over the task of teaching is the essence of a successful educational system. Quality of teaching is one of the crucial issues in higher education. Teachers have to use various **teaching methods** which help in building competence in the areas of research methodologies and pedagogy, expansion of technologies in the field of ICT, Science and Technology, Environment and Education. Another reason for the decline in the standard of higher education is the fact that there is a wide gap between the students, administrators, colleagues and teachers. Teachers should organize debates and discussions which help to establish close relations among the students. Teachers must have responsibility to maintain **cordial relationship** with their colleagues. They can discuss with their colleagues about new teaching methods, recent trends in research and share their views about the importance of educational growth to our nation.

STUDENTS' RESPONSIBILITY

In India a large number of research studies are going on. But the researches with regard to major issues is much low. So Researchers are required to first identify the problem which are more important to our country. Based on the research findings the researcher gives useful recommendations to our society without any plagiarism. Students must **participate in the conferences and seminars** being conducted by the government and private educational institutions. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It broadens the intellectual powers of the individual within a narrow specialization. Hence, it is the responsibility of the students to share their ideas and give suggestions to improve our nation in economic level through contribution of research work.

ADMINISTRATORS' RESPONSIBILITY

Competent teachers are the greatest assets in higher institutions, their knowledge and skills have to be continually sharpened to produce well equipped students. Teaching in higher education is a dynamic process. So the administrators of the higher education institutions must concentrate and take responsibility to **recruit well qualified and skillful faculties**. **Employability** remains high on agenda in higher education institutions in all over the world. Institutions must offer interdisciplinary and personality development programmes which develop students' communication skills, team working, presentation skill, critical thinking etc. Higher education institutions are responsible to make the students to secure and be successful in their occupation. Higher Education institutions have to take care of the quality of teaching and learning because it is the only way to become recognized globally. Educational institutions have to encourage the teaching staff to improve their **qualifications**, thereby the teachers can increase and update their teaching knowledge. Further they have to facilitate and enable to access more number of **teaching materials**, through which teachers can have more information to teach elaborately in their subject area as well as they can ensure best possible learning experience of students.

In the institutions of higher education there is no provision for giving proper guidance and counselling to the students. In the absence of such a provision, students select their courses with the advice of some inexperienced persons. As a result students cannot capable of studying those subjects. It is necessary that the educational institutions of higher education have to make provision of experienced and trained persons to

provide **guidance and counselling** to the students from beginning to the end. In the scientific world higher education institutions need to compete at a world-class level through their **research work**. They need to maintain higher standard and higher quality of research, then only they can be recognized internationally and compete with other higher education institutions. The research capacity of the education institutions is to be maximized which makes better relationship with other higher education system in the world. Therefore, higher education institutions are arranging international and local **collaboration** with other higher institutions, industries, communities and government which is necessary to exploit the opportunities offered by globalization.

GOVERNMENT'S RESPONSIBILITY

Curriculum design is one of the burning issues in today's higher education. Higher education is not just about the higher level of educational structure in the country, but it includes college and university teaching-learning towards students' progress to attain higher educational qualification and promote student employability. According to that every year government must redesign or align the curriculum by using the education council experts' suggestions. This must be ensuring that no students will be leg behind through curriculum alignment; all of them compete equally in this globalization era. The **assessment and accreditation** process will help to find out how far an institution is performing well for achieving quality and excellence. Government should do this evaluation in an appropriate time in a proper way and without any political interventions. On the basis of accreditation process government should **provide funds** to the institutions through funding agencies. It gives the institution a new sense of direction and identity. It provides the society with reliable information on the quality of education offered by the institutions. It is the responsibility of the government to analyze the research findings and allot more funds to the needed departments. High-quality faculty professional development for every teacher is an urgent need and will become essential to compete with students. Hence government should make compulsory to attend the **professional development programs**.

CONCLUSION

Higher Education is a key to a career. It stimulates the brain to handle new challenges and the intelligence to view the bigger picture of life. Also it must enable the individual to realize his individuality first and later

on it can prepare them for any profession. For instance, the QS world university rankings, an annual listing of the world's top universities, no Indian institute is in the top 200 of its recently released global list for 2013. Vision without action is merely a dream, action without vision just passes the time and vision with action can change the world. Hence it is the responsibility of the higher educational institutions to listen carefully to the changing needs and expectations of the society and take appropriate actions to enhance the quality of higher education.

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Chapter 6

QUALITY AND EXPANSION OF HIGHER EDUCATION IN J&K STATE

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INTRODUCTION

The system of Indian higher education is the second largest in the world which is still a trial to cater the educational needs of millions of students coming from different sections of the society. There has been enormous increase in the number of colleges and universities. However, in our state of Jammu and Kashmir ten universities, 94 government degree colleges, 02 government B.Ed. colleges, innumerable private institutions and few satellite university campuses have been established, the huge institutional growth turns bleak when the question of quality is raised. The standards in higher education have been eroded by rising tides of mediocrity. Qualities, standards, varieties and competitions have become the talks of the hours in the institutions of higher learning. The term competition in itself is not bad, as it means that institutions need to work harder to meet competitive standards. But in spite of it, they are victim of policies, bureaucratic hurdles, political interference, limited infrastructure and inadequate staff that make unhealthy competition. Yet if we look at the number of students entering national higher education, it is indeed impressive. In the last few decades alone student enrolment (formal and non- formal) has increased from 62.17 lakhs in 1992-93 to 93.14 lakhs, which represents an almost 50 per cent increase in enrolment. And yet only about 7 per cent of all those who joined school, enter the portals of a higher education institutions. (Neelam 2007).

Higher Education has received a lot of attention in India over the past few years. There are four reasons for recent focus. First country's weak

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higher education system is being blamed for skill shortage in several sectors of Economy. Second reservation quotas in higher education institutions has become a highly divisive issue and central of policy of inclusive growth and distributive justice and hence politically very important. Third in the backdrop of the first two developments, it began to be argued that the country would not be able to sustain growth momentum and maintain competitiveness unless problems with higher education are fixed. Last demand for higher education continues to outpace, the supply due to the growing population of young people, gain in school education, the growing middle class and their rising aspirations

Higher education in India has witnessed many fold increase in its institutional capacity since independence. The number of universities has increased from 20 to 634 and the colleges from 500 to more than 35000 (2013) with the enrolment of over 120 million students. At present programme wise student's enrollment percentage is 87%, 12% and 1% at Undergraduate level, Postgraduate level and Research level respectively. There is a regional imbalance in the distribution of higher education institutions. In Jammu and Kashmir there was a slow growth in higher education. There were only two Colleges and one University in the state during independence. Recent two decades of insurgency have affected higher education badly in our state. India being the country with the youngest population would be able to create a large growing labour force which is expected to deliver greater gains in terms of growth and prosperity. There is a need to focuses on the following thrust areas.

PROVISION OF EQUAL ACCESS TO ALL THE SOCIAL GROUPS

Today, the world economy is experiencing an unprecedented change. New developments in science and technology, media revolution and internationalization of education and the ever expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now days, from 'national education' to 'global education', from 'one time education for a few' to 'lifelong education for all', from 'teacher centric educations' to 'learner centric education'. These changes make new demands and pose fresh challenges to the established education systems and practices in the country. The access to higher education is measured in term of gross enrolment ratio (GER) which is a ratio of persons enrolled in higher education institution to total populations of the persons in age group of 18-23 years. In India GER was 0.7% in 1950-51 increased to 13.6 in 2011. In J&K GER was less than 0.71% in 1950-51 which increased to 13 in 2011.

It is recognized that the 13% enrolment rate is too low compared to 23% of the world average or 36.5% for countries in transitions or more than 55% for developed countries, there is a religious disparity in GER. The GER for the Hindus is 11.9% the Muslims 6.84% the Christians 16.68%, Sikhs 12% and others 15.4% SC, 6.3% ST 6.3, OBC 8.5% also, there are wide gender disparities in terms of access to higher education. GER being 13.6% for males and 9.11% for females. GER among the ST/SC females was about five times and that of the OBC females about three times less compared to the higher caste females. The GER for poor was 2.21% against 12.36% for non poor irrespective of their caste, ethnic, religious or gender background. . We have regions where per 1000 population there are 20 institutions and on the other there are regions having less than 5 institutions per 1000 population. Hilly and inaccessible regions of Jammu and Kashmir we have less than one institution per 1000 population.

QUALITY AND EXCELLENCE

It is important to note that of the total colleges accredited by NAAC till date about 9% were graded 'A' 68 % were graded 'B' and remaining 23% were graded 'C'. In Jammu & Kashmir out of 247 there are (96 governments and 151 B.Ed. private plus 03 grant in aid colleges. Out of total NAAC Accredited Colleges of the state just six colleges were accredited graded 'A' grade. The remaining colleges got B and C grade. It is unfortunate that our nodal Govt. College of Jammu Division has recently accredited themselves after a long gap. According to UGC report 2009-10 there were 328 affiliated Colleges and have the total enrolment of the higher education of the J&K state 122785 out of which women enrolment was 55253. In India vacant positions of teacher is very depressing. In state universities over all vacant positions are more than 50% and it is much higher at level of Assistant and Associate Professors. In Jammu and Kashmir there is very depressing scenario for all Colleges. Out of 3491 sanctioned posts of Assistant Professors 1678 are permanent and 1813 academic arrangements teachers which means more than 50% teachers in colleges are working on academic arrangement bases. The average real expenditure on higher education per enrolled student declined from Rs. 8322 in period 198 1-82 to 1991-92 to Rs. 6790 in period 1992-1993 to 2003-2004. According to National population Commission the eligible population in higher education age group 18-23 years which was 11-12% of the total population has increased 113 million in 2001 to 144 million in 2011. More alarming is serious shortage of faculty in institutions of higher learning unequal access to the instaurations, the non-availability

of text books in Indian languages and students who are ill equipped to handle the rigorous of college education.

GOVERNANCE

The universities and national institutes of higher learning should design their courses in collaboration with industry and such courses be updated regularly, according to need. There should be uniformity, as far as possible, in the standards of the courses, academic calendar and the examination system of Universities. To provide a broad choice of courses, credit system should be introduced in the colleges/universities. Taking the problem of resource crunch in higher education at face value, some alternative ways were considered to combat the present situation, such as: research grants from industries, donations for admissions etc. which were found to be inadequate. It was observed that an organized structure for higher-educational fund raising and creating a culture of giving are the only possible Solutions.

VALUE BASED EDUCATION AND INFUSING CULTURE OF COLLABORATION AND CO-OPERATION

Emphasis should be on the expansion and consolidation of facilities in the existing institutions, improvement of standards through modernization, rationalization and diversification of UG courses especially to relate them to career opportunities. Setting up new Colleges in educationally backward areas, it hope the present seminar will provide a plate form to churn the growth of the higher education system of the state and draw the contours for its future growth and development of the bonus young population of the state.

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Chapter 7

ENHANCING QUALITY AND AVAILABILITY OF HIGHER EDUCATION

*C. Muthu**

INTRODUCTION

Education system has to be geared to changing demands of the society. No system of education however comprehensive in content and form the pedagogical knowledge can meet these changing demands at higher education level, unless a teacher who is main agent and is fully equipped with academic and professional competency. Education is one of the most crucial activities in any nation. It differs from other services in that it involves large capital outlays and technical expertise, both human and material and there are long gestation period in reaping the fruits of education. The basic raw material in any field of education process is man and the finished product is also man (Kasinath H.M, 2012).

The field of education is developing immensely through technological, social, institutional changes in recent years. Quality is one of the major aspect in which teaching can also be analysed in terms of teacher's skills. It is very difficult to define what is quality in teaching is a cordinal factor in promoting effective learning in schools, or colleges. Teachers start their career as matriculate teachers are during the course of their stay in the profession improve their academic qualifications. They do continuous studies through formal or non-formal channels in education, because teaching profession may consider as noblest job in the world. A teacher is concerned not only with the intellectual development of his student but also with their moral, emotional, civic and aesthetic even career development. Thus,

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a teacher's task has become a challenging one. To be a good teacher, an individual should have a number of qualities of heart and head.

OFSTED (OFFICE FOR STANDARD IN EDUCATION)

The office for standard in education inspects aims to improve standards. OFSTED is responsible for assessing the quality of initial teacher's training. Quality education, therefore, is perceived as a continuous process which consists of three distinct and closely inter related consecutive aspects.

1. Professional Continuing Education
2. In-service Training
3. Availability of e-Resources

1. Professional Continuing Education

Form of continuing education that prepares a person for work in a certain profession. Education is a life long process. Now a days a specific theme 'Life long Education Concept and Impact' has been included in the education curriculum provided for the in -service training of all teachers. As education became life long process the role of teacher had changed and it brought some gaps in teachership. Improving the quality and standards for the teaching profession has also been a major motive for change (Suneeth Ben,(2007). As per Tagore's word, "a teacher can never truly teach unless he is still learning himself".

M. Hamid Ansari Hon'ble vice-president of India, delivered the convocation address at the 44th convocation of Utkal university, Bhubaneswar, Oriya on 2nd march 2012. He said 'The key to improving quality and indeed the entire edifice of our education system is to bring the focus back on teachers'. Effective teachers are always changing what they do; this is because they are learning continually how better to teach (Jahitha Begum. A, and Mahesh Bhargava, 2013) Continuous professional development research affirms that the single most important determinant of what students learn is what their teacher knows. One of the most important factors in a high quality education is the knowledge. Teacher has to acquire professional competencies, commitment and empowerment to perform multiple tasks inside and outside the classroom. (Madhu Sahni, 2011). Professional development is an ability to adapt and adjust to the changing needs of the society as well as update the knowledge required (Mohanraj.S, 2009). Faculty development initiates self -studies in proper sense are expected to help teachers overcome their professional inadequacies besides

creating among them the culture of working collegially, collaboratively (Ved prakash, 2010).

2 In-Service Training

Training refers to a schedule of the training specifications in terms of units of instructions or learning experience, set out in chronological sequence and showing the time allowed for each the place, the method of instruction to be used, and the person responsible for giving it. In-service education programme was highlighted exactly 100 years ago in first formal education policy resolution (1904) and again by Hartog Committee (1929) and Sergeant Plan (1944) during the British period. In free India, the University Education Commission (1949) recommended refresher courses for teachers on a continuing basis to provide opportunity to a teacher to become a learner. Secondary Education Commission (1952-1953) recommended extension service programme for the working teachers. In VIth five year plan the Education Commission (1964) made strongly plea for the organization of large scale programmes for teachers. The mile stone lies on National Policy on Education (1986) witch enumerated in-service education for teachers. In recent decades some special schemes like DPEP, SSA and Uniformity Educational System also been given distinctive programmes for teacher educators to enhance their current pedagogical ideas and grade system method.

Quality in education makes it relevant to the socio- economic and political contexts of the people and so it has how become the watchword of the world of Education. It is observed that teachers are more concerned with their certification for having attended programmes than their academic achievement and professional development. There are initial training and in-service education inseparable and integrated parts of the entire process of teacher development (Mohd.Akhtar Siddiqui, 2008). National Policy on Education (1986), the document of Action plan emphasizes that it is propped to organize especially designed orientation programmes in teaching methodologies, pedagogy, educational psychology etc; for all new entrants at the level of lecturers and school teachers and to organize refresher courses for serving teachers to cover every teachers at least once in five years.

3 Availability of e-Resources

Teaching faculties to get trained with the information and communication technology to enhance their professional skills compete with the quality

and standards of education. NCTE norms that create an academic and technical resources base for orientation training, continuous upgradation of knowledge, competency and pedagogic skills of teaching faculties in higher education. The use of technology in higher education to improve self studies and updating current issues in the various corners of education audio – visual aids and information technology to be used widely.

PROFESSIONAL LITERATURE

Reading indicates knowledge of the language. In one hand, printed materials are mostly used as professional literatures help in gathering news and acquiring knowledge of current affairs through the pages of e-books, journals, research studies, magazines, articles published in daily news, encyclopedia, news bulletins and review of books.

CONCLUSION

Modern education makes greater demands on teachers' ability and skills through quality education. We want quality education by which quality is formed on teachers' continuing education, in- service training and educational resources which would fulfilling the need of the nation and to enable the students society towards to acquire employability skills, to face challenges and come out with flying colours. Teachers should be given periodical training which enhances not only their professional development, but the base for quality also enhanced. The need of the hour, the changing priorities in higher education shall necessitate teachers' qualities on teaching experiences, continuing life long studies, attending refreshing courses and orientation programmes at regular intervals those uplift for improving the teachers' quality at better level.

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Chapter 8

APPROACHES TO IMPROVE QUALITY IN HIGHER EDUCATION IN INDIA

E. Nirmala*

INTRODUCTION

Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It is about knowing and acquiring more and more competences on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around. According to Barnett (1992) there are four predominant concepts of higher education:

1. ***Higher education as the production of qualified human resources-*** In this view, higher education is seen as a process in which the students are counted as "products" absorbed in the labour market. Thus, higher education becomes input to the growth and development of business and industry.
2. ***Higher education as training for a research career-*** In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this viewpoint is more about research publications and transmission of the academic rigour to do quality research.
3. ***Higher education as the efficient management of teaching provision-*** Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of

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teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students.

4. ***Higher education as a matter of extending life chances-*** In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible, continuing education mode.

MEANING OF QUALITY

British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). Garvin (1987) proposed the following dimensions for quality that, as he stated, can define both product and service quality:

- ***Performance:*** It is concerned with the primary operating characteristics of a product. For example, for a TV, the performance comprises of sound and picture quality. In higher education performance is the abilities expected of a graduate.
- ***Features:*** Those characteristics that supplement the basic performance functions are called features. In higher education, flexibility of course offering could be a feature.
- ***Reliability:*** It is the probability of a product working fault-free within a specified time period. In higher education, it can be considered as to what extent the knowledge gained is correct, and up-to-date.
- ***Conformance:*** The extent to which a product meets the established specification/standard. For higher education, it can be defined as the extent of meeting the established educational standards and its own promises to the client.

APPROACHES TO IMPROVE HIGHER EDUCATION IN INDIA

To identify and address gaps in research on improving access and quality, RAND researchers systematically reviewed research on higher-education policies on affirmative action, financial aid, private education, and technical and vocational education (Megan Clifford et al., 2014).

1. Affirmative Action

Affirmative-action programmes do increase enrolment of students who may have faced race, caste, gender, or geographical discrimination. However, they also displace groups, such as females, who are not targeted

but are still disadvantaged. Within India, one study found affirmative action successfully targeted the financially disadvantaged, with some lower-caste students replacing upper caste ones. However, it also found that the earnings-level gain of upper-caste entrants was twice that of the lower-caste entrants. Thus, the programme benefited the poor, but reduced the earnings of graduates in absolute terms. Such policies also reduced female enrolment, given that upper-caste females are more likely to pursue higher education than lower caste ones. Another study of India found admission preferences successfully targeted minority students, but that those in more selective majors tended to fall behind their same-major peers. They also earned less than they would have by enrolling in a less selective major and were more likely to get worse jobs. In another instance, the development of higher education institutions in rural India had led to exponential increases in female enrolment there.

2. Financial Aid

Many countries have publicly-supported universities that charge no tuition, but limit access. This disproportionately benefits wealthier students. Cost-sharing strategies, requiring students to bear a portion of their education costs, coupled with loans are a more equitable and efficient alternative. Loans given to needy students may increase their ability to cover living expenses in school, decrease part-time work hours, and increase grade-point averages. By shifting some costs to students and families, loans also help governments improve access while managing limited budgets. Student-loan systems, however, may have large hidden interest-subsidies and default-related costs that will burden future generations. Not all newly industrialized countries have the institutions to support such programmes. India, however, has a well-developed banking system, and can deliver student loans without incurring high information-related transactions costs. On the other hand, the absence of a government-sponsored refinance market deters banks from committing long-term capital to student finance.

3. Accessibility of Private Education

An education system that includes both public and private institutions may help government's better meet student demand and shift some of the burden of education to private providers. Private institutions, however, are often more expensive than public ones due to the absence of state support. So, financial-aid programmes may be needed to make private education accessible. The quality of private institutions also varies greatly,

so quality-assurance mechanisms on government backed loans may also be needed to ensure the quality of such schools. In India, private institutions are similar to their global peers: they are costlier than public colleges and rely on tuition fees to meet operating costs. Since financial-aid is limited, private institutions focus on providing "job-ready" education, such as engineering and business studies, that students and their families are willing to finance through borrowing from informal sources.

4. Technical and Vocational Education

Technical and vocational education and training have led to significant employment and wage gains for lower-income women in the newly industrialized world. Some limited evidence also shows that such programmes are relatively cost-effective. Women often lag behind men in enrolment in technical programmes. Such differences may result from inadequate preparation at the secondary level or cultural attitudes regarding suitable jobs for women. Existing research does not offer any concrete solutions on how to address these problems. Within India, a study of a vocational-training programme offered to women 18 to 39 years of age in two severely disadvantaged areas of Delhi found those participating in the programme were more likely to be employed and to have higher earnings than non-participants, with those completing the programme faring better still. India has some national policies to provide women with equal access to technical and vocational education, but, unlike some other newly industrialised nations (Mexico, Turkey, Zambia), does not have laws guaranteeing this. Among other barriers that Indian women face in technical and vocational education are parent attitudes, employer attitudes, and limited family and child-care support.

SUGGESTIONS

- Policymakers should consider distributive effects in promoting access to higher education. Because students from wealthier families are more likely to pursue higher education, free tuition policies may benefit them more and exacerbate income inequality.
- Policymakers should consider the unique historical, political, and economic characteristics of their country when seeking to increase access or improve the quality of higher education. What works in one country may not work in another. Indeed, even within a country, policies may vary in their effects: for example policies aimed at expanding geographic access vary in how they affect female enrolment in India.

- The lack of robust evidence on this topic demonstrates the need for improved data. Existing research often fails to reach a firm consensus on the most effective policies. Studies using larger datasets spanning multiple institutions may yield more robust findings.
- More experimental studies measuring policy effects would be particularly helpful, as would additional information regarding effects on enrolment, retention, graduation, and employment.

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Chapter 9

ENHANCING AND AVAILABILITY OF HIGHER EDUCATION

Dr. Padmaja Arvind*

INTRODUCTION

Higher Education play significant role in social and economic development of the society. This, in turn, prepares the subject or learners in performing their respective roles in contributing progress of themselves and as well as for the society at large. Education is instrumental in bringing out empowerment and development in an individual, society and nation. Development is an ensuing process of interconnectedness of all changes that take place in economic, social, political and cultural domains of the society. Durkheim explains that education serves two basic needs of society. (1) to be sure that children are prepared in adequate numbers to fill a wide variety of social roles needed for a complex modern society (2) to be sure that children acquire the attitudes, skills, and values needed to ensure that society can both achieve and maintain enough social solidarity to survive. These needs can be satisfied only when there is enhancement in the education and available to all the individuals in the society. In this aspect he specifies the role of teachers and also state.

Higher education is a very important sector which calls for a complete transformation for further growth and development. Indian higher education system is one of the largest in the world. At the time of independence, there were only 20 countries and 500 colleges with 0.1 million students. This has increased to 729 universities and university-level institutions and 37,000 colleges. This gives as an inference that higher education is available to a great extent, but what is needed is the quality.

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WAYS OF IMPROVING QUALITY IN HIGHER EDUCATION

The following factors are to be considered to enhance the higher education.

1. ***Education as capacity building:*** Today, in the world globalization, it very important to build the capacity to meet various challenges. In this regard, the education needs to be more analytical, and practical oriented education system. This is possible only through research, creativity, innovation, use of technology, developing entrepreneurial skill etc, . Quality assurance should be the main aspect of higher education. This can be achieved by understanding the students level and identifying the area of interest and train them for multi-tasking to face the challenges in the society.
2. ***Teacher quality:*** Teachers need to take part in various academic programmes, training programmes and workshops so that it helps them to use of different strategies in order the bridge the gap between the industry and academics. In the higher education aspect, it is very important that the teachers need to play the role of facilitators and they should inculcate the value of independent thinking and rationality. They should encourage dialogues and conversations on the subjects and bring in them the scientific inquiry. Learning and teaching needs to more research oriented. They should encourage them to have real time projects and motivate them to handle the situations in a dynamic way. The faculty should enrich themselves with multidisciplinary learning and should enrich themselves with multidisciplinary approach. It is apt to quote Sir Asutosh Mookerjee' the first Vice Chancellor of Calcutta University, in his convocation address in 1912, "that is order to bring the Post Graduate teaching up to the standards of the best of the western universities, more diversification and specialization in the PG Course are necessary. The lecturers selected for such teaching should be specialists in their branch of study who could give the students the result of the latest study on the subject; these were not to be found in the text books but had to be gathered from specialists journals". This brings out that research is mandatory to teach the subjects to the learners which ultimately leads to knowledge enlightenment
3. ***In-service training and faculties positions*** play significant role in enhancing the higher education. Today, the faculties should update their knowledge with recent developments to deliver best possible information to the students. Frequently they should be deputed to training courses, short terms courses, and intern in the industry to bring the industry exposure to the class room teaching. Moreover required number of faculties should be appointed with requisite qualification and experience.
4. ***Content and curriculum:*** The educational system should be dynamic, it should adopt itself to changing situations and conditions in order to meet the industrial and social requirements. The content and curriculum should to be designed in such a way that the learners become employable. The course content should to designed by the academic and industry intellects as per requirement of the industry. Learning leads to employment, if this need to be achieved course should be from the industry perspective.
5. ***Infra structural facilities:*** For any higher education, the infra structural aspects need to be more specific.
   1. ***Library:*** It is one the pillar of the higher education. A sound library provides information regarding the subjects and other relevant materials for the growth and progress. Librarian plays a vital role in providing recent developments and various resources that are required of to increase the knowledge. It instills the research oriented learning for the teachers and as well as the students. The higher education can be enhanced with the adequate and relevant library books and reference materials. Internet connectivity to reach the material and the online quality journals will be instrumental.
   2. ***ICT:*** Communication play a vital role in the educational system. Information technology and computer oriented communication play significant role in access information on relevant areas of interest. Technology oriented educations need to be strengthened. Web based educational instruction, educational social networking, e-learning , computer based teaching-learning and evaluation should be introduced seriously. It is to be stressed because we are in the era of Digital Age. The higher education should be Tech-Savvy.
   3. ***Sports club:*** Academic alone will not help in growth and development. Physical exercise helps the student and teacher to refresh themselves and help in building emotional and physical strength. It helps oneself to shift from monotonous life and helps to be active.

4. ***Placement services and collaborative activities:*** The higher education should be tuned to create employability for the students. The institution should strive to have tie-ups with the industry for consultancy and also provide placement services for the students.
5. ***Transformation is the liberal course:*** Today, the liberal courses need a complete transformation. The courses such as BCOM, BA, BSc etc, need to be revamped to face the challenging environment. The examination system calls for a change. We test them in their theory, but the practical application is vague. The pattern of examination should be testing their application knowledge. Higher education needs application than parrot reading. Real time projects, short term work experience, compulsory intern need to be stressed to complete their degree.

No wonder the NAAC, play a vital role in monitoring the performance of the higher education to retain and sustain the quality teaching and learning, yet one need to be sure that any institution can survive when each and every stakeholders of the institution takes the responsibility, accountability when they are performing their duties. If this is achieved one can see the ultimate success in higher education.

Above all, the Government should take initiatives in supporting the educational institutions to bring the above said transformation to enhance the present higher educational system . In this aspect, the government has declared it will open IIT in five states, and five IIMS; which will provide a platform to bring economic growth and social development for the Nation. Moreover, in order to achieve quality excellence in education, affordability and accessibility needs to be considered. In this aspect, the government has simplified the norms to facilitate educational loans for higher education.

CONCLUSION

The enhancing and availability of the higher education helps the individuals to perform different roles in the society and tries of achieve social solidarity. Roles and solidarity becomes the customer value which helps the individuals to have consistence experience in the knowledge. This, enhancement in knowledge brings in the competitive spirit and familiarity of the institution. The higher education needs to create a brand for itself. It should have a unique of teaching and learning practices.

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Chapter 10

EDUCATION QUALITY DEFICIENCY VIRUS (EQV)

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INTRODUCTION

Youngsters are the pillars of future world. Therefore it's our duty to mold and develop our youngsters in a correct path. Education is a versatile tool for molding the youngsters. The knowledge gained through education enables individuals' potential to be optimally utilized owing to training of the human mind. This will enable individual to achieve better prospects in career growth. The foundation of the society is based on education since it brings economic and social prosperity. Education in modern society provides a forum where the society examines its issues and identifies solutions. But corrupting this system will affect the overall development of a Human being as well as country.

CORRUPTION

Corruption refers to the practice of misusing one's power and position to achieve various illegal ends. It implies the dishonest behavior on the part of those who are in authority. Corruption comes into existence when the officials use their office as a means to serve their immoral personal objectives. According to Transparency International, India ranks 87th on the corruption scale out of 178 countries with a score of 3.3 on 10.

CORRUPTION IN EDUCATION

Education has been seen in different way by this world, but in our country we are seeing education as a God. We are seeing education as a gift given by Lord "Saraswathi". Our grandparents taught as not even walk over a paper since it will be a sin towards God. But now in India Education took the second place in corruption next to politics. Education

is the basement for building a well glorified nation but these corruptions are corroding our foundation. Without a proper basement we can't build a glorified nation over it. Now corruption entered in to Education system as a virus and destroying the future of nation. Education system is like a human body each and every part had a link if one part is affected slowly it will affect other parts too. Since we compare with human body, we know for active functioning of human being brain is one of the essential part. If brain got affected it will become difficult to be active. Likewise in higher education system universities and bodies governing universities got the top priority.

EFFECT OF CORRUPTION

- Not appointing on the basis of merit will spoil the entire University and the Society.
- By appointing Teaching staff by getting money will make deficiency for quality teachers.
- The worst is from B.Ed. colleges in the name of ir-regular students producing impotent sources for the country.
- Education field too become a business were rich people can invest and earn.
- The word quality will die slowly.
- Qualified persons with full aspiration will decay as a seed itself without getting an opportunity to grow up; this will simultaneously slow down or stop the development of country.

REASONS FOR CORRUPTION

- Seeing education as a good selling product and doing it as business.
- First aim of person getting a job by giving money will be taking that invested money. Not being a good human being and doing services.
- Miss- using the political powers.
- Having aspired for fame and trying in wrong path with the help of money.
- Wishing to earn money in a short period of time.
- Some colleges are spending lots of money as bribe for getting affiliation and other things, so they are collecting it by admitting ir-regular students and so on.

SOLUTIONS

- **Bureaucracy rules in the Indian school system**: Who is allowed to run a school? What is to be taught, who is allowed to teach? How much a teacher is to be paid? Who is allowed to attend and for how long? Who must be allowed to attend? How much can be charged?—all these things are bureaucratically determined and no freedom of choice should be permitted**.**
- **Transparency:** The major solution for destroying corruption from educational system is following "Transparency" in all, including appointments of VCs, Professors, non teaching staffs, Admissions etc..,
- **Websites:** Every institutions must possess an own website with the details of institution including name, qualification and photo of the staff working at present. This will put an end to the worst and shameful thing doing by some colleges like using the certificate alone of a qualified person and appointing some other non- qualified person at low salary.
- **Court:** Another solution for eliminating corruption is the voluntary involvement of court in the educational system by doing/ordering a frequent checking of quality in the institutions and others.
- **Teachers:** Since teachers are having the opportunity to mold the students they must taught the effect of corruption over the nation as well as each individual and made them standing up against corruption in any field.
- **Media:** At present the most powerful weapon is media. They should voluntarily come forward to cross check the quality of each and every institution. Both in daily magazines and televisions they are analyzing a cinema which is just an entertainment and putting a rate this is good that is bad. Why don't they analyze the quality of education and the institution which giving it.
- **Ourselves:** Last but not least most important solution is we. We should not encourage corruption are should not fear for it. We must stand up. This is time to save the foundation of our nation.

CONCLUSION

As we leant the environmental cycle during school time, in this world every system has a cyclic connection if any one system is affected surely it will affect other and at last everything will get affect. To my perception all of us may experienced directly or heard from others about the above mentioned types of corruption taking place at present in the field of education. Let's wake up and realize the truth. Stand together against corruption. Let's destroy the EQ Virus and save our Educational system and Nation.

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Chapter 11

QUALITY ENHANCEMENT IN HIGHER EDUCATION THROUGH SELF-EVALUATION AND TARGETED PROFESSIONAL DEVELOPMENT

*A. K. Punitha**

INTRODUCTION

The current article explores what can be achieved in this sense and is within our reach in an academic environment - through trainer training, teacher development, self- evaluation and peer-support. After a brief outline of generic issues regarding self-evaluation and its relevance for quality assurance and enhancement, reference will be made to the QualiTraining Guide and the "QualiTraining" projects, with a special focus on the methodological approach adopted throughout the Guide and the project. A further example is taken directly from educational practice: the Interdisciplinary Masters programme specifically designed for academics/ teachers of various specializations at the Academy of Economic Studies, with a focus on the reflective dimension of self-development and self-evaluative practice.

SELF-EVALUATION

Self-evaluation has gained more and more importance in a number of educational contexts, both as self-evaluation at an individual level and as institutional self-evaluation**:**

(a) Self-evaluation at an individual level

(b) Self-evaluation at an institutional level

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INSTITUTIONAL SELF-EVALUATION:

It is defined as participatory evaluation initiated in the institution by the school / centre personnel or project team to facilitate periodic or continuous improvement of the teaching operation / language services / the overall activity. The outcomes of this process are made available on-line both to the co-ordinating team of the project and to the Governing Board of the ECML (on the internal section of the project web site, for instance).
In what follows, to better illustrate the link between the various types of self-evaluation and the connection between these and quality assurance, we shall consider examples from the QualiTraining Guide and on-line resources available on the project web-site.

QUALITRAINING

Within the framework of the ECML/Council of Europe, there has been a series of three projects focusing on Quality Management in Language Education and Quality Assurance. "QualiTraining" is the acronym for two ECML projects, as well as for the main project outcomes. The overall aim of these projects has been to familiarize language professionals with the quality assurance dimension of education and to contribute to consolidating a quality assurance culture in language education across Europe and beyond, through producing a range of resources - book, CD ROMs, web resources and providing training for trainers and multipliers. The project outcomes contain

- Generic aspects regarding self-assessment for learners and teachers, as well as regarding quality management in language education
- Quality assurance standards and procedures developed at European level
- Case studies from various national and institutional contexts, both from the state sector and from the private sector, as examples of good practice (representative of over 20 countries)
- Instruments, e.g. questionnaires for awareness-raising, self-reflection and self assessment, checklists for internal and external quality assurance
- Interviews with experts to reflect the latest developments in the field
- Links and contacts for further information.

Self-assessment and reflection is a strategy used throughout the Quali Training Guide, and for better familiarization with this methodological

approach, it is used also in all the Quali Training events, including the sessions conducted within the framework of the following case study.

EMBEDDING REFLECTIVE PRACTICE AND SELF-EVALUATION

Three years ago (in the fall of 2006) a new interdisciplinary Masters programme was introduced at the Academy of Economic Studies: **"**English Language Education and Research Communication for Business and Economics".

It is specifically intended to contribute to:

- Improving teaching methodology and communication competencies, so that teachers/academics of various specializations can teach their subject via English;
- Enhancing research competencies and integrating professional and English language communication skills for the successful presentation of research outcomes in international events and specialized publications.

As multipliers and having had the chance to experience these methodological approaches themselves, most of them enjoy taking these further into class, to their students. This way, in a cascading mode, we can also witness a shift of paradigm, with teachers developing the confidence 'to let go' and to encourage students to voice their preferences, engaging them in new processes.

CONCLUSION

In this paper we have tried to highlight the importance of self-evaluation at individual and institutional level for quality assurance and quality enhancement purposes. After an introductory section on self-evaluation as a fairly recently introduced practice in institutional environments and educational programmes, as an alternative to external evaluation, reference is made to projects and materials developed within the framework of the European Centre for Modern Languages (ECML), the Council of Europe. The QualiTraining Guide, project CD ROMs and on-line resources can be used in a variety of educational contexts to facilitate training and development in the area of quality assurance, as well as to provide sources of inspiration for local contexts through the case studies and examples of best practice from over 20 European countries. Even if several examples reflect developments in the field of quality assurance in language education, most of the concepts and processes discussed are relevant and transferrable to other educational domains as well.

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Chapter 12

ENHANCING QUALITY AND AVAILABILITY OF HIGHER EDUCATION

T. Sahaya Saila and Dr. S. Chamundeswari***

INTRODUCTION

The system of Indian higher education is the second largest in the world. It caters to the educational needs of millions of students belonging to different socio - economic strata of the society and provides leadership in different walks of life. In order to achieve the basic aim of higher education, there exists a strong need to bring out the best from the individual's personality. This great purpose requires selection of appropriate courses which should always be in consonance with the interest and hidden potentialities of the students. It is quite obvious that students are the prime stakeholders in any system of higher education. Quality is the end product of responsiveness to their educational and professional needs and also to the need of personal development which has been the primary concern of the traditional systems of education in the country. Student aspirations and goals change in a fast changing world. That system of higher education, which is ready to honour them and shape its curricular and administrative performance accordingly is alone relevant. It can make student stakeholders partners in planning and governance rather than keeping them as docile recipient of that which is imposed on them without sensitivity to their changing needs and aspirations.

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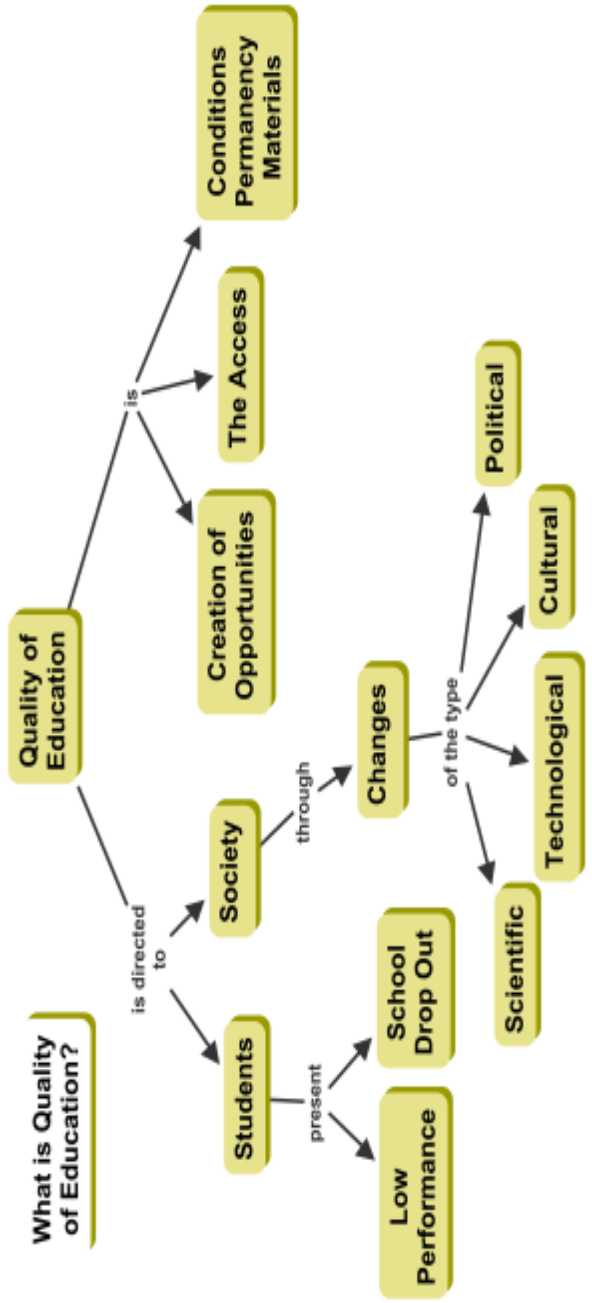
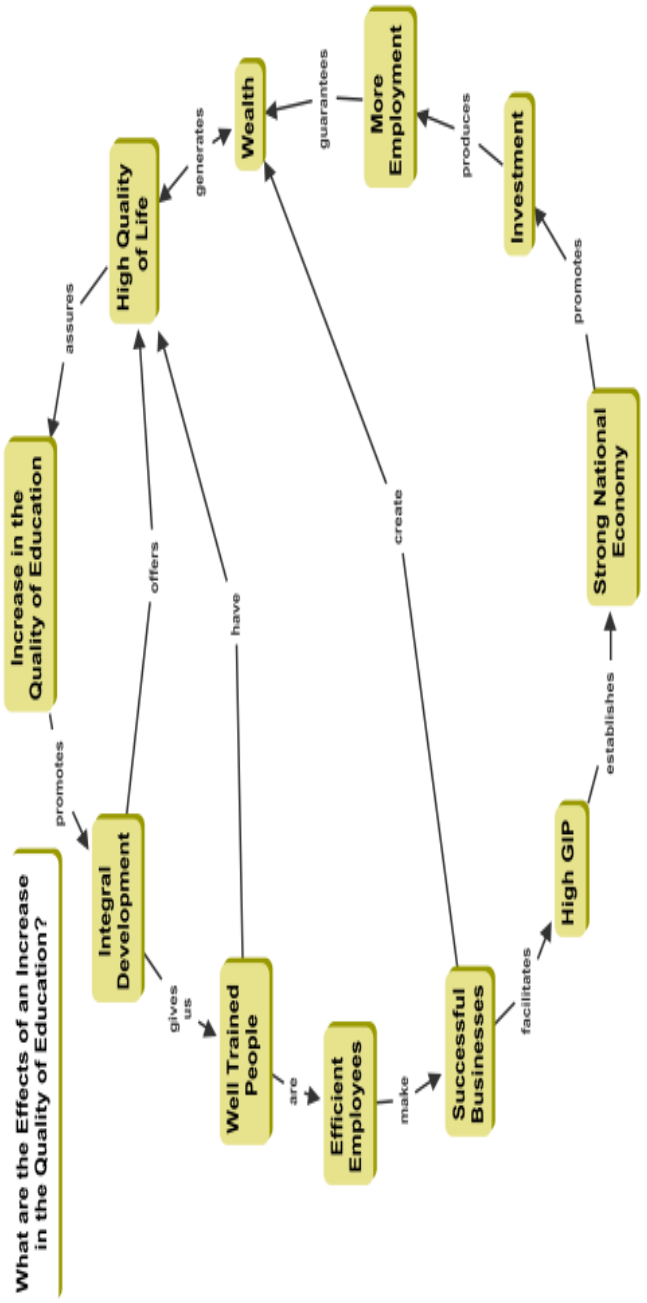


PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA

India has a massive system of higher education. At the time of independence, there were only twenty universities and 500 colleges in the country. But at present, the Indian Higher Education system could be said as the second largest in the world with 8 million students, more than 3 lac teachers, 300 universities and more than 12,000 colleges affiliated to them and many Deemed Universities and Institutions of national importance. Inspite of having a massive system of higher education, only 7 percent youth of the relevant age group of 17 to 24 years is receiving higher education as compared to France (50%), U.S.A (81%) and Canada (99.8%). At the same time, the system has failed to cater to the heterogeneity of the society.

Everywhere, higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skilled based training, enhancement and presentation of quality in teaching, research and service, relevance of programmes, employability of graduates, establishment of efficient co- operation agreements and equitable access to the benefits of international co-operation. At the same time higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

Research study on the development of higher education reveals that India's position is 76 out of the 94 developing countries of the world. Few in India are thinking creatively about higher education. Those in government as well as academic leaders seem content to do the same old thing. Academic institutions and systems have become large and complex. They need good data, careful analysis and creative ideas. India has survived with an increasingly mediocre higher education system for decades. Now as India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large educated population base and its reservoir of at least moderately well trained university graduates have permitted the country to move ahead.



RESTRUCTURING HIGHER EDUCATION TO ATTAIN EXCELLENCE: THE EMERGING NEED

The Chinese Philosopher Confucius stated that the goal of education was to produce men of quality who combined competence with virtue. Thus quality is multidimensional and through higher education it strives to develop human resources of global standards. Perceived thus, quality defines the goals and purpose of education. Quality impacts the content of higher education. Its processes, its output or product as it seeks to develop human resources with required skills, excellent in performance and capable of delivering the goods as a unit of the work force.

In a developing country like ours, the diametrically opposite demands of quality education and the increasing numbers of students demanding higher education are in conflict. This growing demand for higher education has brought to the fore the problems of access, equity and quality. As the developing countries address themselves to the problems of access and equity, the problem of quality gets acute. An independent task force set up by UNESCO in 1998 has in its report entitled Higher Education in developing countries, Peril and Promise´, said that today higher education has become basic education demanded by the masses and can no longer be confined to a tiny elite. This is more so, in the developing world due to three factors at work here. Firstly, the incredible growing thirst for knowledge, secondly the growing importance of knowledge in society and thirdly, the inexorable and often cruel logic of globalization.

CONCLUSION

Education is a big service industry because it cultivates human mind and makes them important and useful players in the economy of a nation. On the threshold of the 21st century, global public spending on education tops on trillion US dollars. This figure represents the cost of over 50 million teachers, ten billion pupils and hundreds of thousands of educational institutions throughout the world. But in recent times things are changing increasingly. Large number of nations, as a consequence of the impact of liberalization of trade, are in favour of curtailment of the role of the government. This is true in case of higher education.

In this changed scenario, it is necessary that our planners and educational administrators must expedite the process of reforms and encourage innovation. We must replace the feudal, traditional British system of higher learning and adopt a new more dynamic educational approach that is a must for survival growth.

The world of higher education in the 21st century can truly be a borderless world of knowledge and ideas, which will yield reciprocal benefits for all nations. There is no single simple path for reaching this new global future, but instead, multiple pathways that lead towards a world in one nest. There are many critical issues surrounding access, quality and costs of information and knowledge over the Internet as well as on provision of content and learning material. As it becomes clearer that the growth of Internet offers real opportunities for improving access and transfer of knowledge and information from universities and colleges to a wide range of users, there is an urgent need to clarify these issues with special focus on opportunities and challenges for higher education.

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Chapter 13

QUALITY IN HIGHER EDUCATION IN THE CONTEXT OF GLOBALIZATION

*Mrs. T. Uma**

INTRODUCTION

Education trains the mind and provides skills for individuals to be productive in society and consequently contributes to socio-economic advancement. Higher education is regarded in some circles as the final processing stage of the graduate for the market. Thus, although every country is primarily concerned with strengthening its education sector to meet national needs. Cognizance should also be taken of the tenets of globalization. This is because graduates produced in one country are not limited to the local market but also for the international market. Soon, some take up jobs in other countries or jobs offered by multinational organizations like UN, UNESCO, WHO, FAO, World Bank, etc. Some also further their education in other countries. It is therefore incumbent on Higher Education Institutions (HEIs) to provide quality education that meets the needs of the global economy.

GLOBALIZATION OF HE SERVICES

With parity of standard and esteem as the guiding principle, services and procedures adopted by higher education institutions in this era must be relevant and also serve to project the institution. Some examples are:

(*a*) Transnational and distance education

(*b*) Institution replicates and run the program on a campus in another country

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(*c*) Grading system

(*d*) Academic

(*e*) Linkage arrangements

(*f*) Graduate studies

MASSIFICATION OF HIGHER EDUCATION: GLOBAL TREND

Massification of higher education is the modern emerging trend and it is attained in these following ways:

i. Through Expansion

The massification effort of higher education is continuing at a greater pace than it has been hither to. In fact, the number of students enrolled in these two countries along with others in the region has been the highest among the various regions of the world. In China, the enrollment figure is more than 6 million and in India, it is about 8 millions as of 1999. The annual compounded growth rate in both India and China is maintained at about 5-6% over the last two decades.

ii. Through Distance Education

The emergence of distance learning as the effective supplementary system to the traditional universities and colleges is also an important trend in the expansion of the higher education system in the region.

iii. Through Privatization

As part of the general thrust for increasing the size of enrollment in higher education, spurred by the need for additional resources, the countries in the region have already undertaken the initiatives to privatize the higher education. India, having the second largest network of higher education institutions in the world, with more than 265 universities and 11200 colleges, expanding its higher education system only through private resources during the past 15-20 years. From 1994-95 to 1991-99 alone, more than 2100 colleges have been established through privatization strategy. These phenomena could be seen in all the countries of the region, varying only in the relative magnitude.

iv. Through Transnational Education

Sensing the concern for increasing the openings for higher educational opportunity in the region, many developed countries both within the region

and outside have come in a large way to establish their teaching and training centers in a number of countries.

v. Through Diversification

Consequent to the phenomenal growth of knowledge and the emergence of many multi-disciplinary subject areas, the range of educational offering have also increased substantially. Computer and computer related information technology area denote the domain of new knowledge emerging as a key sector of education. In fact, the universities have become only one of the many actors in providing higher education. Examples of other providers include: 1. Telecommunication, cable and satellite companies, 2. Publishers including News paper groups, who are designing and delivering course materials, sometimes in partnership with established universities. 3.'Corporate' Universities and other units run courses and 4.The Virtual Universities.

All these trends seen in higher education like, Expansion, privatization, Diversification, Emergence of non-traditional and non-university type of educational provisions and the growing relevance of transnational education brings in the concern for quality and standards of the education offered for both local and international consumption. This concern has resulted in the establishment of national Quality Assurance mechanisms as a part the higher education system.

IMPACT OF INTERNATIONALIZATION OF EDUCATION ON QUALITY ASSURANCE

The present nationalistic modes of quality assurance, including institutional and programmatic accreditation will inevitably have to work in conjunction and/or give way to global forms of public protection and educational quality. For serving the global market, it is important that the overall quality and standards of education available in a country must conform to certain thresh hold levels to become internationally acceptable. At the same time one has to realize that doing more or better of what one has been doing all along may not be enough to be accepted as international education. There must be a certain elements of educational provisions and the institutional basic infrastructure to make the grade as the provider of education for the international clientele. These initiatives should be backed up and supported by appropriate policies and processes at the institutional and/or at government level.

UNDERTAKING REFORMS TO IMPROVE QUALITY

In the effort to globalize higher education services and embark on innovative knowledge production and dissemination aimed at fitting into the global scheme quality assurance becomes a *since qua non.* It goes without saying that high quality services and knowledge of relevance and currency are the ones that will be attractive and competitive on the global market. Thus, globalization related threats can be effectively addressed by undertaking reforms to improve on quality. It is therefore logical that quality assurance in higher education institutions has become a crucial contemporary issue worldwide. This is not to say that hitherto mechanisms to enhance quality did not exist in higher education institutions. "Quality assurance in Higher education can be defined as systematic management and assessment procedures adopted by higher education institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements" (Harman , 2000). This is what higher education institutions are enjoined to adopt in order to ensure parity in the standard of their products on the global market.

CONCLUSION

It has been demonstrated that globalization imposes serious challenges to higher education institutions. It is imperative that solutions to such challenges are identified and efforts made to mitigate them. These challenges have serious quality implications for the products and services of higher education institutions. For such products and services to be acceptable on the global market their quality must be periodically monitored, controlled and improved to standards in response to both local and international needs. Quality assurance has accordingly become a worldwide phenomenon in higher education institutions.

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Chapter 14

ASSESSING QUALITY OF HIGHER EDUCATION INSTITUTIONS OF INDIA

Smt. Umashree D. K.*

INTRODUCTION

The Government of India after independence initiated action to improve the quality and standards of higher education. It appointed the University Education Commission (1948) under the chairmanship of a distinguished Educationists scholar, philosopher Dr.S Radhkrishnan. Themajor recommendations of the commission are the aims of education should teach our youth that life has a meaning, to foster the innate ability to live the life of soul by developing wisdom to train for democracy, to monitor self development to create an awareness to understand education is a lifelong process. To fulfil the aims listed above the higher Education institutions including the universities have to carry out some important functions. The higher Education institutions have to create individuals with change of spirit to prepare youth for an integrated life. Preparing students who can adjust to the society by understanding the concept of social justice. Preparing leaders for democracy , developing men of character, developing scientist of high sensitivity and integrity**.**

ASSESSMENT

Assessment according Gagne (2005), it is a measure of performance which involves documentation usually measures the knowledge, skills, interest, attitudes and beliefs of people who involve in the institutions. It

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is a mechanism of providing data to the instructors to improve their own style of functioning. Always a tool for assessment is necessary i.e, called a scale for measuring the performance of an institutions.

The NAAC has identified 75 quality indicators for teacher education. These indicators have been included under 7 key areas for objective quality assessment namely

1. Curricular Aspects,
2. Teaching, Learning and Evaluation,
3. Research, Consultancy and Extension,
4. Infrastructure and Learning Resources,
5. Student Support and Progression,
6. Organization and Management and
7. Innovative Practices.

THE TOOLS FOR ASSESSMENT PROCESSES AND OUTCOMES,

The instruments of quality assessment and accreditation adopted by the NAAC are based on internationally suitable models and have so far received general acceptance in the Indian higher education community. Assessment tools such as the institutional self-study report, on-site visits, and the strengths/weaknesses descriptive reports have been recognized to offer a fair degree of transparency in the accreditation process. In addition, the NAAC has been successful in maintaining healthy competition for better accreditation results in a system that is sometimes characterized by not only its complexity, but also its satisfaction.

QUALITY ASSESSMENT AND ACCREDITATION PROCESS BY NAAC:

NAAC conducts the quality Assessment and accreditation process by following Four stages such as:

1. Developing the criteria of assessment, according to the type of the institution.
2. Preparation and submission of a self-study report by the institution by projecting its strengths, weakness and innovation.
3. Site visit by an external peer team, who are real professionals. The assessment process includes the validation of the self-study report and the drafting of recommendations for the assessment outcome (the report is shared with the head of the institution at the end of visit and is reported to the NAAC along with a confidential recommendation on grading);
4. Final decision by the Executive Committee of the NAAC.

The self-study report and peer-team validation are the backbone of the assessment process. The Higher education institutions have to prepare self-appraisal report by looking into the manuals and guidelines provided by the NAAC and also by taking into consideration the facilities available. The NAAC has been making serious efforts to sustain the quality and standards by recommending the higher education institutions to establish Internal Quality Assurance Cell (IQAC) , there by periodic IQAC reports need to be submitted to NAAC. But, majority of the IQAC's are established, but not functioning properly. Hence, they are not concentrating on the improvement of institution. only after five years they prepare RAR and submit. This has almost become a ritual like affiliation given by the universities.

CONCLUSION

By keeping the on spot assessment and interaction with the members of the community, heads of schools, teachers of schools, students the peer team may award a grade. To do this academic exercise lot of time is needed, hence the peer team may stay in the institution for at least 5 days. If NAAC, thinks of including the new dimensions of assessment, it goes a long way in maintaining quality and standards. A research study may be undertaken to know the impact of assessment of NAAC on the performance of higher education institutions. This may reflect the real data to change the mode of assessment of NAAC.

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Chapter 15

BENCHMARKING IN HIGHER EDUCATION

Annie Kavitha, L.*

INTRODUCTION

The changing environment of higher education in recent years has produced new pressures and concerns for universities. Rising student numbers and a decline in government funding have created greater competitiveness in the tertiary sector, and consequently a demand for higher quality, efficiency, and customer service in the functions which the University provides. In this present environment, and in the future, the successful universities will be those which can continually improve and adapt their services to meet and exceed the demands of stakeholders. In this regard, Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organisation to those of another, by bringing an external focus to internal activities, functions, or operations (Kempner 1993).

The goal of benchmarking is to provide key personnel, in charge of processes, with an external standard for measuring the quality and cost of internal activities, and to help identify where opportunities for improvement may reside. Benchmarking is analogous to the human learning process, and it has been described as a method of teaching an institution how to improve (Leibfried & McNair 1992). As with other quality concepts, benchmarking should be integrated into the fundamental operations throughout the organization. Benchmarking is more than just gathering data. It involves adapting a new approach of continually questioning how

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processes are performed, seeking out best practices, and implementing new models of operation.

BENCHMARKING

- Benchmarking is the formal and structured process of searching for those practices which lead to excellent performance, the observation and exchange of information about those practices, the adaptation of those practices to meet the needs of one's own organization, and their implementation.
- Benchmarking is the process of understanding what is important for your organization's success, understanding your own processes, finding and learning from others whose processes are better than yours, then adapting that learning to improve your performance. Benchmarking is far more than copying.
- It requires deep self-assessment and the ability to translate practices that work in another context into a process appropriate to your own organization (from O'Dell, in Watson, 1992: xv).
- Benchmarking is a well-planned and systematic process of discovery and learning. It has measurement as its fundamental basis, and compares against better and best organizations inside or outside the education sector. It has clear objectives and mechanisms to measure performance.
- Benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization with those of another, by bringing an external focus to internal activities, functions, or operations (from Kempner, 1993).
- Benchmarking is an ongoing, systematic process to search for and introduce best practice into an organization in such a way that all parts of the organisation understand and achieve their full potential.

PRINCIPLES FOR BENCHMARKING

- Improves practices, services or products;
- Involves learning about 'best practices' from others;
- Accelerates the rate of progress and improvement;
- Contributes to continuous quality improvement;
- Promotes fresh and innovative thinking about problems;
- Provides hard data on performance;

- Focuses not only on what is achieved, but how it is achieved;
- Involves the adaptation, not merely the adoption, of best practices; and
- Results in the setting of specific targets.

TYPES OF BENCHMARKING

1. **Internal benchmarking** – This in which comparisons are made against another school/area within one's organisation;
2. **Competitive benchmarking** – This in which comparisons are made with direct competitors;
3. **Industry benchmarking** – This in which the benchmarking partner is not a direct competitor, but does share the same industry as one's organisation;
4. **Generic benchmarking** – This involves comparisons of processes and practices regardless of the industry or field of the partner.
5. **Process benchmarking** – This focuses on discrete work processes and operating practices;
6. **Performance benchmarking** – This compares products and services; and
7. **Strategic benchmarking** – This examines how companies compete (Bogan & English, 1994).

THE PROCESS OF BENCHMARKING

- Before beginning a benchmarking study, an institution should decide if benchmarking is the correct quality improvement tool for the situation.
- After processes are selected for analysis, the appropriate personnel, who have a working knowledge of the area undergoing the benchmarking analysis, should then be chosen to conduct the study.
- A college and university can take part in an externally sponsored benchmarking project with predefined objectives, or conduct a project on its own or with the help of consultants. It is recommended that, as a start, an institution new to benchmarking, begin with a more "grassroots" level departmental or administrative project that measures best practices internally, or with local competitors.
- An institution that is more advanced in quality improvement efforts can seek out world-class competitors better and implement the findings more readily than a benchmarking novice (Marchese 1995).

- Information on prospective benchmarking partners can be obtained from libraries, professional associations, personal contacts, and data sharing consortia.
- Once the benchmarking data is collected and analyzed, it can be distributed in a benchmarking report internally within the institution and externally to benchmarking partners for implementation of improved processes.
- The overall goal is the adaption of the process enablers at the home institution to achieve effective quality improvement.

BENEFITS OF BENCHMARKING

- Provides a systematic approach to quality improvement;
- Brings an external focus to internal activities;
- Utilizes existing knowledge about the effectiveness of particular processes;
- Identifies new ideas and technologies;
- Exposes the need for change;
- Establishes the extent of improvement required;
- Demystifies and encourages change;
- Provides a framework for change;
- Decreases subjectivity in decision making;
- Legitimizes targets by basing them on hard data;
- Enables the incorporation of `best practices' into one's organization;
- Encourages a learning culture which is open to new ideas;
- Promotes contacts and networks.

CONCLUSION

The overarching aim of a benchmarking process is to place performance in perspective against the sector or a more specific group of institutions. A key element of benchmarking is the identification of institutions that achieve high levels of performance which can act as examples of good practice. By analyzing, assessing and implementing actions based on examples of good practice, institutions can achieve more efficient processes and ultimately higher levels of performance. Sensible benchmarking can lead to realistic target setting processes in relation to a broad spectrum of performance indicators, which encourages a more efficient environment.

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Chapter 16

EMOTIONAL INTELLIGENCE – NEEDED RESOURCE FOR TEACHERS

C. Brintha* and Dr. D. Vinodth Kumar**

INTRODUCTION

Emotion is a subjective process which is a psychological and physiological state depending on the personality, mood, and temperament. Emotion influences the way we think, work, sleep, spend time, which shapes our attitude, behaviour, confidence etc. Emotions are responses to stimuli or situations that affect an individual strongly. It occurs at the cognitive level which reflects on behaviour. Emotions stimulate the neurophysiological and biochemical levels of the individual which is mainly governed by the personality. Ultimately personality has a significant and strong influence on emotions.

WHAT IS EMOTIONAL INTELLIGENCE?

The concept of emotional intelligence (EI) was familiarized by Daniel Goleman. According to **Mayer, J. D. & Salovey, P. (1990),** "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." **Bar-On (1997),** came up with a more comprehensive explanation, emotional intelligent people are those "who are able to recognize and express their emotions, who possess positive self regard, and are able to actualize their potential capacities and lead

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fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal relationships, without becoming dependent on others. These people are generally optimistic, flexible, realistic, and successful in solving problems coping with stress, without losing control."

DANIEL GOLEMAN'S FIVE COMPONENTS OF EMOTIONAL INTELLIGENCE

The following are the five components of EI as stated by Daniel Goleman. Self-regulation, internal motivation, self-awareness, empathy, and social skills. These components are needed for a teacher to deal effectively with students of present generation.

BLOOM'S TAXONOMY AND EMOTIONAL INTELLIGENCE

Bloom's taxonomy of educational objectives, has given importance to feelings and emotions in children. The affective domain is mostly focused on developing and creating a balanced emotion. Receiving, responding, valuing, organizing and characterizing are the minor objectives in this domain. These values develop character, which shapes the personality. Personality in turn has a significant bearing on emotional intelligence. A lot of work has been done on emotional aspects of education in recent years. The system of education has given greater importance to emotions and feeling of children. Some of the measures which are adopted by the government and are promoted in schools today are

- No physical punishment (corporal).
- While scolding, feelings of children should not be affected by the teacher.
- Teacher has to be a guide and mentor.
- Children should not be treated rashly rather they should be treated with kindness and comfort.
- Awareness about child's rights, exploitation, abuse etc. are taught to them.
- Counseling cells during exams and result declaration period are provided.
- Student grievance cells are established.

All these measures clearly state the general shift in the values of educationist, and teachers in dealing with the children which mandates the teacher to deal with students kindly and wisely. Emotional and social intelligence hence has become one of the mean parameter for teachers to be effective which is reflective of Blooms Taxonomy.

DOES EMOTIONAL INTELLIGENCE OF TEACHERS WORK?

The national curriculum framework **National Curriculum Framework 2005,** has also emphasized on development of high standards of emotional intelligence among teachers as it will reflect on students' outcome. Good teachers are in general emotionally intelligent as they will be able to handle students in the way students would like them to be treated. Cordial relations with the student will help in bringing out the best from the students and the teacher in shaping the students' future. **Hwang (2006)** found that the teachers who had superior competencies, comfort, empathy, leadership and self-esteem, tended to perform better in overall teaching effectiveness. **Sutton & Wheatly (2003)** has stated that emotional competence of teachers is necessary, both in general for their own well-being and for effectiveness and quality in carrying out teaching— learning processes in the classroom, and in particular for the socio-emotional development of students.

HOW TO TEACH WITH EMOTIONAL INTELLIGENCE IN CLASSROOM

Emotional intelligence is identified by **Goleman (2002)** as four major clusters, self-awareness, self-management, social awareness, and relationship management. Based on these factors teaching with emotional intelligence necessarily means

- Visualizing and preparing for the emotional environment
- Identifying and planning for the physical experience of learners
- Practically dealing with learners' expectations
- Acknowledging and listening to individual learners
- Observing and responding appropriately to the feelings of individuals and groups
- Developing self-awareness and avoiding personal prejudices and preferences
- Using relevant communication modes

- Appropriate handling of feelings as a teacher

WHY EMOTIONALLY INTELLIGENT TEACHERS ARE EFFECTIVE?

1. Studies reveal that emotional intelligence fosters the abilities of the teachers to use proactive coping strategies which help them to be prepared and face reality confidently. This enables them to plan for what they want to achieve and how, in order to use their resources effectively and judiciously. The emotionally stable teachers who are proactive try to pursue their goals regardless of the difficulties.
2. Teachers with better emotional stability find it relatively easy to have positive feelings about life which make them to enjoy work and are therefore more satisfied with their careers compared with teachers with high negative affect (emotionally less stable) of emotions.
3. Teachers' emotional intelligence has an influence on the behavior of the students. As teachers are the trend setters in the classroom, and in all the activities of the school, teachers with EI share collective responsibilities with students in order to bring out the best in students.
4. They are creative in teaching and learning, novel in classroom management, dynamic in organizational abilities, courageous in approach, sincere in all activities, resourceful in tasks, and challenging in attitude.

HOW TO DEVELOP EMOTIONAL INTELLIGENCE AMONG TEACHERS?

Developing Emotional intelligence is a life-long process. There are various factors that influence the development of emotional intelligence. Personality, Family relations, peer relations, temperament, heredity factors, relationships, values, society etc. as these factors affect how we see ourselves and influence the way we manage them. **Singh (2001)** has suggested guidelines for training and development of emotional intelligence. He opines that emotional intelligence enhancement can be done in four phases:

1. Act as preparation for change (assessing one's strengths and weakness, encourage discussion, participation, counseling to face training etc.)
2. Training phase (gaining knowledge, practicing skills, providing feedback, etc.)

3. Transfer and maintenance phase (encourage the use of knowledge in the form of skills in real life situation and being persistence in implementing).
4. Evaluating the change phase.

CONCLUSION

From the above discussion it is clear that an emotionally intelligent teacher will be better equipped to bring out the best in themselves and their students. The need of the hour is to educate and create awareness about 'emotional aspects' for the teacher and the taught as it will have positive impacts on both of them. The present generation of students faces many challenges on the emotional side which are to be addressed by the teacher and education system, and teachers being the only resource should be capable and competent in instilling and cultivating suitable emotions in students' directly. Teacher must also develop and practice skill sets such as self awareness, self regulation, internal motivation, empathy, and social awareness to become resourceful and successful teacher. Hence we conclude that the emotional competency of a teacher is an added resource and it will pave way for quality teachers for the society.

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Chapter 17

QUALITATIVE MANAGEMENTI IN HIGHER EDUCATION

Delphin D.L. and Dr.Pandia Vadivu. P.***

INTRODUCTION

Academic institutions offering higher education in general and those offering professional education in particular are undergoing a process of change similar to what business organizations have undergone a few decades ago when they were confronted by competition. The speed of change is driven by multiple factors. Demands from industry, information-age mind set of the students, increased competition and the renewed quest among academic community are some of the factors driving this change. To ensure that higher education, particularly professional education, is able to deal with market and technological changes coupled with global requirements, it is important for institutions offering higher education to use appropriate curricula, course materials and teaching methodologies that are not only up-to-date, but also effective from learner's point of view. The exponential growth of knowledge, exploding instructional technologies, enhanced access to practices of premier institutions, accessibility to knowledge, globalization of education etc require educators and faculty members to continuously evaluate themselves and improve upon their effectiveness in higher education.

QUALITATIVE DIMENSIONS IN HIGHER EDUCATION

Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life (subject domains). It develops the student ability to question

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and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

According to Ronald Barnett (1992) there are four predominant concepts of higher education.

1. **Higher education as the production of qualified human resources:** In this view, higher education is seen as a process in which students are counted as "products" absorbed in labour market. Thus, higher education becomes input to the growth and development of business and industry.
2. **Higher education as training for a research career:** In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality within this view point is more about research publications and transmission of academic rigor to do quality research.
3. **Higher education as the efficient management of teaching profession:** Many strongly believe that teaching is the core of educational institutions. Thus, higher education institutions focus on efficient management of teaching-learning provisions by improving the quality of teaching, enabling a higher completion rate among the students.

Interestingly, all these three concepts of higher education are not exclusive; rather they are integrated and give an overall picture of higher education. If we look at the activities of colleges and universities, we will realize that teaching, research and extension form the three main functions of higher education.

ROLE OF HIGHER EDUCATION IN THE SOCIETY

Higher education is generally understood to cover teaching, research and extension. Scientific and technological advancement and economic growth of a country are as dependent on higher education as they are on the working class. Development of indigenous technologies and capabilities in agriculture, food security and other industrial areas are possible because of our world-class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on societal needs. The Kothari Commission (1966) listed the following roles of the universities.

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new deeds and discoveries

- To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.
- To provide the society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbibed with a sense of social purpose
- To strive to promote quality and social justice, and to reduce social cultural differences through diffusion of education and
- To foster in the teachers and students and through them in the society generally, the attitudes and values needed for developing the "good life" in individuals and society.

WHY HIGHER EDUCATION INSTITUTIONS SHOULD WORRY ABOUT QUALITY

As teachers, principals, heads of the department and policy makers in education we should worry about quality of teaching, programmes, and institution because of the following reasons:

- **Competition:** We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. With globalization, the educational environment will be seized by increased competition. In order to survive in such situation, educational institutions need to worry about their quality.
- **Customer satisfaction:** Students, parents or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights or getting value for their money and time spent. They are now demanding good quality teaching and receiving employable skill set and thus we should constantly worry about the relevance of our courses and programmes to the needs of the market.
- **Maintaining standards:** As educational institutions, we should always concern about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should continuously make efforts to improve quality of educational facilities.
- **Accountability:** Every institution is accountable to its own stake holder in terms of the funds used on it. Concern for quality will ensure accountability of funds utilized and inform the stake holders about taking appropriate decisions. Thus quality can be considered as a monitoring mechanism.

- **Improve employee morale and motivation:** Concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities. If quality system is in place, the internal process would be systematic making every department complementing each other's service domain and helping in developing internal customer satisfaction leading to high morale and motivation.
- **Credibility, prestige and status:** If institutions are concerned about quality, continuously and not once in a while. It will bring credibility to institutions and individuals because of consistency leading to practice, status and brand value.
- **Image and visibility:** Quality institutions have the capacity to attract better stake holder support, like getting merit students from far and near, increased donation / grants from funding agencies and higher employer interest for easy placement of graduates.

IMPLEMENTING QUALITY MANAGEMENT AT HIGHER EDUCATION INSTITUTIONS

The choice of a method for Quality Management implementation will depend upon situational factors such as size of the institution, complexity of programs, institutional culture, and the style of the management. In view of the complex characteristics of higher education institutions as discussed above, the implementation approach should be based upon high participation. The coercive or the cultural approach as described by Broaden (1992) meets these requirements. In the cultural approach the president assumes the role of a coach and focuses upon defining and developing the new culture of the institution. In the coercive approach, as discussed earlier, the president's role is changed to that of a premise setter and a judge. Given the uniqueness of culture, the Quality Management process would have to be managed in a way that it does not trample the "sacred cows"--such as academic freedom--of the organization.

There is an eleven-step model for implementing Quality Management in larger institutions of higher education.

- The management should adopt quality as the core of institutional value system and communicates this value, and works to develop commitment to it throughout the institution.

- It should promote the value through frequent symbolic and substantive actions.
- It should educate administrators and academic deans in the management and customer orientation, in team/participative management.
- They should identify customers' needs and set performance objectives.
- They should train and designate "internal resource persons" who provide technical assistance to the rest of the institution.
- They should rain faculty, staff, and employees in appropriate statistical techniques, process analysis, decision making, and customer orientation.
- Should form quality teams to seek continual improvement in the process and identify individual quality champions.
- Should define/delegate authority throughout the institution.
- Should develop performance measurement systems to continuously monitor the progress of the institution; the measurement should focus on the stakeholders' needs satisfaction.
- Should institute incentives and reward systems and relate them to the management objectives.

In implementing Quality Management as an integrating mechanism in educational institutions, the director or president or any higher authority has to first adopt and disseminate the vision of Quality Management throughout the institution. In its strategic leadership role the president should "sell" the concept of Quality Management through symbolic and substantive actions and educate other administrators including academic deans, the faculty, staff, and other employees in these concepts and techniques. The emphasis here is to build institution-wide commitment to a culture that values quality and customer orientation. The education may be provided through the development of internal resource persons, or by hiring external resources. These programs should, preferably, be held at an off-campus location to minimize distractions. This education program may be followed by a retreat for the president and the top administrators where they focus on building a consensus on and commitment for the new way of doing things.

CONCLUSION:

The economic, social, cultural, technological changes contribute to knowledge society. The present growth of economic growth can be substantially increased if India becomes super power in knowledge sector. A

conceptual model for excellence in Higher Education Institutes is based on the following five variables which lead to student satisfaction is proposed.

1. **Commitment of top management:** Top management, through their supervision of all processes, should ensure that everybody is committed to achieving quality.
2. **Course delivery:** Expert knowledge must be matched with expert skill to transmit that knowledge, the fervor to acquire knowledge must be matched with fervor to transmit it.
3. **Campus facilities:** Utmost attention is to be shown in providing excellent infrastructure and physical facilities in the campus for student learning, co-curricular and extracurricular activities.
4. **Courtesy:** An emotive and positive attitude towards students will lead to congenial learning
   environment.
5. **Customer feedback and improvement:** Constant feedback from the students leading to continuous improvement in the process is the key to achieving excellence.

The higher Education system needs to be strengthened which will be capable of honing the system to attain all-round, multifaceted personality; to acquire leadership qualities, to sharpen communication and interpersonal skills, to acquire knowledge of the latest trends in technology, to have exposure to industrial climate and to gain confidence to face changes in the highly competitive and ever changing world.

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Chapter 18

QUALITY OF EDUCATION IN INDIA TODAY

*Divya Dovina. T**

INTRODUCTION

Education is the means through which the aims and habits of a group of people lives on from one generation to the next. (Dewey 1916). Generally it occurs through any experience that has a formative effect on the way one thinks, feels or acts. Education is the formal process by which society deliberately transmits its accumulated knowledge from one generation to another.

Swami Vivekananda (1902) said, "We want the education by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on ones own foot".

According to UNESCO, Education for All Monitoring Report, 2008, the six main purposes of education include:

1. To develop reasoning about perennial questions.
2. To master the methods of scientific inquiry.
3. To cultivate the intellect.
4. To create positive change agents.
5. To develop spirituality
6. To model a democratic society.

The purpose of education is to eliminate ignorance, poverty and disease. It is to build the character of the individual and to maximize his/her ability and equip him/her to be the best he can be.

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EDUCATION IN INDIA:

Initially, the education system of India was such that the students approach the guru and request him to teach them. They spend their entire day with the guru and learn everything from him- From Sanskrit to scriptures to metaphysics. The guru-student relationship was closely knit and they learnt everything that was closely linked to nature and life and not restricted learning, to blindly memorizing some information. The change from the private education system to the present one was brought about by the Britishers.

School education system in India is divided into Pre-Primary, primary, middle, secondary and higher secondary levels. The different boards under the education system of India today are:

- **The Central Board of Secondary Education (CBSE)**: This is the main governing body of education system in India. It has control over the central education system.
- **The Council of Indian School Certificate Examination (CISCE)**: It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'.
- **The State Government Boards**: Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues that the State is in control of.
- **The National Open School**: It is also known as National Institute of Open Schooling. It was established by the Government Of India in 1989. It is a ray of hope for those students who cannot attend formal schools.
- **The International School**: It controls the schools, which are accredited to curriculum of international standard.

THE EDUCATION SYSTEM OF TODAY:

In view of the today, though there are nearly 90 million people joining the workforce, they do not possess the requisite skills and the mindset for productive employment according to a report in DNA. India has about 550 million people under the age of 25 years out of which only 11% are enrolled in tertiary institutions compared to the world average of 23%. Gandhi mentions that the British tampered the beautiful tree of education and that has not revived yet. We fail to realize that our nation is losing out on a lot as, education, which is the source of human capital is not of

good quality. We do not have an education system that meets the needs of the present day man. Today, being an age of innovation and expertise, our educational system has reached nowhere, with just an overload of non comprehensive content that only leads to rote memorization. We need education that prepares individuals to meet life with its challenges and they should be able to put into practice what they learn.

The education planners for some strange reason have felt that primary education is enough, which could be the reason why the numbers of educational institutions keep decreasing as we move up from one level to the other, from primary to secondary to higher secondary and upward. We have statistics which reveal that only 15% of those who enroll make it to high school and only 7% of the population that attended school manages to graduate. Such a situation is not going to be of much use to the country and its citizens as they are still not equipped enough to take up decent jobs even though they have attended school.

Though efforts have been taken and money has been spent in making education accessible to the students in the rural areas, it is a substandard education that is being provided. The quality of the teaching faculty has gone down to a great extent. The pass percentage of teachers in exams such as TET and NET are an evidence for this statement. Moreover, most of those who take up the teaching profession do so as they are attracted by the pay scale and the work timings rather than their passion for teaching, spreading their knowledge or contributing to society. Adding to all this is the diversion of teachers into various activities by employing them for various government activities like being election officers, providing adhar cards, data collection for national census, etc. The teaching faculty may focus on such activities to gain more income and thus lose out on the time to prepare for their classes and hence they turn out to be boring and students are not interested to stay on.

The current system focuses on examinations and not on the knowledge gained. It tests their retention power than their actual capacity or knowledge they have. Even without the complete understanding of the basic principles and concepts, students just memorize the minimal information needed to pass a test. Such 'memorization' may not be termed as 'learning' as all the information stored in this process is only stored in their short term memory. The sad part is that, the marks obtained by the student will indicate that he/she has good knowledge about the subject. It is not the teachers who are totally responsible for this. Many a times, they are in pressure to complete the syllabus and they do not have the time to work at their own pace as they have to report to the authorities. Sometimes, they even leave certain units untouched, for the students to study by themselves due to lack of time to complete portions.

We have some encouraging statistics from the The District Information System for Education (DISE) which reported in 2012 that 95% of India's rural populations are within one kilometer from primary schools and the 2011 Annual Status of Education Report (ASER), which tracks trends in rural education, indicated that enrollment rates among primary-school-aged children were about 93%. However, the learning 'outcomes' of India are very minimal. The 2011 ASER stated that only 48.2% of students in the fifth grade can read at the second grade level. Testing of third-grade students undertaken by the National Council of Educational Research and Training shows that nationally, around one in five students failed a basic language test and one in three a basic mathematics test (NCERT, 2009).

It is very easy and convenient to shift the blame on the policies of the government and on the teachers. If we take an objective look at the scenario, a lot of efforts have been taken by the government and other organizations and initiatives have been taken to enhance the standard of education. Now, the question arises as to why all these efforts go vain. This is where the role of psychologists need to be considered more seriously. Though we have been getting better financial assistance and manpower to work on these areas, there is a wide gap between what we are and what we need to become. This is because the intricate details and the difficulties and challenges faced in the classroom are often unnoticed.

We hardly realize the struggle that every teacher undergoes in the classroom. They are expected to impart knowledge to a class of students with varied levels of cognitive abilities, coming from different backgrounds, some of them with parents who are educated and some of those with no literacy, different socio-economic statuses- some of them who struggle for every meal and some who have their economic needs well met, different environmental situations back at home- some students who witness a fight in the family almost every single day and some who are pampered by their family, differing levels of parental involvement- some parents who always want to know what is happening in class and some who care the least bit about it. In order to deal with these differences, teachers should learn to empathize with the students and creatively adapt teaching methods that would suit them. McAlpine and Weston (2000) suggest that getting to know the student is key to good being a good teacher. Feldman reviewed over

70 studies of effective teaching and found the following characteristics consistently associated with superior teaching:

- Stimulation of interest
- Clarity and understanding
- Knowledge of subject matter
- Preparation for, and organization of the course
- Enthusiasm for subject and teaching
- Friendliness (concern and respect for students)
- Helpfulness (availability)
- Openness to others' opinions

(Feldman, 1976:243).

Moreover, the teacher should be able to read the class and deliver the subject matter in a form that is easily understandable by the students. At the classroom setting, background of students is often neglected. Sometimes, even the dialect influences the students' understanding of the subject matter. The linguistic diversity of our nation adds on to the challenges faced by the teacher in the classroom. The teachers are not trained enough to handle such differences. If the teachers are taught and trained to be more sensitive and address these issues, it would make quite a difference to the students. It should not stop with just training the teachers to maintain a well-disciplined class, making the students sit quietly and pay attention in class and be well-mannered but it should extend to creating a study environment wherein students help their fellow classmates, motivate and inspire each other to learn.

CONCLUSION

Teaching should not be subject-specific but instead should transcend it. An eclectic, multidisciplinary approach should be adopted and innovative means should be sought to gain the interest of the students. Teachers could make use of the Social learning theory and the socio cognitive theories to impart good conduct and instilling the values of integrity, honesty, courage, tolerance, respect for oneself and others so that the students imitate these behaviours and learn from their interactions with the environment and the others around them. Inculcating moral values and ethics and retaining our cultural heritage just as we equip them to face the competitive world is a huge challenge that lies in front of the educationalists of today.

However, a combined effort from the government policy makers and the educational institutes with the guidance and assistance from psychologists, analyzing the need of the stakeholders, the parents, teaching faculty and

the students is what will make the situation better. The focus should be shifted from just clearing exams and settling on a job to gaining more knowledge in the field and contributing back to society.

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Chapter 19

HIGHER EDUCATION STRATEGIES IMPROVE THROUGH QUALITY OF TEACHING-LEARNING PROCESS

*Dr.M.Govindaraju**

INTRODUCTION:

The educational systems of India could not respond adequately to the rapid changes necessitable by an increasingly globalized and technology driven world. Education must broaden the intellect and the mind. It is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher who plays a pivotal role in any system of education. Education is a great gift the value of which goes on increasing with every passing day. It is so rich in possibilities that we shall never be able to prepare a first list of its outcome. We may never be able to draw from it, the fullest possible benefits. Mankind is suffering from numerous problems like poverty, Ignorance, Unemployment fanaticism unrest, corruption, injustice, malnutrition, poor governance etc., education can definitely help solve these problem and develop a society where such like problems do not occur again.

FUNCTIONS OF TEACHERS

1. **Explaining informing**: The Teacher should have to enrichment to motivation, proper information, knowledge and skills to students acquire in the class room.

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2. **Initiatiting, Directing and Administering**: One of most important functions of teaching is concerned with initiating, organising, directing and making decisions. In modern administration, students are associated in decisions-making activities. The teacher as the leader of the team should be able to inititate activities and get them organised.
3. **Unifying the Group**: An important task of the teacher is that of developing a group with a group spirit, and identification with common purpose and some common concerns.
4. **Giving Security:** The teacher should identify the needs of isolation, rejection, economic insecurity children and when they need protection, he should protect them.
5. **Clarifying Attitudes, Beliefs and problems**: The teacher creates opportunities for children to state their attitudes, interests and problems, to talk about their purposes and aspirations, to speak their beliefs and convictions, to indicate what they think might and should be done, to reveal and share some of the deeper feelings they harbour to tell about the activities in which they are engaging and those in which they would like to share. The teacher gives the children opportunities to compare, observe, classify, interpret and puts them in a position to analyse criticise and summarise.

Class Room Relationships between a Teacher and His Students:

A teacher and his students communicate, generally, fewer than three types of relationships which are (A) Authoritarian, (B) Democratic and (c) Laissez-faire. When we constantly observe class room teaching behaviour of a teacher we find that the three types of relationships overlap. For instance, a teacher is not always democratic. Sometimes he has to use his authority in the class. But the specific climatic condition depends on the predominance of a particular type of relationship. The type of relationship depends on the philosophy of education; a teacher follows in his teaching. Different types of relationship create distinctive personality characteristics in children.

INSTRUCTIONAL DESIGNS

The traditional methods of instruction are to be replaced by new instructional methods. We have to design new systems of class room instruction. The advanced countries have made considerable improvement in their instructional system by introducing the new concepts of educational technology. Teaching strategy has been systematically designed and

successfully used. There are three important designs which have been developed and applied to educational problems. All the three types emphasise the importance of observable behaviour.

1. Training Psychology
2. Cybernetic system
3. Systems Approach

PROGRAMMED INSTRUCTION AND TEACHING MACHINE

It makes practical use of teaching principles that have been known for years. It is an individualised technique self-pacing is provided. Immediate feedback is given to the learner. Objectives are specifically defined. Subject matter is well-organised in increasing difficulty order. Student is forced to participate actively by continually making responses. Size of the unit of information presented to the student is small bit of meaningful information. A programme is developed empirically through series of try-outs on typical students. Programme is repeatedly refined with effective sequences of frame being retained and ineffective ones discarded.

1. **Regular instruction**: The teacher can use programmed material for regular instruction. The teacher can use programmed material for regular instruction in any subject in which the programmed material is available or he may use it in conjunction with methods such as text books, T.V., films lectures, and discussion.
2. **Enrichment:** the second important purpose which programmed instruction serves is the enrichment of curriculum. There are wide intellectual differences among the students of a class. There are students who want to learn more of a subject, for such students enrichment programmed material can be developed in selected subjects.
3. **Remedial instruction**: The third important purpose for which programmed material can be used is remedial instruction. Programmed material can be very conveniently used to disseminate latest information to the in-service teachers to keep them abreast with the new developments in methodology and content.

PERSONALISED SYSTEM OF INSTRUCTION:

The personalised system of Instruction (PSI) means a system of instruction which is person-oriented. It lays more emphasis on the individualisation of instruction than other methods in higher education. The instruction is tailored to the need and ability of the individual learner.

According to Green, (1974) PSI has been described as "The Personalised System of Instruction. It is suitable for courses for which the student is expected to acquire a well-defined body of knowledge or skill- the majority of college course. The PSI teacher almost all of his students to learn his material well and is prepared to award high grades to those who do, regardless of their relative standings in the class. Though PSI is a very recent Innovation in higher education. The five important areas of instructional effectiveness which have been investigated by researchers are follows

1. Performance
2. Retention
3. Transfer of training
4. Efficient learning method
5. Attitudes

COMPUTER-ASSISTED INSTRUCTION (CAI)

The greatest contribution of present day technology is the development of computer and its use in all sectors of life. The origin of CAI was, probably, an attempt by some technicians to see if a machine could be programmed to interact with a human. Teacher community that the use of CAI in teaching-learning will relegate the place of the teacher and to some extent eliminate teachers from teaching scene. In CAI the teacher has the chance to use new tools which will enhance his individual satisfaction and will increase his efficiency. The teacher will be liberated from his routine duty. CAI is compatible with live teaching. It can be used side by side. It is flexible system of instruction. It can very promptly evaluate the performance of individual student. The teacher can devote his time for more creative work. Different categories of personnel are to be trained to handle computer-assisted instruction; class rooms are to be remodelled to install individual mechanical apparatus. CAI should be tried out in selected areas of instruction at some centres in the country to establish its superiority over traditional methods of instruction through continuous research and then gradually with proper know-how and planning it should be introduced on mass scale. We hope that within next ten years some work will be done in this direction.

LEARNER-CONTROLLED INSTRUCTION (LCI)

Learning is most effective when the structure of learning is developed by the individual learner himself. In learner-controlled instruction, it is the learner who organises the learning sequences according to his own mental

abilities. This task of organising learning sequences creates confidence in the learners. It encourages reciprocal respect and a friendly emotional atmosphere between the teacher and the learner.

CONCLUSION

Teachers need to build their practice, increase their knowledge base and skills and adopt pedagogy in order to realize and maintain the critical roles that teachers play between learner's aspiration and learner achievement. Innovations are to create by new relationships between teacher and the wider community. The teachers can be given the inspiration and information that can lead to the kind of change that motivates them to aspire to excellence and generate better or more appropriate outcomes for their students. New techniques of teaching a make their instructional process more efficient and enjoyable. Technology can therefore come to the rescue of the learners; it calls for educators to gladly welcome change and to brace themselves for the challenges of information revolution. Technology for technology sake is not a cure in the classroom. But technology can be a part of the solution for our institutions, provided it is implemented correctly.

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Chapter 20

ENHANCING QUALITY AND AVAILABILITY OF HIGHER EDUCATION

Jackulin. R*

INTRODUCTION

The Enhancing Education through Technology (EETT) program is the most comprehensivefederal program that supports improving student academic achievement in elementary andsecondary schools through the use of educational technology. The EETT program also seeksto ensure that every student is technologically literate by the time he or she finishes theeighth grade, regardless of the student's race, ethnicity, gender, family income,geographic location or disability, and to encourage the effective integration of technology resources and systems with teachertraining and curriculum development to establish research-based instructional methodsthat can be widely implemented as best practices. To accomplish these goals, the program, which is administered by the Indian Department ofEducation, provides funds by formula to states to promote access to educational technologies, to provide technology-related teacher professional development, to integrate technologies in ways that improve students' academic preparation, and to conduct rigorous program evaluations.

TECHNOLOGY-RELATED TEACHER PROFESSIONAL DEVELOPMENT

To provide professional development opportunities for teachers, principals, and schooladministrators to develop capacity to effectively integrate technology into teaching and

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Learning. The percentage of teachers who meet their state technology standards. About half of the states (27)in India had defined standards for teacher technology competency, and onlysome of these measured teacherstechnology skills.Technology integration fully integrate technology into the curricula and instruction in allschools to enhance teaching and learning. The percentage of districts receiving EducationalTechnology State Grants funds that have effectively and fully integrated technology.

STUDENT TECHNOLOGY LITERACY

To increase] the percentage of students who meet state technology literacy standards by the end of the eighth grade. Six states reported conducting statewide assessments of student technology proficiency; 25 states reported relying on districts to measure their student'stechnology skills.

TECHNOLOGY ACCESS

High-speed Internet access in K–12 classrooms. Many of the current instructional usesof the Internet require bandwidth that would be unmanageable at dial-up speeds. Overall,

63 percent of teachers reported in 2006–07 that students had high-speed Internet accessin their classrooms. There was no statistically significant difference between teachers in high-poverty schools and those in low-poverty schools in terms of reported student access to high-speed Internet in classrooms in either 2004–05 or 2006–07. This lack of statistical significant difference was also true of Internet access more generally Education's Common Core of Data (CCD) in order to examine the impact of other school characteristics. The analysis found differences associated with the grade level at which teachers worked, suggesting that elementary teachers were most likely to have high-speed Internet access in their classrooms. Seventy-two percent of teachers in elementary grades, compared with 55 percent in middle school grades and 49 percent in high school grades, reported having high-speed Internet access within their classrooms.7 Differences in subject taught and in school location (rural, suburban, urban) were not significant predictors of classroom Internet access.

NEED AND IMPORTANCE OF INFORMATION TECHNOLOGY IN EDUCATION

- Education is a lifelong process therefore anytime anywhere access to it is the need

- Information explosion is an ever increasing phenomena therefore there is need to get access to this information
- Education should meet the needs of variety of learners and therefore IT is important in meeting this need
- It is a requirement of the society that the individuals should possess technological literacy
- We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty-IT is the answer
- access to variety of learning resources
- immediacy to information
- anytime learning
- anywhere learning
- collaborative learning
- multimedia approach to education
- authentic and up to date information
- access to online libraries
- teaching of different subjects made interesting
- educational data storage
- distance education
- access to the source of information
- Multiple communication channels-e-mail,chat,forum,blogs,etc.
- access to open courseware
- better accesses to children with disabilities

FUNDING FOR EDUCATIONAL TECHNOLOGY

On the left side of the conceptual framework is EETT funding, shown as a complement toother educational technology funding. Part of the challenge associated with evaluating the EETT program is that it does not provide a defined set of goods or services. Rather, it is afunding source, which, as shown in the framework, states and districts can use to purchase ordevelop a wide variety of supports. In addition, as already mentioned, EETT program funds can be combined with other funds in districts and schools. In places with few or no additional funds for technology, EETT's role is likely to be more evident than in places with many additional sources because districts with many sources of funding may use EETT money to

support existing programs and operations not explicitly identified as part of the EETT program.

CONCLUSION

The aim of any country's higher education system is sustainable development and achievinghigher growth rates. It is enabled through creation, transmission and dissemination of Knowledge. The All India Council for Technical Education (AICTE) has been in existencesince November 1945 as a national level Apex Advisory Body with its mission of developing and promoting quality technological education in the country in a coordinated and integratedmanner. The Council is constantly endeavouring to encourage a meaningful association

between the technological education system and research and development activities in aconcerted effort aimed at nation-building. Technological education at all levels in the country is witnessing a consistent growth patternmarked by the setting up of new Institutions and the improvement of the existing ones in tunewith the quality assurance norms set by the National Board of Accreditation (NBA). TheCouncil believes in providing a proper impetus to Institutions in generating competentengineers and scientists and encourages them to think beyond the curriculum while impartingtraining for the advancement of knowledge. The Council has put in place several initiatives in the last two years to bring out changes in the Approval Process by introducing greater transparency and accountability through the egovernance.The emphasis this year is to put in place simplified procedures and greater ease in the approval process. "From access to quality" will be the slogan for the year 2012-13 togive more impetus to quality in technical education and to be the best in the world. The roleof AICTE as a regulator will be further geared up to weed out the institutions not fulfillingthe norms and standards.This manual is an attempt to provide comprehensive information on the fair and rationalsystem of administration as well as other necessary information on the processes andInstitutions under the aegis of the AICTE. The emphasis on e-governance to ensuretransparency, accountability, implementing a tech-savvy approach to enable faster processingand clearly defining the infrastructural norms in Institutions are just a few pointers towardsAICTE's efforts at fostering a technical education system which is on par with the bestinstitutions in the world.In keeping with these objectives, AICTE would strive to be a true facilitator in addition tofulfilling the regulatory provisions.

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Chapter 21

ENHANCING QUALITY AND AVAILABILITY OF HIGHER EDUCATION

*Sr. S. Jona Maria Selvi**

INTRODUCTION

Quality assurance refers to various procedures that are set to ensure the quality of educational provision of a higher education institution. According to Ronald Barnett (1992) there are four predominant concepts of higher education:

- Higher education as the production of qualified human resources.
- Higher education as training for a research career.
- Higher education as the efficient management of teaching provision.
- Higher education as a matter of extending life chances.

All these four concepts of higher education are not exclusive rather they are integrated and give an overall picture of what higher is in higher education. In many cases, the main objective of the quality assurance satisfies the quality requirements of fitness for purpose, and fitness of purpose.

THE CONCEPT AND MEANING OF QUALITY

Quality means' degree of excellence' the oxford dictionary defines quality as a mental or moral attribute, trait or characteristic, a feature of one's character, a habit. International Dictionary defines 'quality' as something that "serves to identify a subject of perception or thought in respect of which it is considered". In a simple words quality may refer to the relative nature or kind or character, trait, faculty or skill, accomplishment or characteristic. An educational institution that shows high pass percentage is considered to be an institution of great standard or quality.

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The word "Quality; means high level of attainment.' High attainment' is multifaceted in character. Quality education is defined as that which not only prepares pupils for jobs and leisure but makes them wise enough and adaptable enough to grapple successfully with the problems of everyday life.

HIGHER EDUCATION

Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It develops the student's ability to question and seek truth and makes him\her competent to critique on contemporary issues. It broadens the intellectual power of the individual within a narrow specialization, but also gives him\her wider perspective of the world around.

The report of the UNESCO International Commission on Education in that 21st Century titled "learning the treasure within" emphasized four pillars of education: Learning to know, learning to do, learning to live together and learning to be, While, higher education intends to inculcate all these four in individuals and the society, the report highlighted the following specific functions of higher education (a) To prepare students for research and teaching;(b) To provide highly specialized training courses adapted to the needs of economic and social life;(c) To be open to all, so as to cater to the many aspects of lifelong education in the widest sense; and (d) To promote international cooperation through internationalization of research, technology, networking, and free movements of parents and scientific ideas.(UNESCO,1996)

QUALITY ENHANCEMENT IN TEACHER EDUCATION

Quality of education is a multidimensional concept, with varying conceptualizations. It includes, within its ambit, the quality of inputs in the form of students, faculty, support staff and the infrastructure: the quality of processes in the form of learning and teaching activity: and the quality of outputs in the form of the enlightened students who move out of the system (Sahney, Karunes and Banwet, 2001). With more attention being paid to the quality of higher education, quality has also increasingly born seen as something that can and should be managed and improved a(seymour,1992) .Historically, one could argue that quality management in higher education had already been introduced during the 1980s, and in the beginning of the 1990s the idea of applying the popular industrial quality models such as total quality management, aiming it customer's satisfaction to the higher education area was also quite widespread.

For enhancement of total quality in teacher education, the educational institutions and universities should follow the certain standard parameters in admission procedure to take the quality intake of students, quality, faculty, appropriate teaching pedagogy, quality infrastructure, quality control and proper leadership and managements etc.,

AVAILABILITY OF NEW TECHNOLOGY

In the present context information technology is playing an important role in every aspects of human life. E-learning and usage of computer with regard to information promises to make virtual class-room as an effective reality. Students from all parts of the world come closer through the Global universities. The communication technology is playing vital role in increasing the accessibility in promoting the professional development of teachers, stream lining educational administration and management and quality research. The EDUSAT also plays an important role in education the children. In the present era of globalization the role of teacher also changes. The role of teacher has become as a manager of pupils learning rather than transmitter of knowledge. This method requires information models of teaching and learning and organization of knowledge that is applicable to design the curriculum. The curriculum should be upgraded basing on the emerging trends. In the present context the E-learning, E-library, E-Judiciary, E-governance is gaining more importance.

AWAKING CALL TO ENHANCE EXCELLENCE

Education which has always been considered a 'social good' in India is now being increasingly regarded as a 'tradable commodity', Noble laureate Joseph stability defines globalization as 'removal of barriers to free trade and the closer integration of rational economics': Significant factor like increasing competition, widespread educational activities, global character and enhancement of technology are creating a great impact on higher education that provides highly talented human resources for economic development brain power enhancement and research in several areas. Students who are the main stakeholders in the process of education must be given right to choose the nature of university from which they would like to acquire education. Globalization phenomenon helps universities to spear their reach beyond geographical and political borders.

SUGGESTION

- Enhance efficiency by imparting professional training to the eliciting universities

- Availability of equipments research and teaching facilities of the highest order must became the priority of all universities, in order to benefit a large section of our population.
- Clearly, the government both at center and state need to allocate far more recourse and attention on ensuring that the future generation is equipped sufficiently to operate in a knowledge economy.
- Establishment of a regularity mechanism that ensures students welfare is not compromised and quality standards are maintained.
- Enhancing standards of life that includes the overall quality of life including employment and income opportunities that the developed countries offer towards which the Indian youth are attracted.

CONCLUSION

Higher education is the backbone of any society. It is the quality of higher education that decides the quality of human resources in our country. Teacher education being an integral part of the total higher education system cannot remain conventional and static while education itself is dynamic in character. Teacher education means professional preparation at teachers. Because, "Today's student teacher is Tomorrow's teacher', teacher should not act merely as an information dispenser or communicator but he\she is expected to be a mobiliser, motivator and an enlightened link between the student and society. Teacher education is an important means of national development. The maintenance of standards and quality of teacher education programmes have of late become more challenging in view of increaser in the number of students, explosion of knowledge and advancement of technology. Today there is an urgent need of quality enhancement and management in teacher education to face the present problems and challenges. The total quality in teacher education can be enhanced and maintained by the proper inspection of National Council of Teacher Education and National Assessment and Accreditation Council.

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Chapter 22

ROLE OF NAAC IN ASSESSING QUALITY OF HIGHER EDUCATION INSTITUTIONS

E. Malini*

INTRODUCTION

The core mission of higher education is to educate, train, undertake, research and provide service to the community. The Higher Education in India is the Second largest system in the world. It has witnessed many fold increase in its institutional capacity since independence- from 1950 to 2012, the number of universities from 20 to about 431, colleges from 500 to 20,677 and teachers from 15, to 5.05 Lakhs with student enrollment from 1.00 lakh to over 116.12 Lakhs. Then to protect the quality of the higher education institutions, the National Policy Mission propose the Accreditation unit. Based on this, University Grants Commission (UGC), under section 12 CCC of the UGC Act (Act 3 of 1956), established the National Assessment and Accreditation Council (NAAC) as an Autonomous Institution on 16 September 1994 with Registered Office at Bangalore.

The National Assessment and Accreditation Council is in its 18th year of operation now. Seventeen years may not mean a long time in the annals of Indian higher education, which may data back to the ancient period of 'Nalanda' and 'Takshashila', but it can certainly be a sufficiently long period for a National Quality Assurance Agency to take stock of its policies and practices. The decade-old history of NAAC is a story of many triumphs and tribulations. Addressing the quality concerns of world's second largest higher education system has meant, adding several dimensions to the experiences of quality assurance initiatives of NAAC. Quality assurance models, as with higher education systems themselves,

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are designed to fulfill long- term collective needs. The quality assurance agencies are obliged to face enduring questions such as defining and maintaining standards of quality and equally important need to keep their methodologies up- to –date and responsive to shifting societal needs.

QUALITY MOVEMENT IN INDIAN HIGHER EDUCATION

The British Standard Institution (BSI) defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). As teachers, principals, heads of departments and planners and policy makers in education, you may be having this question in your mind – why worry about quality? This is because of the following reasons:

1. **COMPETITION**: - We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. In order to survive in such a situation, educational institutions need to worry about their quality.
2. **CUSTOMER SATISFACTION**: - Students, parents or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights or getting value for their money and time spent.
3. **MAINTAINING STANDARDS**: - As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.
4. **ACCOUNTABILITY**: Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it.
5. **IMPROVE EMPLOYEE MORALE AND MOTIVATION**: Your concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities
6. **CREDIBILITY, PRESTIGE AND STATUS**: If you are concerned about quality, continuously and not once in a while, it will bring in credibility to individuals and your institution because of consistency leading to prestige, status and brand value.
7. **IMAGE AND VISIBILITY**: Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/ grants from philanthropists/ funding agencies and higher employer interest for easy placement of graduates.

VISION AND MISSON

Vision

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

Mission

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that volunteer for the process, through an internationally accepted methodology.

VALUE FRAMEWORK

To promote cognizance developments and the role of higher education in society, NAAC (2004) has developed five core values:

1. Contributing to national development
2. Fostering global competencies among students
3. Inculcating a value system in students
4. Promoting the use of technology
5. Quest for excellence

INSTRUMENTATION AND METHODOLOGY

The Assessment and Accreditation is in three dimensions which are explained below:

1. **ON-LINE SUBMISSION OF A LETTER**
2. **PREPARATION OF SELF STUDY REPORT"** – The first and most important step in the process of assessment is the submission of the self study report to NAAC. NAAC believes that an institution that really understands itself- its strengths and weaknesses, its potentials and limitations. Self- study is thus envisaged as the backbone of the process of assessment. NAAC insists that the report contain two parts. Part I may contain data about the institution under the seven criteria for assessment for which NAAC has developed a format. Based on the data collected in part I, the institution is expected to analyze its functioning and performance, and self-analysis becomes part II of the self- study report.
3. **PEER TEAM VISIT:** - As the first step to constitute the peer team, NAAC identifies a panel, from the extensive database of experts, with national- level representation and consults the institution about any justifiable reservations it may have regarding any member of the panel. During the on-site visit, keeping in mind philosophy of NAAC, the peer team does an objective assessment of the quality of education offered in the institution through three major activities- visiting departments and facilities, interacting with various constituencies of the institution and checking documentary evidences.
4. **GRADING AND CERTIFICATION**: - The major role of the peer team is to provide the institutional score and the detailed assessment report. The rest of the process is to be performed by NAAC as directed by the executive committee. If overall score is not less than 55%, the institution obtains the accredited status. Accredited institutions are graded on a five- point scale with the following scale values:

Institutions, which do not attain the minimum 55% points for accreditation, would also be intimated and notified indicating that the institution is "assessed and found not qualified for accreditation". After EC's decision, the institution is informed of the overall grade along with the criterion- wise scores and the information is included on the website. `

CHALLENGES AHEAD IN HIGHER EDUCATION

The recent developments mainly globalization of education and the extensive use of educational technology have made the issue of quality measurement even more complex. The quality assurance systems have to constantly modify their procedure to address a growing variety of open and distance learning opportunities, which is stimulated by the use of information technologies. The review procedures developed for conventional system are hardly sufficient for electronic delivery methods, which has a wider reach.

A large number of institutions are offering distance education programmes. They use multimedia strategies, enrol higher number of students of heterogeneous backgrounds and differ considerably in their capacities to use electronic media and delivery infrastructure. The development has serious implications for quality assurance agencies.

A similar concern arises in the context of international students' mobility due to globalization of education. When student enrol in other countries of foreign universities offering programmes in the students home country, the study plans must be evaluated to establish equivalence of their degree programmes.

The emergence of private higher education institution is also a greater concern to maintain quality and standard. Privatization creates little problem but the commercialization of self financing institutions create lot of problems for maintaining quality as making profit is their main concern. They run the institution without well qualified staff, needed infrastructure, student facilities, research etc. In such type of institutions, the relationship between the capacity to offer quality programmes and the scale of delivery of services is hard to establish. Because of the internationalization of education, the solution to the major issues and problems concerning quality assurance should be sought through co-operation among institutions and countries. Therefore, global effort is needed to deal with the challenge to quality assurance.

CONCLUSION

An Internal Quality Assurance Cell has to play crucial role in protecting the quality of education service in India. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational Institution, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. Now everybody has realized the importance of quality deliverables in this sector to protect the local institutions from the foreign institutions which has already entered into the country and received prominent response from the prospective students'. Therefore sustaining quality in this crucial sector which will mould the future of our upcoming generations is a prime responsibility of our education system which will be possible only through continuous monitoring with the support of Internal Quality Assurance Cell of every Higher Education Institution.

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Chapter 23

QUALITY IN HIGHER EDUCATION IS ABOUT TRANSFORMING PEOPLE INTO CATALYSTS

R Natarajan Iyer*

INTRODUCTION

Quality in Education as defined by UNICEF: "Learners who are healthy, well-nourished and ready to participate and learn, and Supported in learning by their families and communities; "Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and "Knowledge in such areas as gender, health, nutrition and peace". "Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities". "Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society". Children have a right to an education, a quality education. The Higher Education must bring about changes in the quality of relationship among individuals and nations. It must create leadership thinking; a realization that all the human beings are equal and that we must live together, in harmony. Purpose of life is to enjoy every second of it; it is joy of living; when it is in consonance with the joy of the society. This is the ideal situation, that whole world is looking forward to and striving to achieve. Then the purpose

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of education is to awaken the creativity in a person. Not just to think for him , but to be catalyst of change in the society. Thinking of quality in higher education in terms of "qualitative distinction" or uniqueness, that is something higher than the best. The universities should be innovative; should facilitate students, discover other dimensions and horizons, that can bring about holistic transformation that renews the conversation of knowledge sharing and knowledge seeking for wisdom and a new form of relation based on intrinsic control, communications, and mutual respect, thereby enhances the quality of relationships among individuals, nations and the whole of humanity in the name of an ethical revolution , finally to result in Peaceful living of the whole society. The educational institutions have to re-invent their management systems, re-engineer their academic activities, with emphasis on producing good human beings not just Engineers, Doctors and scientists. The educational institutions shall begin the project of transforming self and transforming society together from grassroots level. The higher educational institutions including universities shall engage themselves in a truly global conversation on transforming the world in accordance with such an understanding that society's educational systems must transform their objectives, curricula, pedagogies, and assessments to help all students attain the sophisticated outcomes requisite for a prosperous, peaceful, professional lifestyle based on effective contributions in work and citizenship. The challenge now is global education, pointing to another meaning and value of excellence. There has to be a clear statement of the vision and mission, which reflect the teacher, education goals and objectives, and is compatible with the regional, national and global expectations. The institutional leadership must adopt professional management approach. Key should be to empower the teachers. In an Educational Institution situation there are two set of people, who are the key to the development of the institution. They are the Teachers and the students, partnering with the Management, they should endeavor to achieve the National educational goal, which are the requirement of the society-Global, to which the learners will become component to contribute to social objectives. Here the teacher has to be efficient and effective in Teaching and the students have to be efficient and effective in learning. As a matter of enterprise, the Management or Administration's job is to make necessary infrastructure available, ensure the ambience is conducive to teaching by the teachers and learning by the students. Simply, the teacher must enjoy teaching and the students must enjoy learning. Here the teacher has to continuously evolve themselves,

innovate in their approach to learning strategies and engineer situations for different types of characters to learn, the way they enjoy, effectively. The learning should be fun to them. Physical education should be given importance. Pupil should learn the importance maintaining physical and mental hygiene. Being safe and healthy, in fact, is more important; without which one cannot exist as a total human being. Then naturally one cannot pursue what he/she wants in life. Physical achievement leads to mental achievement. Healthy body contributes to healthy mind; healthy mind contribute to healthy thinking; healthy thinking contributes to quality learning; the result is a successful person.

QUALITY TEACHERS

The teachers have to be prepared to seek new perspective in teaching. It is axiomatic that the teachers are the life blood of the success of any educational institution. The contemporary students expect more from the teacher. The 'Y' learners, in the digital era, would like to be convinced as to why should they learn and for what .They expect their teachers to understand them and be their mentor, friend and an expert, who would have answers to all their questions. The present day students are not interested in listening to lectures but would like to listen to responses to their queries. Therefore the job of a teacher is to motivate and encourage students to take interest in learning. The teacher, apart from teaching the core subject, has to help students to set purpose, make them understand what is purpose of life and guide them to realize the powers within or simple awake the creative powers within the students. The teacher has to unlock the intelligence and greatness in the learners, inculcate the importance of passion, discipline and focus. Once this is done the students will learn any way. Most of the teachers think that they are not paid to like the students. In reality, the students do not learn from people they do not like. A rousing call to educators is to believe in their students and actually connect with them on a real, human, personal level.

The Institution is responsible for maintaining their campuses so conducive to learning that the students should really enjoy schooling and enjoy learning from the institution and from the teachers of the institutions. The key components in an educational institution of any type / nature are the provision of Library and provision for games / sports. Teachers are the blood line of the institutions with success of the institution is on their shoulders. The quality teacher is one who is great friend, who enjoys his/her profession who would feel so much proud that

he has been chosen by the God to be a Teacher and imbibe love of life into the students, because success follows a person who loves himself , loves his life and love his work. Key is to help students to sense the 'love to learn'. Once the teacher becomes a friend, not only the students trust but also listen to unlearn bad influences and become very positive about their life. The teacher sparks imagination, learning and get excited about how the world works. Teachers have to provide a variety of learning experiences including individual, collaborative learning experiences; and there is flexibility in their implementation. The learning ultimately has to be outcome based.

PERSPECTIVES AND THE LEARNING PROCESS

(Ref: Cambridge IGCSE Global Perspectives Teaching Guide)

The students should learn to inquire into, question, reflect and act on information for themselves, rather than learning what they are told. Within each area of study, students should consider:

- Personal perspective • National perspective • Global perspective
- Links between these perspectives

Within each area that is studied, students should make a learning journey:

- set a topic,
- collect information, ideas and arguments,
- question information, ideas and arguments,
- reflect on information, ideas, arguments, issues and their own place,
- plan,
- present/act

It is more important that students learn how to select relevant, reliable information using an internet search than know particular facts. It is more important that they are able to use this information to support a point of view than know particular facts, and that they engage with, and reflect on, different perspectives. Facts are there to be used; they are not an end in themselves.

The Global Dimension usually refers to a set of key concepts in education (e.g. social justice, human rights, conflict, diversity, values and perceptions, sustainable development and global citizenship) whereas Global Citizenship is about the outcomes in the individual.

KEY ELEMENTS IN GLOBAL CITIZENSHIP

Knowledge and understanding, Skills, Values and attitudes

The role of the teacher and the teaching environment shifts:

From	To
Teacher-centered classroom	Learner-centered classroom
Product-centered learning	Process-centered learning
Teacher as a transmitter of knowledge	Teacher as an organizer of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler'
Teacher	Friend , Mentor, Coach and Guide
Subject-specific focus	Holistic learning focus
Teaching Strategies	Learning Strategies
Class room learning	Anywhere , anytime learning

ROLE OF PUPIL SHIFTS

From	To
Passive recipients of knowledge	Active and participatory learners
Answering questions	Asking questions
Being spoon-fed	Taking responsibility for their own learning
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to the opinions of others
Learning individual subjects	Connecting their learning
Learning for Degree, Job	Learning for 'Quality of Life'.
Being Competitive	Leadership

REFLECTION POINTS

National and institutional decision-makers should place students and their needs at the centre of their concerns, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed. Guidance and counseling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing drop-out. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

Reinvigorating University-based Programmes, life based curricula

Addressing the Theory-Practice Gap

Preparing Teachers for Diverse Learners

Developing ICT Literacy in Teachers

PRESENT CHALLENGES

In the 21st century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio-cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes both formal and non-formal types of education, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities. Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

The second half of the 20th century was an important period in the history of higher education as a golden era; it witnessed spectacular expansion. An over six fold increase in student enrolments worldwide, from

13 million in 1960 to 82 million in 1995 and more than 200 million new students from 1995 to 2010. In the next 30 years, according to UNESCO, more people worldwide will be graduating through education than since the beginning of history. More people and it's the combination of all the things we've talked about -- technology and its transformation effect on work, and demography and the huge explosion in population. [Sir Ken Robinson] . Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

CONCLUSION

Challenges faced by education sector: Urban rural divide: About 70% of people live in 6 lakh villages of India. The teachers and education infrastructure is insufficient to cater to so much population in rural areas compared to the urban areas. The availability of study material and the quality of content has been a continuous problem. Very weak Gross Enrolment Ratio (GER): There is a huge supply-demand gap in the secondary and higher education with just 15 per cent GER in the higher education. Economic condition of parents, employment status and availability of infrastructure for higher education are some of the reasons of low GER. Low awareness about education. Technology, media and telecom can help address many of these challenges.

Technology and Telecom: With almost 933 million subscribers, India has the 2nd largest subscriber network, rural teledensity of 44and urban

teledensity of 146 per cent. Government's plan to layout optic fiber across the country for a robust backhaul and to set the minimum broadband speed to 512kbps will be helpful in more interactive and high quality educational programs. India is also the preferred destination for IT and ITeS services for multinationals across the globe.

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Chapter 24

FOSTERING QUALITY EDUCATION IN HIGHER EDUCATION: ROLE OF TEACHERS

*Dr. Pooja Prashant Narwadlar**

INTRODUCTION

Quality is not a destination, it is a journey, a quest for excellence. In today's global environment a high quality higher education system is imperative for a nation's economic progress. Dr. S. Radhakrishnan, Chairman of the first Commission of Ministry of Education after independence stated "Democracy depends for its very life on a high standard of general, vocational and professional education. Dissemination of learning, incessant search of new knowledge, unceasing effort to plumb the meaning of life, provision for professional education to satisfy the occupational needs of our society are the vital tasks of higher education." There are two important areas in the field of higher education. One is the goals of higher education and the second is the quality of higher education. There are major changes going to happen till 2020. What are the expected changes and the needed strategies with which we are going to prepare ourselves to achieve these two i.e. goals of higher education and the quality to education is the area of concern.

Teaching is the only major occupation of man for which we have not yet developed tools that can make an average person capable of competence and performance. In teaching we rely on the "naturals" the ones who somehow know how to teach.[1] The scientific and technological revolution and the westernization have drastically left impact on Indian education system. The higher education system in India has grown in an outstanding way in the post-independence period.

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WHAT IS QUALITY?

The answer to this question is as definitive as saying "beauty lies in the eyes of the beholder." Quality is not an absolute measure, but is based essentially on the perceptions of the person evaluating quality and hence differs from person to person. Quality is attributed to Juran (1986) who talks about fitness for use. The intention of this phrase means that something must be producible, reliable, and maintainable. Fitness according to him is determined by the customer. One thing that is common among most definitions of quality is that some judgment is being made about the ability of an object to satisfy the requirements of the user.[2]

WHAT IS QUALITY EDUCATION?

The difficulty in defining a quality makes defining quality education equally difficult. To students quality education could mean among others; having good teacher, having qualified teachers, having pleasant teachers, having good resource, working in an environment conducive to learning, value for money, and development of the whole person.

The role of every unit in the education system is expected to be introspected in order to find out the loop holes and root out the hurdles in the process of development of the nation. In this context of International Conference on "Enhancing Excellence, Equity and Efficiency in Higher Education" has provided an opportunity to express views on various issues. The researcher feels that there is need of a paradigm shift in approaches to reform the higher education system in toto. But due to limitations the author has focused on only one important component of the system, which is basically a backbone of the system, i.e. **Teachers.** As a Mentor (role model, coach, guide, sponsor, friend, and adviser) the teacher can facilitate and enhance student learning, growth and development by empowering and liberating students to take more responsibility over their personal life and control over their environment by identifying the changing needs of the mentee in order to give him/her enough challenges to promote the development process, and thorough mutual learning, equality and collegiality (rather than traditional teaching, tutoring and coaching)

Teacher's role in strengthening the higher education system through quality education has become the need of the hour.

ROLE OF TEACHER

Youths are future of our country. Education makes them sensible citizens. A teacher plays a pivotal role in the process of nation building and social development. To be a teacher is distinct form to be a creditable,

good quality teacher. It is experienced that only good quality teacher breeds good talented students, who are socially ordained and fully committed towards their role in society, and then only welfare state is possible.

The whole process of education is shaped and moulded by an individual called teacher and the educational progress depends upon the quality of teacher. In old days a teacher enjoyed very high respectful position and honor. He was kept on a pedestal, as a "Guru" where even the kings used to sit at their feet, because of the nobility of the profession as well as the sacrifice, service, and dedication towards their duty.

PERSONALITY TRAITS OF TEACHER AND ITS SIGNIFICANCE IN EDUCATION SYSTEM

A person may choose teaching profession as his career out of interest or because of the compelling circumstances, but it is expected once he enters it, he must realize the value of his role. Getting the teaching profession by hook or crook makes the life hell at work. Such person lacks in attitude, knowledge, competence, efficiency and this leads to poor performance at work, it ultimately turns in discouragement and thus the very purpose of job is defeated. Whereas the creditable teacher with required qualification and experience and knowledge, develops the personal skills like communication, presentation, and update himself with latest teaching and training strategies and aids to prove his potentials. A motivated, knowledgeable, and capable teacher feels competent to show the desire level of performance at work.

To be creditable teacher, one has to be hardworking, intellectual, knowledgeable, best in communication skill, presentation skill. He has to have high morals through maintaining high standards and moral values. He must have abilities of good listeners, patient hearing, persuasiveness and cool mind. He himself has to be punctual and apt in personal appearance. This all give him reward from every corner, the pupil, the principal, management, and society at large. If it is the ideal situation we find that existing scenario is not satisfying, such good teacher are in dearth. The modus operands of majority faculty today are not oriented towards such positive approach. Justification for such position can be given in various manners but that is not in the interest of future of higher education and the whole education system.

TEACHER MORALE

Moral is defined as a composite of feelings, attitudes, and sentiments that contribute to the general feeling of satisfaction, in other words morale is understood as one's attitude towards accomplishing his work,

he displays during his work which in turn affects organizational and individual objectives. Teachers belong to the noble profession which asks for commitment. The high morale is the important factor in teacher which makes his stay in profession a great honor.

Basically having qualification, experience, teaching skills and talent in academic or other work has no meaning rather it is useless, if the teacher lacks professional involvement and commitment towards the job. The commitment is not a matter of compulsion, he might not be originally interested to be a teacher as his career but once he opts it, he becomes duty bound to render the best he can. The commitment should be automatically created from within and also to some extent by external motivations.

The teachers in higher education field are required to realize the significance of their role that they are the architects of human resources and university is the highest pedestal of learning, hence they must realize the importance of imparting quality education at the higher level. Education in every sense one of the fundamental factor for development, no country can achieve sustainable economic development without substantial investment in human capital.

Teacher being backbone of the education system must serve their best so that system itself runs towards progress. As rightly observed by Hon'ble Pratibha Devisingh Patil[3] "Nations with high quality human resources would be counted amongst the front ranking nations of the world in the knowledge era, therefore we have to be careful that by concentrating quantity we do not compromise on quality. Quality faculty is important to maintain high standards of universities, so that world-class graduates, post graduates, and doctoral students are produced." Teachers are architects in shaping and influencing students realize the ultimate goal of higher education. The teacher is now not just dispensers of knowledge, but melting pots for initiating students into the art of learning by helping them acquire the right mental attitude and learning habit.

EFFECTIVE TEACHING STYLE APPROACH

Students vary greatly in their intellectual talents, and personality. An effective teacher should have an ability to influence and motivate all types of students through their classroom behavior. An effective teacher should develop unique a teaching style. Such a style is not created but is developed over a period of time. Listening is an essential skill for successful communication. Listening is an activity carried on in the presence of the teacher, his voice, gestures and posture, affecting the climate of comprehension. Understanding the importance of lectures is essential.

An intellectually exciting lecture can motivate students and promote independent learning; fundamental teaching skills are superior to computer assisted methods in all disciplines including medicine, engineering and social sciences. Excellent teaching captivates and stimulates student's imaginations with exciting ideas and rational discourse. Student's satisfaction and enjoyment are important criteria for successful teaching. This can go a long way in fostering quality.

EMPOWERMENT OF TEACHER

Empowerment means an ongoing process whereby the participants develop the competence to take charge of their own growth and resolve their own problems, in turn the empowered individuals believe about their potentials abilities and try to overcome from every situation with courage. A teacher being important constituent member of educational institution, his empowerment is the need of the hour. Without empowerment of teachers educational goals cannot be successfully achieved.[4] Teacher's empowerment is to make him free from 'unwanted control of unjustified beliefs'. Benefits of teachers empowerment are tremendous in the form of increasing positive attitude, developing leadership qualities, enhances teamwork, commitment towards student community. It ultimately helps him in decision making, knowledge sharing and overall professional growth also.

CONCLUSION

National Council for Teacher Education document of 1998 stresses that teachers are torch bearers in creating social cohesion and national integration by revealing and elaborating secrets of attaining higher values in life. Only a teacher well equipped with competencies and ethical values can render effective services and help in all- round development of younger generation. The nobility of the profession is maintained through his commitment and best involvement which is created by high morale. High level of reflective learning students call for the highly skilled and intellectually able teachers. For attracting, developing and maintaining teachers with high potentials it is essential to provide them the conditions that are conducive and inspirational to grow themselves and also institution. This can only be possible through the 'empowerment' of the faculty. At the end I as integral part of the system strongly feel towards a thought that student shouldn't feel "I WAS BORN INTELLIGENT, BUT EDUCATION RUINED ME" The above statement would be rendered redundant once the teaching fraternity expands the horizons of the role that they can play

in facilitating the overall development of the students. We would then be proud when our students say

"I WAS BORN INTELLIGENT,
THANKS TO MY TEACHERS THEY HAVE MADE ME WISE"

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Chapter 25

ASSESSING QUALITY OF HIGHER EDUCATIONAL INSTITUTIONS

Dr. P. Rajasekaran and M. A.Ramani Eswari***

INTRODUCTION

Assessment is something which is 'experienced', though not always positively, by almost all involved in a higher education institution: students, teachers, administrators, managers, policy makers, institutional leaders, library staff, the students union and those supporting students in professional contexts in which learning is assessed, e.g. the nursing supervisor, teaching mentor or manager of the placement student in business. Given this complexity surely it is important for us to try to understand the relationships between these groups in some systematic way.

We wish to propose a model of an assessment system in higher education that helps to make sense of the milieu, may be useful in identifying critical points for intervention, and may assist in seeing why attempts to improve assessment across a system, or in a particular part of a system, may succeed or fail. For some the model may help to make sense of, or clarify, issues, whilst for others it may add further complexity or ambiguity to what was already a bewildering situation. A model is a representation that can remind us of what we already know, help us to see things that we may not have not seen before or to see familiar things in a new way, or help us to explain what was previously unclear. In this article we present the model, identify its principal elements, suggest some key issues with respect to each element, and note some critical relationships between the elements. We

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also draw attention to a small number of articles that consider substantial components of the model.

A MODEL OF ASSESSMENT IN HIGHER EDUCATION

We are proposing a model comprising four principal levels with a number of elements at each level, though not exclusively so.

1. Level 1 is where assessment actually happens, with good practice occurring in the context of students' and teachers' experience of assessment and dependent on effective module design.
2. Level 2 supports this practice and includes the elements of staff development, departmental culture, programme design, innovation and improvement, and departmental procedures.
3. Level 3 represents the institutional context of assessment, where resources are allocated, principles, policies and regulations are determined, and processes for recognising and rewarding good teaching are put into place.
4. Level 4 represents the overall context of the institution, including government policy and the expectations of external bodies. The model also includes functions that cut across these four levels and impact on each of them, namely leadership, management and quality assurance.

'Good practice' is the level where assessment happens. At this level, we need a clear expression of the ultimate purposes of assessment, commonly stated as encouraging learning, measuring student achievement and maintaining standards. The key elements at this level are the 'pedagogy' of good assessment practice expressed through module design, and the people who are immediately involved in this practice – students and their teachers/assessors. This is the realm of the teacher or the teaching team, the student or the team of students, and the individual course or module. It is where assessment methods are selected, tasks are designed and students respond, setting in train a web of interactions that are at the very heart of teaching and learning. At this level, the focus is on 'tactics' or specific methods rather than on broader strategies.

1. **Module Design**

- The alignment of assessment methods and tasks with module objectives and learning activities
- Balancing the multiple purposes of assessment - for learning, measurement achievement, and maintaining standards.

- The accessibility and inclusivity of assessment, so that assessment tasks enable all students to fully demonstrate the quality of their learning with an equal amount of effort.
- Feedback that is detailed, timely, related to objectives, and leads to a response from students. The balance of time allocated for teaching and for assessment people who are immediately involved in this practice – students and their teachers/assessors. This is the realm of the teacher or the teaching team, the student or the team of students, and the individual course or module. It is where assessment methods are selected, tasks are designed and students respond, setting in train a web of interactions that are at the very heart of teaching and learning. At this level, the focus is on 'tactics' or specific methods rather than on broader strategies.

2. Teachers' Experience of Assessment

- Teachers' awareness of good practice and their repertoire of assessment methods.
- Teachers' time – to design assessment tasks, evaluate student responses, provide feedback that is genuinely useful, and innovate.
- Teachers' conceptions of and values/beliefs about assessment.
- Teachers' experience of assessment.
- Teachers' enthusiasm and motivation.

3. Students

- Students' perceptions of assessment tasks and the alignment of these perceptions with teachers' intentions.
- Experience of assessment and being assessed.
- Workload and time-pressures.
- Students' approaches to studying, including strategic approaches based on motivation and workload.
- Students' preparation for assessment – their understanding of the task, familiarity with the format and ability to engage with assessment criteria.
- Students' family, educational, employment and social backgrounds.
- Student culture.
- The student's 'lifeworld' including the competing demands on their time and commitment for studying.

4. Departmental Culture

- The departmental culture and the extent to which it supports teachers and encourages innovation.
- Values such as scholarship and respect for, and valuing of, individuals.
- Community of practice and extent to which there is a core and periphery to assessment practice.

5. Programme Design

- The design of assessment at the programme level to maximize coherence in students' experience.
- The extent to which the assessment strategy reflects programme learning outcomes.

6. Innovation and Improvement

- Innovation based on programme-level objectives and learning processes.
- Innovation involving changes in assessment methods.
- Embedding change at the programme level.

7. Staff Development

- Access to information on assessment.
- Opportunities to reflect on current practices and to discuss practices with colleagues.
- A structured programme of research and writing on assessment practices.
- Whether staff development is perceived as meeting deficiencies, addresses management agendas or is more developmental.

8. Principles, Policies and Regulations

- The existence and quality of institutional policies and principles.
- The process of developing policies and principles, including the involvement of staff and students.
- The nature of institutional policies and principles as edicts or guides.
- The extent to which policies and regulations are seen as constraining or enabling.

9. Resources

- Funding for innovation.
- Targeting of resources for strategic improvement.
- Resources for teaching (including assessment).

- The balance of resource allocation between research, teaching and other activities.

CONCLUSION

Assessing student learning in ways that offer students, institutions and systems with sound information is a considerable challenge for higher education. Despite demonstrable progress, a disconnect remains between methods used for assessing learning, improvement and accountability. To advance research and practice, this paper contributes a structured set of criteria that practitioners can use to evaluate whether an assessment functions effectively across different levels of practice. These technical and practical criteria touch on issues such as sampling, the viability of aggregation, reporting and cost-benefit considerations. The paper tests these criteria by considering their capacity to drive multi-level improvement in education quality. It is contended that the criteria provide perspective and structure for reconciling the quantitative assessment of higher education quality at different levels of practice.

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Chapter 26

A NEW TRIPLIZATION PARADIGM SHIFT WITH THE APPLICATION OF LEAPFROG PRINCIPLE TO ENHANCE QUALITY IN INDIAN HIGHER EDUCATION

S.Renuka Devi*

INTRODUCTION

Humans in the social context of the new millennium will be multiple, as technological persons, economic persons, social persons, political persons, cultural persons, and learning persons in a global village of information, high technology, and multi-cultures. Both individuals and the society therefore need multiple developments in technological, economic, social, political, cultural, and learning respects. Life-long learning and the learning society are necessary to sustain the continuous multiple developments of individuals and the society in a changing new century. Instead of teaching and learning huge volumes of information and factual materials, the content of education should put emphasis on developing students abilities" to "learn how to learn" systemically, creatively, and critically. We have to help them develop a global outlook, and equip them with a repertoire of skills and positive attitudes to respect knowledge and to learn how to learn.

LEAPFROGGING

The word "paradigm" comes from the Greek word "paradeigma," meaning model or pattern. A paradigm represents a way of looking at the world, a shared set of assumptions which enables one to understand

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or predict behaviour. The concept of leapfrogging is being used in the context of sustainable development for developing countries as a theory of development which may accelerate development by skipping inferior, less efficient, more expensive or more polluting technologies and industries and move directly to more advanced ones. According to Harkins and Moravec (2006), "Leapfrogging means to jump over obstacles to achieve goals. It means to get ahead of the competition or the present state of the art through innovative, time-and-cost saving means."

THE PARADIGM EFFECT

A Paradigm shift is a change in the basic assumptions, representing the notion of a major change in a certain thought-pattern — a radical change in personal beliefs, complex systems or organizations, replacing the former way of thinking or organizing with a radically different way of thinking or organizing. The people should allow and accept the change in our higher education system because following facts are there to strengthen our views:

1. ***Students' Exodus to Developed Countries:*** The Indian students are going to USA, UK, Canada, Australia and New-Zealand. The number of Indian students attending higher educational institutions in the United States is the highest from a foreign country. Reason behind this mass exodus of students who are willing to shell ten times the amount which they need to spend to get similar education in India perhaps lies in the failure of our education system which has not been able to offer viable and creative solutions meeting those emerging demands.
2. ***Deteriorating Academic Environment in Higher Educational Institutions:*** Not a single day passes when we do not come across the news of strikes, protests, marches, gheraos, bandhs and other violent agitational methods leading to the killing of teachers. Needless to say that inefficiency and corruption have also not spared the temples of learning. Wild allegations of financial embezzlements, administrative irregularities and improprieties have been put against. This all has resulted into the deterioration of academic environment and decline in administrative and financial systems in educational institutions of higher learning.

INTERNATIONAL STANDARD AND ADOPTING RECENT TRENDS HIGHER EDUCATION

The generation, which is entering the portals of the universities today, is the generation that will lead the country in the next 20-30 years.

Considering the changes that have occurred in the last two or three decades, it is not difficult to envisage the extent of the changes that will confront that generation, if not their precise characteristics. In these circumstances, today's planners can endeavour only to give them excellence in the frontiers of knowledge presently available in the expectation that they will be enabled to adapt themselves to unknown challenges, just as the present generation managed to deal with the technological revolution of the end of the last century.

BUILDING INFRASTRUCTURE

The first priority, therefore, in Higher Education is building of infrastructure conducive to comfortable living and provision of technological support, which will promote innovation and inventiveness. For genius to flourish, not only freedom and imagination, but also the necessary facilities and a sense of security are essential. Adequate investments in infrastructure will transform the educational scene into a fountain of creativity.

INTERNET CONNECTIVITY

Internet connectivity in the education sector is far below optimum in most of our states. Among students, even at the postgraduate level, the percentage of those who have full connectivity is not high. Those who use the Internet for learning and teaching are very few. The advent of the Internet should have reduced the burden of the teachers, who were the only sources of information for the students in an earlier era. Availability of broadband connectivity should turn the teachers from repositories of knowledge to guides and mentors, who can point to available knowledge, instead of delivering it. Instead of providing the same fare to different grades of scholars, each can be guided to the source of knowledge, which the individual can digest.

TEACHERS ELIGIBILITY AND THEIR TRAINING

The selection of teachers and their training have to change radically to meet the needs of the new generation. The quality of the education received by teachers will continue to be a criterion for selection, but the screening for eligibility for teaching will have to be rigorous. Teachers should have the ability to go beyond the knowledge they have acquired and lead the students to new pastures that will help them to master the latest in every field. They should provoke original thinking and innovation among students.

The present escalator system of professional advancement must give way to need-based retention and reward for exceptional talents. Fulfilment of efficiency criteria established by the supervising staff and the students should be the basis for renewing contracts annually. The teacher-student ratio should be brought to manageable levels to make the interaction meaningful and assessments accurate.

CREATION OF NEW KNOWLEDGE

Learning in universities should be oriented towards creation of new knowledge. What makes our universities different from world-class universities is the fact that research is nominal in our case. Result-oriented research with clear objectives must be undertaken instead of mere compilation of available knowledge to be stored for posterity. Archives are essential for us to trace the path that we have traversed, but new light of knowledge is essential to illumine the path ahead. Every graduate should have a record of having addressed an existing problem or mystery, or explored a new concept, whether it is in science, arts, humanities or commerce. In subsequent stages of education at the postgraduate and research levels, he or she should be able to pursue those leads and make a substantial contribution to knowledge.

REINVENTING THE WHEEL IS BOTH REDUNDANT AND EXPENSIVE

Our universities must be open to scholars and teachers from around the globe and our own scholars and teachers should reach out to knowledge available beyond the seas. It is no more necessary to travel far and wide in search of knowledge, as it is available at our fingertips. Knowledge acquired through transnational interaction should not only be acknowledged, but also recognised and rewarded by devising a method by that it can be tested and certified by qualified institutions. It should be possible to earn degrees without going to a classroom, except for peer interaction necessary to transform skills mastered through machines into human education.

Internationalisation of education, like globalisation, is a reality that cannot be wished away. Competitiveness should not be confined to a state or a country, but it should be tested in unfamiliar lands. A generation, which may well migrate to other planets cannot insist on controlled conditions for human habitation. Nor can it say that skills acquired in one country are sufficient in alien lands. Teachers and students should be able to move freely between nations and continents and such a network can be established

only if Indian universities reach the levels of the best universities in the world. Patriotism does not lie in closing our doors to alien influences, but in imbibing them for the common good of mankind.

A global sense of history is needed if we want to be able to see the larger picture in terms of both space and time. We need to see not only continuities but also discontinuities. We need to know what sets the present, with all its legacy of traces, radically apart from the past. Successful societies of the future will be those which have a global sense of history and which moreover have the knack for translating that sense into useful practices in the present.

CONCLUSION

All in all, to prepare our younger generations to meet the challenges in the globalized, knowledge based, and dynamically changing society, the paradigm shift of education should be facilitated towards development of students contextualized multiple intelligences and triplication in education. We need to concentrate in all the aspects and above all follow-up is very necessary.

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Chapter 27

QUALITY ENHANCEMENT IN HIGHER EDUCATION – THE NEED OF THE HOUR

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INTRODUCTION

Education is the process by which people not only acquire knowledge and information, skill but also values and ability to live and interact whining and with social groups. Education improves the efficiency and productivity of the people acquiring it. The cultural, social and economic development of a country is possible only through education particularly higher education. Higher education contributes to human resource development in many ways. Thus investment in Higher education can be a major contributor to a country's economic growth.

In the view of Gurnal Myrdal, "Education has an independent as well as instrumental value, i.e., the purpose of education must be to rationalize attitudes as well as to impart knowledge and skills. Education for national development should aim at training the young generation the life skills, self reliance, personality development, community service, social integration and political understanding."

In the light of the formidable challenges facing Higher Education today, there is vital need for a paradigm shift in the approach to Higher Education itself. Thus the Higher Education in India should encourage various student centric activities in order to promote Quality culture and to

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effectively engage the students beyond the class room while contributing to their all-round development.

QUALITY EDUCATION

The term Quality has different meanings for different purposes. "Quality is excellence. Quality is the best. Quality is the standard. Quality is satisfying. Quality is efficiency. Quality is effectiveness." Quality education is that which enhances the quality of life. Quality has become the defining element of education in the 21st century in the context of new social realities. Quality makes education as much socially relevant as it is personally indispensable to the individual. In this sense quality and excellence should be the vision of every higher education institutions; acquisition of the same is the great challenge faced by all higher education institutions. The quality of higher education depends on a) Quality of content and technique of education. B) The quality of teachers, c) The quality of infrastructure and d) The quality of students.

CONCERNS OF HIGHER EDUCATION IN INDIA

While speaking about the need for quality higher education for the development of our country our first Prime Minister Jawaharlal Nehru stated that "if all were with our educational institutions, all would be well with the nation. Educational institutions, all would be well with the nation. Educational institutions are intimately linked with society at large. They are temples of knowledge." Quality higher education develops leadership qualities in people of different professions and develops awareness in the learners to protect the independent sovereignty and integrity of the country. Educational institutions not only help people to acquire knowledge and information skill, but also values and ability to live and interact within and with social groups. The purpose of education is to make human beings capable, competent and wise to meet the contingencies and vicissitudes of life.

Chairperson of NCTE Maheswari rightly said that "Higher Education now has to be tailor-made to the requirements of the private sector. For this he has suggested a paradigm shift. According to him the answer may be found from the experience of manufacturing sector. The manufacturing sector during the liberalization period is struggling to remain competitive when the foreign countries have flooded the domestic market with goods and services and the private sectors recognized that the key to meet challenges and to remain globally competitive is to ensure quality assurance, which too cost effectively."

COMMENDATIONS

Along with the required and predictable quantitative growth of higher education, it is evenly vital to advance the excellence of higher education. To meet the challenges of globalization of higher education stress on quality parameters becomes all the more essential in the light of rising of private institutions with the opening of the Indian economy.

There are some of the significant suggestions for improving the quality of higher education resolved in the UGC Golden Jubilee Seminars – 2003 are as follows:

- A well-planned and structured interaction to be developed between Centers of Academic Excellence and other Universities/ Institutions.
- While restructuring the syllabi and courses efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. The courses should be so designed that critical reading and interpretation of classics, practical field work wherever relevant, and application of readings and other skills are given importance.
- Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments.
- In restructuring of syllabi, all stakeholders such as students, teachers and users of services should be involved. However, teachers should be given flexibility within the norms and benchmarks decided by the stakeholders; Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented.
- Quality of higher education can also be improved by inducting quality-oriented objectivity in merit promotions of teaching faculty. Specification of weightages for teaching, research publications/ supervision would help in making this transparent and credible.
- Re-organization and integration of various faculties, particularly in social sciences, around inter-disciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy. UGC, ICSSR and other research funding bodies should encourage interdisciplinary/multidisciplinary Seminars/ Conferences/ Research projects. These bodies could allocate at least 50 percent of their research funds for inter-disciplinary activities. UGC could also take initiatives to open Centres / Schools for promoting multi-disciplinary teaching and research.
- Basis Parameters of Academic Merit need to be developed for bringing transparency and credibility in the process of granting promotions under the Career Advancement Scheme. There should be no disparity between Readers/Professors appointed through open selections and those promoted on the basis of the Career Advancement Scheme.
- A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality in spite of the resource crunch.

RECOMMENDATIONS TO ENHANCE QUALITY

- Curriculum should be reorganized for making youth confident enough to speak, write, think and perform.
- Educationists, policy makers and planners should be highly selective and based strictly on merit.
- Adequate facilities should be provided to the teachers to undertake research.
- Provision should be made for adequate computer facilities through networking in institutions of higher learning.
- Efforts should be made to set up facilities required for carrying out research in educational institutions.
- Infrastructure and facilities of the college should be improved
- Pedagogue student ratio should be rational.

CONCLUSION

From time to time the quality in education has to be enhanced. In order to sustain in this competitive world we should have the quality consciousness. The teachers should give their students the right values and enable them to foster culture. They should provide the students with the skills and knowledge required to productive citizens in a global environment. They need to longer to be the prime deliverers of fact; instead, they need to be "field guides" as they and their students explore vast domains of knowledge. Efforts should be made to enable the education of the learner

towards sustainable development and thus shall be directed towards the development of respect for the parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own. So, Quality Enhancement in Higher Educational Institutions is therefore a strategic issue for institutions involving critical domains. Quality makes education as much socially relevant as it is personally indispensable to the individual. Thus quality and excellence should be the vision of every higher education institutions, acquisition of the same is the great challenge faced by all higher education institutions.

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Chapter 28

QUALITY MANAGEMENT OF TEACHER EDUCATION

Viswanathan M* and Thivakar V**

INTRODUCTION

According to Jan D. Timmer "quality is a state of mind…the relentless pursuit of excellence, of never being satisfied with what you do, how you do it and how quickly you do it. There is always room for improvement. Everything can always be done better. Quality should be a part of our soul". Quality is perceived differently by different people. Quality is not something that is bestowed by others; it is attained and maintained as a result of ceaseless efforts. Quality of a product may be good for one but not for another because it does not serve the purpose.

CONCEPT OF QUALITY

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Consumers look at these elements in deciding whether or not to buy particular products or services. According to Bennis (1993) "Quality often is not measured at all, but is appreciated intuitively. One's response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives". Quality has been defined by several management experts. The dictionary meaning of quality is - the degree of excellence. Juran defined quality as "fitness of purpose"

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i.e. something is of good quality if it satisfies one's need. Deming is of the opinion that "quality is a positive concept". Product or service which helps someone and enjoys good sustainable markets is of good quality. According to Crosby if a product or service conforms to requirements then it is said to be of good quality. Seymour opines that "quality is continuous improvement".

CHARACTERISTICS OF QUALITY

- **Quality is a matter of perception, not logic:** It is the perception that resides outside the product, service or organization. Peter Drucker (1990) says - the results of an organization are always outside the organisation. Inside, there are only costs. The result of a business is a satisfied customer, the result of a hospital is a healed patients and the result of an educational institution is a student who has something of value which he/she can use ten years later. Thus, quality is perceived by the consumer.
- **Quality is relative and not absolute:** It is a matter of degree. Theoretically, there are no maximum or minimum limits. Quality improvement, like pursuit of excellence, is a journey without a destination. There is nothing that cannot be little better in some way or the other.
- **Quality is subjective:** The criteria for judging quality can be substantially different from people to people, based on experience, values and culture.
- **Quality is a contextual idea:** Indicators of quality are institution specific. A high rate of job placement of graduates is a legitimate indicator of quality for vocational-technical-professional education programmes, but would not hold for humanities and liberal arts education. Each institution has a mission, a clear understanding of what it is, why it exists and what its primary obligation is. All functions and activities are informed by this mission. Assessment of performance and quality are valid only in terms of mission and goals.
- **Quality can be measured inferentially:** Like intelligence, motivation, attitude and other educational outcomes indicators of quality are established that serve as a basis of measurement.
- **Quality is attainable:** quality is not something that is bestowed by others it is attained and maintained as a result of ceaseless striving (Sapre 1999)

- **Quality is applicable to the system and its parts:** Quality is applied to each component of a system i.e. input-process-output.

PRINCIPLES OF QUALITY

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are:

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

QUALITY IN EDUCATION

Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the "next society". How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as much socially relevant as it is personally indispensible to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

QUALITY MANAGEMENT IN TEACHER EDUCATION

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programme. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education (Feigenbaum, 1951). Such teachers will continue to meet the

needs of the society. There is fitness of educational outcome and experience for use (Juran and Gryna 1988). There will be defect avoidance in education process (Crosby 1979) of teachers in a quality teacher education institution.

In any educational institution there are three aspects to be managed-academic, administrative and financial. Besides these there are the human and physical resources to be managed to their optimum level. In other words management if input-process-product is of utmost concern of the system of teacher education. If every component is of good quality then the final product i.e. the teacher will be perceived as fulfilling the needs of the consumers. Quality in teacher education can be indicated by the 'educatedness'of the products of the institution i.e. the student teachers. Quality teachers are indicated by their 'educatedness'that they have achieved through their education and training. The teachers are well informed and possess knowledge about facts figures, concepts in their subjects. They are cultured and possess integrated personality which is warm, empathetic and ethical. One level ahead of being cultured is emancipation wherein teachers are individuals who rise above the known artificial boundaries of religion, caste, creed, gender, linguistic and geographic belongingness, social mores, cultural traditions and forms and treat their students fairly. Finally, teachers should achieve the best of potential already in them. However, if the following questions are answered by the educational institutions in general they will be able to achieve quality.

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

QUALITY INDICATORS FOR TEACHER EDUCATION (NAAC)

- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management

CONCLUSION

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. Quality is a matter of perception; it is relative, subjective, and attainable, measured inferentially and is applicable to the system and its parts. Providing quality education to large numbers at affordable costs is the primary concern of developing countries. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions to impart quality education. The three aspects to be managed are academic, administrative and financial as well as the human and physical resources. In other words management of input-process-product is of utmost concern of the system of teacher education.

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Chapter 29

LEARNING STYLES AND LEARNERS' EXCELLENCE IN HIGHER EDUCATION

**Mr. A. John Lawrence* and **Dr. B. C. Sobha*

INTRODUCTION

The concise dictionary of Psychology defines Learning styles as "The different approaches people take to the process of learning based on individual differences in cognition and personality**".** The fact that learning styles are individualistic embeds the fact that learning styles are individualistic and varies from learner to learners. Mehrak Rahimi and Fatemeh Asadollahi assert "students prefer some styles of learning over others and each student learns in a special way" (2012). However, an array of research carried over the times to explore the nature and styles of learning does not deny the fact that a learner predominantly adopts a specific learning style. Further a majority of the research studies and a common-experience in the field of teaching asserts that learning style adopted has a positive correlation with the academic excellence enjoyed by the students. It is this finding that should arouse interest in all those who are engaged in the field of teaching to have an overview of different learning styles adopted by the learners to enhance quality and better output. Thus this article gives an overall idea of certain dominant theories of learning styles.

DOMINANT THEORIES OF LEARNING STYLES

"The concept of learning style was first put forward by Rita Dunn in 1960" (Sinem Dinçola, 2011). Further explorations on learning styles by educationists and psychologists have led to the emergence of different theories of learning styles.

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I. Howard Gardner's VAK Learning Styles

Howard Gardner proposed VAK Learning Styles Model. It stands for Visual, Auditory and Kinesthetic styles of learning. It forms the basis for all learning styles and its impact has been established in many theories directly and indirectly.

i. Visual Style Learners: They involve the use of seen or observed things. They may think in pictures and learn best from visual displays, including diagrams, illustrated text books, overhead transparencies, videos, flip charts and hand-outs.

ii. Auditory Style Learners: They learn best through verbal lessons, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard.

iii. Kinesthetic Style Learners: They best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration

II. Kolb's Experiential learning model (1984)

Kolb's (1984) Experiential learning model defines learning as "the process whereby knowledge is created through the transformation of experience". Learning style is the "generalized differences in learning orientation based on the degree to which people emphasize the four modes of the learning process". According to Kolb individual learning styles result from a combination of two adjacent mode preferences in the experiential learning cycle and as a whole four styles are introduced by Kolb.

i. Divergent learning style: These learners are characterized as the one in which the learner is concerned with divergent ideas and is considered an imaginative learner. Divergers have a strong imaginative ability, are good at seeing things from different perspectives, are creative and work well with people.

ii. Assimilative learning Style: They are less focused on people and more interested in abstract ideas. Assimilators have abilities to create theoretical models, prefer inductive reasoning, and would rather deal with abstract ideas.

iii. Convergent Learning style: They are the one in which the learner prefers to deal with technical tasks rather than social issues. Convergent have a strong practical orientation, are generally deductive in their thinking and tend to be unemotional.

iv. Accommodative Learning Styles: They enjoy carrying out plans. Accommodators like doing things, are risk takers, are in here and now, and solve problems intuitively.

III. Reid's Perceptual Learning Styles (1987)

Reid (1987) identifies six learning styles and they are referred to as Perceptual Learning Styles (PLS).

i. Visual style learners: They prefer seeing ideas in writing, e.g: reading handouts.

ii. Auditory style learners: They prefer listening, e.g. oral explanations, discussions.

iii. Kinesthetic style learners: They prefer active participation, e.g.: drama, role-play.

iv. Tactile style learners: They prefer hands-on work, e.g: handling materials or taking notes.

v. Group style learners: They prefer studying with others.

vi. Individual style learners: They prefer studying alone.

IV. Felder-Silverman Learning Style Model (1988)

Richard Felder and Linda Silverman formulated a learning style model designed to capture the most important learning style differences among engineering students and provide a good basis for engineering instructors to formulate a teaching approach that addresses the learning needs of all students. This model classifies students in these four dimensions:

i. Sensing style learners: They are intuitive learners. They are concrete, practical, oriented toward facts and procedures. They are conceptual, innovative, and oriented toward theories and meanings.

ii. Visual style learners: They are verbal learners and they prefer written and spoken explanations. They like learn through visual representations of presented material like pictures, diagrams and flow charts.

iii. Active style learners: They are reflective learners. They learn by trying things out, working with others, thinking things through and working alone.

iv. Sequential style learners: They are global learners. They are linear, orderly, learn in small incremental steps, holistic, systems thinkers and learn in large leaps.

V. Gregorc's Learning Style Model (1997)

Gregorc defines learning style as "distinctive and observable behaviors that provide clues about the mediation abilities of individuals and how their minds relate to the world and therefore, how they learn". Gregorc identifies four learning styles:

i. Concrete-sequential style learners: They prefer direct, hands-on experience, want to order and a logical sequence to the tasks and follow directions well.

ii. Abstract-sequential style learners: They like working with ideas and symbols, they are logical and sequential in thinking, and like to focus on the task without distractions.

iii. Abstract-random style learners: They focus attention on the people and the surrounding, prefer discussions and conversations that are wide ranging and want time to reflect on experiences.

iv. The Concrete-random style learners: They are experimental and risk-takers, like to explore unstructured problems and use trial and error to work out solutions.

VI. Fleming's VARK Learning Style Model (2001)

The VARK model is proposed by Fleming in 2001. VARK stands for Visual, Aural, Read/Write and Kinesthetic and the classified learning styles are as follows:

i. Visual style learners: They prefer maps, charts, graphs, diagrams, highlighters, different colors, pictures, word pictures, and different spatial arrangements.

ii. Aural style learners: They like to explain new ideas to others, discuss topics with other students and their teachers, use a tape recorder, attend lectures, and discussion groups use jokes.

iii. Read/Write style learners: They prefer lists, essays, reports, textbooks, definitions, printed handouts, readings, web-pages and taking notes.

iv. Kinesthetic style learners: They like field trips, trial and error, doing things to understand them, laboratories, recipes and solutions to problems, hands-on approaches, using their senses and collections and samples.

CONCLUSION

Learning is a result of maturity and experience. As the learners grow and become aware of different learning styles from theories and by exposure to varying experience, they tend to and bound to adopt and attempt these learning styles in their pursuit of out-performing in their competing examinations. In due course, one among these attempted styles, that works well in tune with the nature of the individual becomes the dominant learning styles and gets affixed. It is this significance that makes it imperative for the teachers of higher education and teacher educators to be aware of these different learning styles to assist and facilitate the learning process of the students. Indeed, having a knowledge of the learning styles of the learners would boost the scholastic performance of the students, besides making teaching smooth and strain-free.

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Chapter 30

QUEST FOR EXCELLENCE IN HIGHER EDUCATION BY ENHANCING FACULTY DEVELOPMENT

S. Detchanamurthy* and R. Sridhar Anand**

INTRODUCTION

The students who pursue higher education want to imbibe, the social media culture in learning. The university of tomorrow is moving toward a new paradigm — certainly one with greater efficiency, but also one where innovation and technology combine hands-on with collaborative learning to give our students an enhanced experience. Tomorrow's university also exists in a world that is getting smaller and more hyper-connected. That means the great societal challenges we face require equally connected, integrative solution. In order to survive in the academic world of our globe, now each and every faculty members, who have an interest in technology or having techno-phobia, must learn how to use online teaching and assessment by trial and error. Technology is merely a tool for course delivery, and as with any tool, faculty members must have confidence in their skills for using it and confidence that the tool promotes student learning. So, faculty development programs of online teaching and learning are most welcomed in this technocracy world. Faculty's quality is the keyword for insuring the quality of higher education. Qualified competent faculty will not be able to carry out their task professionally without the conditions that support their tasks.

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POOR QUALITY OF TEACHING IN HIGHER EDUCATION

The primary concern for all institutions interviewed was the poor quality of teaching in higher education across all levels of study, particularly at undergraduate level. Interviewees recognized that poor learning outcomes in many Indian institutions had at its roots the following interrelated issues:

- Lack of teaching skills in faculty and limited understanding of the learning process
- The use of outdated pedagogies (input oriented, lecture-based approaches, rather than student-centered, enquiry driven and outcomes-based)
- Outdated and inflexible curricula
- A rigid assessment system, which encourages rote-learning and does not test students' broader skills or deeper learning
- Lack of an effective quality assurance system for teaching and learning

DIMENSIONS OF FACULTY DEVELOPMENT

"Faculty development" is a term that has a definition; broadly, it covers a wide range of activities that have as their overall goal the improvement of student learning. More narrowly, the phrase is aimed at helping faculty members improve their competence as teachers and scholars (Eble & McKeachie, 1985). Faculty development programs vary in their purpose, but they are commonly designed to enhance personal and professional development, instructional development, and/or organizational development.

OPEN COMMUNICATION

Technology has the potential to address many of higher education's challenges. To gain acceptance for and create quality learning experience in higher education technology, administrators must move beyond the "build it and they will come" mentality and acknowledge the faculty perspective, developing strategies that will encourage faculty participation in higher education. Almost 60 percent of the current higher education faculties are over the age of 45. Most have taught a number of years in the traditional classroom setting. There are a variety of strategies that can be used to address these issues and to stimulate faculty involvement in higher education efforts. An important key is open communication. Faculty should be represented throughout the planning and implementation stages of higher education efforts. Participatory management practices will elicit

faculty input and keep faculty informed of higher education efforts as they evolve on the campus. Some campuses have created within the faculty governance structure technology committees that oversee and/or advise in planning campus educational technology initiatives, including distance education. Others incorporate these discussions into already established faculty-driven curriculum committees. When faculties are involved in the decision-making regarding higher education, their concerns about the quality of the higher education experience can be lessened.

INSTITUTIONAL SUPPORT

Institutional support for faculty involvement in higher education is essential and should take a variety of forms to recognize the range of motivations and needs of faculty. Clearly the literature indicates that higher education classes require more faculty time than traditional courses. Institutions should recognize this and incorporate appropriate compensations when planning higher education initiatives. A number of institutions have found that special upgrades in office computer equipment are a well-received compensation for distance education faculty, as are adjusted salary and course load. Recent investigations have indicated that low-cost incentives such as public recognition, notes of appreciation, or special parking privileges, are also effective demonstrations of support.

EXPLORE THE ONLINE ENVIRONMENT AND MAKE WELL INFORMED

In institutions of higher education, there are an increasing number of faculties who teach Open University courses and online courses. While there is a recognized need for faculty development to prepare to teach online, there are many different faculty development models being implemented with differing foci on technology, pedagogy, and course content. Some faculty teach their first online and distant education courses without any prior online teaching or learning experiences, with all of their preparation completed face-to-face. Faculty preparatory programs to teach online in higher education of India could provide a strong thrust to also implement changes in their face-to-face teaching with the inclusion of reflective activities.

The availability of adequate and effective training is also a requirement for the institution that intends to embark on higher education initiatives. Faculty development workshops to introduce faculty to higher education technology and to the changes in pedagogical approach needed to

effectively conduct higher education classes are a must. Through these types of workshops, faculty can learn, among other things, strategies to improve the interpersonal dimension of online learning, a concern of many educators. This enables interested faculty to explore the online environment and make a well informed decision regarding its appropriateness for the courses they teach. By conducting the workshops in the summer, the institution provides the opportunity when more faculties may have the time to participate.

FEEDBACK SHOWS THE WAY

Feedback of existing or prevailing Faculty development program (FDP) participants revealed that some of the topics of FDP should have been discussed in detail. Participants felt that such FDP should be carried out extensively for other topics as well, like Role, Responsibility & Conduct of faculty. FDP in Research and Innovation & Teaching methodology is needed. The participants felt that some foreign resource person should also be invited. Some interactive Activities and more technical sessions should be included in FDP. The participants were of the opinion that the delivery and presentation of the resource person should be concise. Resource materials and the handouts must be given during the sessions of FDP conducted by the nodal agencies like Academic Staff College in Universities.

CONCLUSION

Faculties are not obstinate. Many have simply been disillusioned by previous technologies touted as innovations that would alter the course of education. Faculties are exhibiting healthy cynicism when they resist the call to jump on the latest educational bandwagon before assessing how this new technology will help students learn. Hence, successful faculty development programs should include mentoring, delivery in a variety of on-campus and off-campus formats (face-to-face, blended, online, self-initiated/self-paced), and anyplace/anytime programming to accommodate just-in-time needs. Faculty members are learners with needs and constraints similar to those of students. Support programs must be valuable, relevant, current, and engaging. They should also demonstrate best practices in providing a participatory, facilitated learning environment. In addition, faculty development programs should address the multiple roles and needs of the faculty member as facilitator, teacher, advisor, mentor, and researcher.

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Chapter 31

HOLISTIC APPROACH FOR HUMAN EXCELLENCE IN HIGHER EDUCATION

*Dr. P. Lavanya**

HOLISTIC APPROACH FOR HUMAN EXCELLENCE IN HIGHER EDUCATION

Higher education has made a significant contribution to all aspects of our country. In the quest for development, primary education is absolutely essential because it creates the base of learning. But higher education is just as important, for it provides the cutting edge. **(NKC 2006-09).** Higher education in India has witnessed an impressive growth over the years. The number of higher educational institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 700 universities (as of 2012-13) and 35,000 colleges (as of 2011-12), with an annual enrolment of above 25 million (including enrolment under Open and Distance Learning system). India is today ranked as the third largest higher education system in the world after US and China. While there has been a significant development in the field of higher education in India, it still lags behind in comparison to many developed countries with a low enrolment rate in higher education with GER of 19.4% at the higher education stage (18-23 years) (**ASHE 2013)**

There are different challenges in the Higher Education today, one: to increase the Gross Enrollment Ratio to 30% by 2020 (Quantitative aspect). Second: the system needs to be expanded without diluting quality and in fact, by raising the standard of education imparted, and making higher education more relevant to the needs and opportunities of a knowledge

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society (Qualitative aspect). While striving to meet these two challenges we should also consider equally as important as the third challenge i.e. promoting excellence in youth which is the combination of Qualitative and Quantitative. As mentioned by the UGC in the 12th FYP: Higher Education is about promoting excellence in youth in more than one way, **at the individual level**, it is an instrument of upward mobility through cultivation of excellence; **for national economy**, excellence of work force is a pre-requisite of sustained growth; and **for humankind**, excellence is a must for extending the frontiers of knowledge and cultivation of values **(12th FYP, UGC).** In this technological era, there is a need to focus more on holistic development of the student at higher education level to promote excellence.

WHAT IS HOLISTIC DEVELOPMENT?

The notion of the student holistic development encompasses not only acquiring cognitive and psychomotor aspects, but also the other aspect of Bloom's taxonomy i.e. affective domain that equally trains them in emotionally and morally. Education has to bring about balanced development of the individual by developing his/her intellectual, spiritual and emotional qualities.

WHAT IS THE NEED OF DEVELOPING HOLISTIC DEVELOPMENT IN YOUTH?

At the school level, there are policy pressures to enhance student learning in all the three domains and so certain measures are taken and more attention is paid. However, at the higher education level, where personality has to be built, this attention is comparatively minimal. The result is that the student, who is unable to develop his personality fully, leaves the educational institution portals in a confused state of mind and is unable to face the challenges of life. The consequent frustration among the students assumes a number of undesirable forms such as acts of violence. It is the youth of today who will be the decision makers of tomorrow so it is now the time to train them for human excellence. Especially, in our country, which is role model for its rich culture and heritage, there is a need to train students intellectually, morally and spiritually. Training the student holistically is not a new concept, which has already been existing in our ancient Gurukula System of Education. Unfortunately due to modernization and globalization, less emphasis is given in the present day system of education.

Integral Education

Human being is combination of body, mind and soul. The integral education focuses on the development of all these three dimensions.

"An integrated personality is a harmonious synthesis of a sharp brain, a kind heart and competent hands. He is a beautiful combination of nobility and ability. Nobility without ability is useless to society and ability without nobility is dangerous to it" **- Sri Sathya Sai Baba**

The integral education is impacted by incorporating various programs such as curricular, co-curricular and extracurricular activities leading to academic excellence with the development of character, right attitudes and values. Spiritual education is the basis of integral education. The education that takes into consideration only the intellectual aspect of the human personality and neglects the body and ignores the spirit is not complete and it can create only an unbalanced and lopsided personality. Integral education seeks to develop all the aspects of human personality- physical, intellectual, emotional and spiritual.

The physical dimension leads to train the '**Body**'; devotional dimension and cultural dimension lead to the development of '**Soul**' and Academics leads to development of the '**Mind**'. By providing different co-curricular and extra-curricular activities, we are able to give a wide scope for the students to participate in many activities. Involvement in all these activities have been made mandatory and is reflected in their grade sheets (**Holistic Evaluation**). Each student, for his/her certificate, is awarded two final grades-one for their Cumulative Grade Point Average (CGPA) over the course of degree, and other for their cumulative performance in non-academic integral education related activities. Participation in curricular and co-curricular activities not only develops in them the correct perspective and a balanced view of attaining physical, emotional, intellectual and intuitional perfection but also makes them use their time judiciously. Some of the above mentioned practices are there in the other institutions/colleges also. Some unique features of our institute are discussed below:

Awareness Programme

The aim of this program is to prepare the students for life, develop self-confidence, and equip them to cope with the issues and moral dilemmas that they might later face in life. This program is based on the true needs of students, exposing them to great spiritual, inspirational, cultural and scientific ideas and also acquainting them with the realities of life. It tries

to highlight the importance of five basic human values, and their relevance in the day today life. The awareness program is cross-cultural in that it includes great contributions of cultures spanning a vast range of space and time, and inter-faith bringing out unity of great world religions.

EDUCATION IN HUMAN VALUES (EHV) FOR PROFESSIONAL PROGRAM

It is one of the unique feature of Sri Sathya Sai Institute of Higher Learning, The main objective is to educate the prospective teachers in a way that their human excellence blossoms forth and they imbibe right attitudes and values besides being proficient in the skills related to teaching. The students enrolled in B.Ed and M.Ed programs are trained to thoroughly integrate the values in different school subjects during their course of study. It presupposes that the prospective teacher also has serious commitment to human values in life. Every subject has certain inherent values, for example **science** has open mindedness, quest for knowledge, reverence and love for nature etc. Similarly, Mathematics has got accuracy, logical thinking, reasoning, patience and perseverance and Social studies has civic sense and social responsibility and so on.

- **Physical Education:** The emphasis of physical education is to develop a "healthy mind in a healthy body". A healthy body with good stamina forms the basis of all pursuits in life imbibing a sense of cooperation rather than competition. Physical education includes health run (jogging), exercises, sports and games, and yogasanas. Participation in these activities has been made mandatory in this institution with the aim to bring out the latent potential of the student. The benefits of systematic physical education are reflected in the strong and proportionate physique of the students with their faces radiating health and energy.
- **Service:** The activities enable the students to become self-confident and independent, and also develop leadership qualities. The students' involvement in these activities trains them in time management, enhances their skill sets, exposes their latent talent and creativity channelizing them into productive activities. Other benefits include spirit of teamwork, group dynamics, and spirit of selfless-service and enhanced sensitivity. Above all, it builds self-confidence and yields self-satisfaction.

- **Gram Seva:** It enables the students to appreciate the joy associated with serving the poor and needy. This exercise plays a major role in sensitizing the students to the ground realities of rural India and in inspiring them to take up such service projects in the future. As a result of this many alumni have opted to work in service-oriented and non-profit organizations.
- **Extra-curricular activities**: The aim of these activities is to promote a team and community spirit instead of merely stressing individual excellence. Every human being is born with certain basic tendencies, talents and potentials. The sole aim of education is to help the students to realize and develop the virtues inherent in them. Through education one gains knowledge and broadens one's horizon.
- **Self-reliance:** The objective of this activity is to inculcate dignity of labor and respect for work. A major portion of the functioning of the hostel and departments are run by students under able guidance of faculty members. The students do their work with least dependence on external agencies.
- **Celebrating of all religion festivals:** The main aim of this dimension is to develop "Secular Outlook" 'Oneness of Humanity' and "Unity of Faith" towards all religions. These practices have proved to be the best in that they have provided solutions to meet the challenges of life when students graduate and leave the portals of the institution.

CONCLUSION

Universities are the centers of adventure for the mind. Higher Education should make the youth to discover themselves. They have great potential. It is the responsibility of the universities to prepare the youth for creativity and develop in them a passion for excellence. The education provided should instill the much desired qualities of thrift, self-reliance etc., in the young minds of the students. Evaluation of the students should not merely be quantitative but also should be qualitative. The motto of each and every institution in this country should be to provide a holistic education to make the students ideal.

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Chapter 32

CREATING EXCELLENCE IN SCHOOL EDUCATION

K. Poornalakshmi and P. PandiyaVadivu***

INTRODUCTION

Quality education plays a central role in reducing poverty, improving livelihoods & empowering people. It is a keystone for building more just & sustainable societies (UNESCO). India is a developing country with growing population, economy and education. In this 21 century any conscious family, irrespective of their caste & creed & socio-economic, wants to provide their children quality education for better future life. The quality citizens are building up a quality nation, and sustaining the development of a country through the quality of their education. Indians are mostly dreaming to lead a quality life which will be fulfilling only through quality education.

QUALITY EDUCATION & SUSTAINABLE DEVELOPMENT

Education for Sustainable Development is based on few ideas & principles i.e. gender equity, poverty alleviation, social tolerance, environmental preservation & restoration, peaceable societies. The UN Member States have decided four major thrusts areas of education for sustainable development:

1.Improving Access to Quality Basic Education.

2. Reorienting Existing Education Programmes.
3. Developing Public Understanding and Awareness of Sustainability.
4. Providing Training.

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Both Education for All (EFA) & the Millennium Development Goals (MDGs) give emphasis on quality education as their major goal & the target of international development. Education depends on the four essential pillars: learning to know, learning to do, learning to live together & learning to be (Delors,1996). If education is a fundamental human right, then quality education must support all the human rights. Quality Education will create a world of peace, equality and education. It will transform the current societies into more knowledgeable, skillful & valuable sustainable societies.

To improve quality of education the following issues are needed to emphasise:

- Universalization of Early Childhood Care & Education (ECCE).
- Poverty reduction in rural areas.
- Introducing English as a Compulsory subject in curriculum.
- Examination Reforms for the students.
- Appointing highly qualified & skill based devoted teachers in schools.
- Strengthening the teaching learning strategies, teacher's training & ICT management.
- Preference to the local qualified candidates in rural areas.
- Rigorous implementation of the inspection system.
- Community participation for monitoring the school education.
- Special education strategies for the backward children (SC,ST,OBC. & Minorities).
- Regional school-cluster system.
- Active engagement of Village Education Committee (VEC).
- Proper observation by the DIETs& SCERT.
- Establishment of National Primary Education Assessment System (NPEAS).
- Effective, Relevant & Nationalized Curriculum including peace, human value & equality.

The study of schools in Villupuram District of TamilNadu, which have successful records in producing higher levels of student achievement, have the following factors related to high performance.: High expectation, curriculum, instructional time, collaboration and hard work, effective leadership, parent involvement, the target, the team and the tactics.

HIGH EXPECTATION

High performing schools typically embrace a culture of high expectations. These high expectations for students generally motivate students to perform at higher levels and support increased student achievement. It is also common that this culture of high expectations is directed at faculty and staff and includes regular students as well as students with special needs.

CURRICULUM

Studies of high-performing schools indicate that these schools focus on the curriculum and work to ensure that their curriculum, instruction, and assessment are aligned with applicable standards. Top-performing schools report extensive use of standards to designs curriculum and instruction, assess student work, and evaluate teachers.

INSTRUCTIONAL TIME

Studies of schools in Villupuram District have found that faculty in high-performing schools maximize the amount of time spent on instruction by structuring the school day efficiently and creating additional time for instruction. This was accomplished variously by structuring the school day to minimize interruptions and transition time and by providing additional instruction time after school or during the summer.

COLLABORATION AND HARD WORK

The presence of talented, hard-working, effective teachers was identified as a component of high-performing school. Collaboration or teamwork has been reported as key feature that hard-working teachers exhibit and is another characteristic commonly observed in high-performing schools. Also found was that a collaborative attitude tends to characterize the relationships of staff within high-performing schools as wells as relationships between the school and outside entities such as the district office and the larger community. Also emphasized was the role of collaborative or democratic decision-making processes.

EFFECTIVE LEADERSHIP

Effective leadership is another important characteristic of high performing schools. A common theme in existing research is that school leaders in successful schools tend to focus on instructional issues. Principals

have been characterized as "leaders of learning" and that their direct involvement in the teaching and learning process is critical.

PARENT INVOLVEMENT

High-performing schools are frequently found by researchers to have high levels of parent involvement in the teaching and learning process.

THE TARGET

The terms **target, vision, mission, objective**, and **purpose** are often used interchangeably. In any case, developing an ideal vision as a target requires thoughtful planning. The norms of a school, regardless of how they manifest themselves, underscore the point that they should represent a clear, articulated vision of what the school stands for, a vision that embodies core values and purposes (Saphier & King,1985). The vision is the concise statement or picture of where the school and its people are heading and why they are proud of it (Phillips 1992). It is the school's role to improve society by producing literate, self-supporting citizens who make a contribution to their world. This role gives a common purpose to all the elements of the school (Wilcmore, 2002). International, proactive planning is an important part of the process of establishing a target vision. The planning process is dynamic and continuous. Plans may have to modified, but if priorities are set, all can continue to stay focused on reaching the target (Kaltman, 1998). The development of a school vision involves getting faculty, staff members, families and committee members together to talk, discuss, collaborate, and use data-driven decision making to determine exactly where the campus is now and where it wants to be in the future. As time and situations change, so will the vision. Everything grows and changes, so does the vision (Wilmore,2002). We must "begin with the end in mind" (Covey, 2004).

THE TEAM

Grand dreams do not become significant reality through the actions of a single leader. Leadership is a team effort-but creating and sustaining the team requires individual leadership. A simple test to detect whether someone is on the road to becoming a leader is the frequency of use of the word "we" (Kouzes & Posner, 2003). Leadership does not exist in a vacuum but is simply one component of effective organizational behavior (Glatthorn & Jailall, 2009). No matter how capable a leader is, he or she alone won't be able to deliver a large project or program

without the joint efforts and synergies that come from the team. The role of the principal in cultivating a network of relationships is of importance not only in developing collaborative, participatory decision making but in maintaining the restructuring effort as a whole (Prestine, as cited in Murphy & Seashore, 1994). The principal of a successful school is not the instructional leader but the coordinator of teachers as instructional leaders (Glickman, 1991). Facilitative principals have repeatedly expressed the value of the support network that a group of like-minded colleagues provided them. They bring teams of teachers, parents and support staff to network retreats. They seek out each other socially and professionally. In a school with a facilitative leader to there is a heightened sense that everyone in the school is both obligated and able to take control of his or her professional life and work environment-that everyone can and must make a difference in his or her school (Murphy & Seashore, 1994). A collaborative school team should plan ways to solicit and involve multiple stakeholders form families and the entire community to become involved and invested in the progress of their schools toward the collaboratively developed vision of excellence.

TACTICS

Great organizations begin the process of finding a path to greatness by confronting the brutal facts of their current reality. When we start with an honest and diligent effort to determine the truth of our situation, the right decisions often become self-evident. It is impossible to make good decisions without infusion the entire process with an honest confrontation of the brutal facts. Leadership does not begin just with vision. It begins with getting people to confront the brutal facts and to act on the implication (Collins, 2001). To Change the culture requires that more desirable qualities replace the existing unhealthy elements. Clear personal and collective visions are crucial for this enterprise (Barth, 2002). Educators Saphier and King (1985) identified a dozen healthy cultural norms: Collegiality, experimentation, high expectations, trust and confidence, tangible support reaching out to the knowledge bases, appreciation and recognition, caring celebration and humor, involvement in decision making, protection of what is important, traditions and honest and open communication. These qualities dramatically affect the capacity of a school to improve and to promote learning. It is important for symbol and ceremony to fit student perception that teachers care about their achievement and the perception of teachers that administrators place improved student performance foremost

in their orientation in their jobs. If that is true, then a strong and consistent school cultural consensus will emerge (Iannaccone & Jamgochian, 1985).

CONCLUSION

The study of excellence in school education offered by the schools with high performers has revealed that they have nurtured a culture in which all elements are collectively focused on student success. This culture can be created by centering on three broad areas, the target, the team and the tactics. Excellence in education will create a world of peace equality and sustainable societies.

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Chapter 33

THE ROLE OF ODL IN HIGHER EDUCATION

Dr. A. S. Arul Lawrence and Hanitha. T.***

INTRODUCTION

Since time immemorial education plays an important role in molding human behavior. In common parlance education is termed as any act or experience which has a constructive effect on the human mind and improves the physical as well as mental ability of a person. In the technical terms education is a process of transmitting knowledge, skill from one to another generation. Education is a lifelong process. It is the sum total of our experience and unlike our conventional system is not limited to the four walls and a definite stage or age. In this context the concept of Distance and Open Learning was emerged as an alternative of our conventional educational system. The conventional education system is limited to the four walls and covered only for those people who are in direct contact with the institution. But the distance or the open learning covers those who are unreached. In simple terms, distance learning, is a field of education that focuses on the pedagogy, technology, and instructional system designs that aims to deliver education to those students who are not physically "on site" like in a traditional classroom or campus. It is a flexible form of learning process where a student can study from home, work, on the move or wherever else is convenient. It is worth mentioning here that first of all the University of London introduced the distance learning process in the year 1858. Again it

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is termed open, because unlike our traditional system of education the age of a student does not become barrier in getting education or a higher degree.

ODL MISSION

- Evolve flexible and robust curricula to widen educational access, deepen knowledge frontiers and create entrepreneurial skill sets.
- Reach the rural communities through lifelong learning programmes for livelihood improvement.
- Establish networked environments for quality assurance.
- Foster private-public partnerships.
- Bridge the digital divide and implement 'anywhere, anytime' learning environments.
- Coordinate and implement standards in ODL.

OPEN EDUCATION IN INDIA

Education has been recognized as a major contributing factor to improve the human mind in the social, cultural and intellectual aspects of human being. In India where more than 100 crores people are living and termed as an emerging super power of international field but still its education level does not met the international requirements. It is worth mentioning here that India has a rich history in the field of higher education since most ancient times.

It needs mention here that with having 483 universities (39 Central Universities; 255 State Universities; 59 private universities; 130 deemed universities), and over 16,885 colleges including 1,798 colleges for women, India's higher education system is the third largest in the world, after China and the United States. In addition to this there are 1173 polytechnic institutes (UGC, 2007) but still the current ratio of enrolment in the educational institution is below 9 % which is less than the average of lower middle income countries in the world. The drop out is higher than the rest of India. In this perspective the distance and open learning contributed a lot towards providing a quality higher education to all because of its flexible and innovative as well as low cost characteristics.

OPEN AND DISTANCE LEARNING IN INDIA

The history of distance and open learning traced back to the innovative idea formulated by the Delhi University to provide some courses in the year 1962. After that Punjabi University also took some initiative in this

field. However, in an organized mood the open learning got its impetus with the opening of National Open University in 1982. Again with the Establishment of Indira Gandhi National Open University (IGNOU) in 1985 make a registered a remarkable progress in this field. Now IGNOU becomes one of largest Open University of the world. Now India has more than 10 mono-mode open universities and 65 centers for distance education in dual mode delivery. In terms of providing education in distance mood South India occupied a predominant position. A significant initiative is taken by the government of India in 1992. It established the Distance Education Council (DEC) as the apex body for the promotion, coordination and maintenance of the standards of distance education.

EDUSAT AND TEACHER TRAINING IN TAMIL NADU:

The main role of EDUSAT has been to change the way teachers are trained in pedagogical methods. There is an up-linking facility in Anna University, Chennai, and there are down-linking facilities in all the DIETs, BRCs, and Government teacher training institutes. This technology has made it possible to bring the best teaching learning resources to teachers in remote rural areas. Satellite Interactive Terminals (SITS) have been provided; 424 SITs have been distributed to 385 BRCs, 9 TTIs and to the State Project Directorate, the DTERT and the School Education Department. The Learning Centres which have SITs not only bring quality elementary education inputs to remotely situated teachers, but can also, once the schools are networked through EDUSAT, be used for E-governance, healthcare and community welfare. The technology can eventually bridge regional, rural and urban divides by bridging the digital gap between the developed and the developing segments of the student population. The linkage of EDUSAT with a large-scale teacher training initiative is implemented in 2005-06. EDUSAT facilities in 412 centres were used for teacher training. First, resource persons and experts in subject areas and non-scholastic areas were identified, and then through a series of workshops, modules were prepared. These were printed and supplied to individual teachers. Three types of training were first taken up: A type (annual refreshers), B type (BRC level training) and C type (Cluster level training). The 6-day A type program focused on Activity-based Learning cards, self-learning material for the primary level, and on content enrichment and teaching methodology for Science, Tamil and English for the upper primary level. Over 40 lakh teacher training days (all teachers receiving 18 days of training) were thus possible. (Activity Based Learning was introduced

first in the Chennai corporation schools and it has now been extended to 402 blocks all over Tamil Nadu.)

CONCLUSION

Open education is a collective term to describe institutional practices and programmatic initiatives that broaden access to the learning and training traditionally offered through formal education systems. The qualifier "open" of open education refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning. One aspect of openness in or "opening up" education is the development and adoption of open educational resources.

Institutional practices that seek to eliminate barriers to entry, for example, would not have academic admission requirements. Such universities include The Open University in Britain and Athabasca University in Canada. Such programs are commonly distance learning programs like e-learning, mooc and opencourseware, but not necessarily. Where many e-learning programs are free to follow, the costs of acquiring a certification may be a barrier, many open education institutes offer free certification schemes accredited by organisations like UKAS in the UK and ANAB in the USA where others offer a badge.

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Chapter 34

ROLE OF ODL IN HIGHER EDUCATION

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INTRODUCTION

Open and Distance Learning (ODL) is considered the most important and necessity for providing higher education for the citizens of a Nation. It is the way open to all the people who aspire for learning higher education while in job or engaging themselves in any life oriented activities. The learners can learn while they earn in ODL. This is a boon for the learners of countries all over the world. ODL plays vital role especially in more populated countries like India.

ODL has paved the way for large number of learners who have lost their opportunities in young age due to various reasons to pursue their higher education through conventional or regular stream of education system. ODL is a very good learning environment or system which provides education particularly higher education for the adults. Many distance learners are people who are earning for their families daily bread. ODL is a panacea for the downtrodden and deprived sections of the learning community.

NEED FOR ODL

In Tamil Nadu a total of 8.26 lakhs candidates appeared for the +2 examination in 2014. Out of which ninety percent of the students passed their examinations. After the successful completion of their schooling, they find lot of difficulties to join conventional system of Education. If we roughly calculate, in India more than 11 million students pass the class XII examination every year. But only less than 50% of them get their chance

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to study in regular conventional stream of education. The majority of them do not get chances to study in regular streams, though they are interested to pursue it. This is because of so many reasons. ODL is useful for

1. Those students who discontinued their formed education due to social, economical and family reasons.
2. There are many drop outs in schools. These learners also can pursue their higher education through ODL.
3. Those who could not get seats in regular colleges and universities.
4. Those who have sufficient motivations and aptitudes but they live in remote villages, where regular stream facilities may be absent. These students are in need of ODL system.
5. Due to Social and family reasons, some women are not allowed to travel and attend to Conventional System of Education. These learners can make use of ODL.
6. Those women who got married early and discontinued their education in schools and colleges.
7. Those who are in employment and want to improve their skills and knowledge in the relative field of their employment.
8. Learners who gained interest in learning in later stages of their life.
9. Learners who want to acquire degrees for better prosperity in life.
10. Learners who sought one field of study their early stage of life against their willingness and want to pursue another field of study in which they are having real interest and satisfaction can utilize ODL.

ORIGIN AND DEVELOPMENT OF ODL IN INDIA

Kothari Education Commission (1964-66) identified the needs of the people in lifelong learning process. The commission recommended that distance learning will help millions who depend upon the own effort of study wherever they can and find time to do so.

The National Policy on Education 1968 emphasized that "correspondence education should be given the same status as full time education". The NPE (1968) believed that by improving the status of Correspondence Course on par with full time course, there would be overwhelming response and support from the learners.

A large number of people having interest to educate themselves would take up Correspondence Courses. The University Grants Commission (UGC) in 1974 released guidelines for Correspondence Courses.

Andhra Pradesh Open University was established by an act of State legislature on August 26, 1982 on the line of the British Open University (UK in 1969). This is the first Indian open University established to provide higher education for the adult learners. This university was renamed as Dr. B.R. Ambedkar Open University.

Indira Gandhi National Open University (IGNOU) is the Second University, offering ODL education. This was established in 1985 by an act of parliament. Following this,

- Kota Open University was established in July 23, 1987 in Kota, Rajasthan, India. Lester it was named as Vardhaman Mahaveer Open University.
- Nalanda Open University was established in 1987 in Bihar.
- Yeswant Rao Chavan Maharastra University (1989) in Maharashtra was established.

At present there are fourteen State Universities in India including Tamil Nadu Open University besides the only National Open University (1GNOU). The Distance Education Council (DEC), Government of India was entrusted with the responsibility of maintaining standard of education. But Ministry of Human Resource Development MHRD has dissolved Distance Education Council (DEC). The university Grants Commission (UGC) has been given the responsibility of Open and Distance Learning in June 2013 in view of maintaining quality and standard of education in ODL.

ADVANTAGES OF ODL

- ODL is less expensive when compared to conventional regular stream of higher education.
- ODL can reach out the learning community in various means irrespective of their living places.
- In ODL, the learner and not the teacher who determines the goal. Learner is able to set his own time and venue for learning.
- In ODL, the learner is a person who feels freedom and he/she is free from mental tension.
- In ODL, learners have to search for necessary information in Books or interest. So self learning is activated. By referring to many books, learners acquire wide range of knowledge.
- Learner becomes a lifelong learner in ODL.
- In ODL, learners can improve their standard of living.

- Generally distance learners are doing jobs. In various capacities. By learning with the help of ODL, learners are able to improve their knowledge and skills. Hence they get promotions and monitory benefits.
- Distance learning is very much appreciated and welcome by the learning Community all over the world.

CHALLENGES IN ODL AND REMEDIES

- In ODL, learners are unable to face the teachers. They have to face only the learning materials.
- No learning process can complete without teachers. Teachers can not be substituted by any sort of materials or media.
- Proper understanding of subject matter may not be possible without Tue help of teachers. But this is lacking in ODL.
- In the employment market especially in private sector, while attending interviews the candidates who completed their higher education through ODL are not treated on par with regular candidates. This is very evident at the time of seeking job.
- The challenges faced by ODL system should be looked into very seriously and adequate steps should be taken to improve the quality of higher education.
- The quality of ODL programme should be improved.
- Learners in ODL will not have close contact with the peer group / Co-learners. They are isolated from the Co-learners and teachers. So they are deprived of formation of proper psychological and emotional relationship with their peer group and teachers
- Most of the Universities offer arts groups through ODL. Universities do not offer Science degree courses. As the science subjects have practicals, it is difficult to conduct it in universities. So learners willing to learn science subjects are affected.
- In conventional regular streams, learners can have interaction with other learners and teachers. But in ODL, these interactions are not much possible.
- More face to face contact classes should be arranged on convenient days of the learners in order to cater good quality in ODL.
- Latest technology like, internet, video conferencing, and other media shall be utilized to the maximum to facilitate the learners.

CONCLUSION

The Universities which offer open and distance learning (ODL) courses have contributed much for higher Education. These Universities have served the nation by providing higher education to the students who are really interested to pursue their higher studies even after a long period of discontinuing their formal regular education. People who are having economically and socially poor background are benefited much by ODL.

However quality of higher education in ODL should be maintained. The quality of the ODL should be in such a way, employers of industries and institutions should treat the Candidates of ODL and Conventional regular streams same. So the UGC and the Government should take more efforts for expansion and quality maintenance of ODL. This will certainly pave the way for democratization of higher education.

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Chapter 35

ODL IN TEACHER EDUCATION PROGRAMME

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INTRODUCTION

Quality of teacher training and ongoing professional development are crucial to quality of teacher performance in the classroom. Role of teacher is the single most important factor in assuring quality in the teaching-learning process. Hence, without exception all developed and developing countries have been placing considerable emphasis on pre-service teacher training including Continuous Professional Development (CPD) of teachers. Traditionally, teacher training, both pre-service and in-service, involved face-to-face classes organized in institutions combined with workshop and workplace experiences based on the multi-faceted role played by teachers in the classroom, school and community. With the democratization of school education, achieving universal primary education (UPE) happens to be the first priority for most developing countries followed by expansion in secondary education in those countries followed by expansion in secondary education in those countries where UPE has been successful. This has put lot of pressure on the system needing adequate infrastructure and human resources to take care of more and more children enrolling in primary and secondary education. In many countries especially in Sub-Saharan Africa (SSA) and South Asia (SA), there is an urgent need for expansion in the number of primary and secondary teachers. Many of these developing countries find their

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schools either not having enough teachers or a large chunk of teachers are untrained. Some also face the problem of 'losing teacher either due to the pandemic of HIV/AIDS or migration to more developed countries. Existing institutions of teacher education will continue to play an important role but, alone, they will not meet the goals of Education for All (EFA) by 2015. Good and adequate number of teachers is the key to educational expansion and improvement. In all countries especially in Sub-Saharan Africa and South Asia, there is an equally important need to improve the quality of teaching along with increasing access to schooling. It is evident that to achieve universal access to quality teaching-learning environment in schools, we need adequate teachers who are competent to create and manage these classrooms. This cannot be made possible through only traditional training modes and methodologies; new approaches and modes of teacher education are essential.

The concept of Open and Distance Learning (ODL) today incorporates the following characteristics:

- **Separation of teacher and learner** in time or place or in both time and place for a larger portion of the study time.
- **Institutional accreditation** by some institution or agency which involves organised learning which is accredited or certified. This type of learning is district from learning through your own effort without the official recognition of a learning institution.
- **Use of mixed-media courseware** including print, radio and television broadcasts, video and audio cassettes, computer-based learning and telecommunications according to the learning needs and resource conditions and access to technology. Course-ware tends to be pre-tested and validated before use.
- **Systems approach to course design** including the most feasible and effective media mix, curriculum design, theory-practice integration and technology integration.
- **Two-way communication** allowing learners and tutors to interact directly or through technology mediated synchronous or asynchronous communication.
- Possibility of face-to-face meeting for tutorials, learner-learner integration, library study, and laboratory or work practice sessions.
- **Use of industrialized processes**, that is, in large-scale open and distance learning operations, labour is divided and tasks are assigned to various staff who work together in course development teams and for course delivery.

ICT-ODL INTEGRATION

Information and Communication Technology (ITC) involves a variety of technologies ranging from simple print based communication to on-line or internet based communication. Each of these technologies has a place in learning according to the learning objectives, availability of infrastructure and access, learner profile and suitability for certain type of learning experience within a learning design, etc.

Various possibilities in the use of ICT have been tried for teacher training and ongoing professional development of teachers in the last almost five decades in India. Initially, radio was used followed by television and audio and video programmes. Today computers and internet different types of teleconferencing and webcasting are being tried out. All these technologies fall into an ICT spectrum covering low-end to high-end technologies.

SUGGESTIONS

1. The Universities come forward and open many study centers (ODL) in India.
2. The Universities may use ICT Technology to cover large area and impart quality education.
3. Nowadays education is money oriented, but education should be need based of learners. So institution will be given low cost with quality education through Open and Distance learning.

CONCLUSION

Open and Distance Learning have been playing very crucial role in Teacher Education Programme. Many unqualified teachers are working at various schools, so this is the good opportunity to uplift and enhance the teacher's qualification through Open and Distance Learning. Many of them getting benefit from ODL, through these programme teachers make them unqualified to qualify. The number institution started ODL, these institutions offered B.Ed.,M.Ed.,M.Phil., and P.hD programme through distance mode; those who are not get opportunity to study these courses regularly. The ODL provides chance to enhance the teacher qualification, the integration of ICT in Teacher Education programme spread education all over the country.

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Chapter 36

ROLE OF ODL IN HIGHER EDUCATION

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INTRODUCTION

Higher education occupies a significant position in education system of a nation. It stands at the apex of the entire educational system, and influences all other levels. In India, a significant increase in the number of colleges and universities has been found during the last five decades and Indian higher education occupies the second largest system of higher education in the world after America (Tiwari, 2010). It comprises 506 universities, 33 institutions of national importance, 5 institutions established under State Legislature Act and 31, 324 colleges (Annual Report, 2010- 11). In spite of being one of the largest systems of higher education, it has failed to guarantee the students' accessibility to higher education as per the need. In the recent past, the demand for higher education has increased enormously throughout the country because of massive awareness. But the system of higher education fails to accommodate this ever increasing demand. Viewing the increasing demand of higher education and a lot of limitations to face, Indian higher education needs a serious make over. ODL (Open and Distance Learning) provides a viable alternative mode with the objective to take education to the door steps of the learner, enhancing social equity, and creating flexibility for lifelong learning (Koul, 2000).

ODL AS AN EMERGING ALTERNATIVE SYSTEM

ODL represents veritable means of expanding education without the monumental capital investment required for new structures. ODL offers a number of advantages to both learners and providers. Problems such as

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distance and time, which are barriers to conventional learning, are overcome in Open and Distance Learning with the use of ICT, self learning materials and a good student support mechanism. However, the following are the main contributions of ODL for higher education.

Overcoming Physical Distance: Open and distance learning can overcome problems of physical distance for:

- learners in remote locations who are unable or unwilling to physically attend a campus; and
- learners and teachers who are geographically separated; for example, teachers in urban settings instruct learners in rural settings.

Solving the Problem of Time and Schedule: Open and Distance learning can solve time or scheduling for:

- client groups unwilling or unable to assemble together frequently;
- learners engaged in full-time or part-time work, both waged and volunteer;
- learners who have family and community commitments.

Expanding Access: ODL expands its sway through establishing new campuses, broadcasting its programmes via radio and television, establishing more local study centers, increasing the numbers of partnership institutions and using modern technology for its programmes.

Promotion of Equity: Open and Distance learning can deal differences in cultural, religious, and political considerations and consequently:

- widens women's opportunities to learn;
- helps the rural , tribal and minority groups and disabled to learn;
- meets the needs of populations affected by violence, war, or displacement;
- makes learning possible even when group assemblies are proscribed.

Leveraging the Enrolment: The ODL system boosts student enrolment every year. It has the need based and flexible curriculum, technology supported and cost effective quality education, easy delivery

system, flexible admission and examination system and a suitable learner support system.

A Learner Centric Approach to Education

- Students can learn at any time (before, during or after normal school hours, at the desktop in the workplace, "just in time learning" for a particular task)

- Students can learn at any place (in the traditional classroom, in a dorm room, at home, at a convenient learning center, at work, on the road)
- Students can learn at their own pace, giving extra time to new material and speeding through material already known, with pauses for tutorial help or supplemental courses.
- Students can learn more efficiently when concepts are presented with multiple media so students can select those which best assist their own understanding and retention.
- Students can learn only what they need to know, reinforcing both retention and motivation learning and then applying individual modules of a course.
- The course content and course quality are constant; organizations can document training coverage and student learning over a wide geographical or temporal area.
- The need for costly, permanent teaching facilities is reduced; learning can take place at home, in dorms and workplaces, or in temporary facilities.

Making Best Use of the Limited Number of Teachers Available: The number of faculties employed in Indian higher education is only 6.99 for 1 46.25 lakh students which are quite insufficient for providing quality education (Annual Report, 2010-11). Hence there is a great need of recruiting huge number of faculties in our conventional mode of higher education which is a difficult task due to meager fund allocation to education in general and higher education in particular. But this problem can be solved easily by ODL system as it requires fewer teachers on the regular pay-rolls and uses part time teachers and teachers of conventional mode for transaction of teaching learning. It requires fewer teachers as the learning materials are made so as to promote self study. Moreover, use of ICT in ODL compensates the need of regular teacher to minimum.

Providing Need Based Programs and Courses: The ODL system always tries to launch need based programs and courses catering to the demands of different learners. For example, IGNOU offers different programs in the areas of rural development, journalism, intellectual property rights, hospitality management, IT management, clinical cardiology, information technology, and computer literacy and HIV/AIDS awareness. Even different distance education institutions buy or lease courses from other open and distance learning providers if they realize the need of that course for the target learners.

Producing, Reproducing, Storing, and Disseminating Materials: Almost all the ODL institutions have their own production house, storage and method of dissemination. This saves their time and promotes easy access for students. They have their own course materials like print, audio, video, or computer software; they disseminate through post, courier, transport companies, telecommunications, broadcasts, satellites; and in many cases they have specialized equipment and personnel required for storage, handling, packaging and dispatch.

Examination: ODL follows the credit system whereby each course and program has a specified number of credits. Each credit involves 30 hours of learner study time. The learners can keep accumulating credits as per their convenience. They have also adopted the modular approach, which helps the learners in moving gradually, through small modules towards higher levels of learning. Besides that, they also promote formative evaluation and quality controlling mechanism in evaluation. They involve professional associations and external agencies to maintain quality in their evaluation.

Promoting Research Work: Many Open and Distance Education institution have higher courses like M.Phil. and Ph.D, where researches in various subject areas is carried out. They have provided enough flexibility to learners in conducting their research works.

Cost Effectiveness: ODL is cost effective from the side of learners and providers. Learners get education with a much less cost than that of formal education system. The institutions utilize both human and material resources to the best, and thus prove themselves to be cost effective.

CONCLUSION

Open and Distance Learning system is an emerging field in higher education, particularly in India. It is definitely going to play a bigger role in the times to come. But it has its own barriers. However, if these are sorted out, then, certainly this system will emerge as one of the effective modes of propagating higher education in India.

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Chapter 37

ROLE OF ODL IN HIGHER EDUCATION

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INTRODUCTION

ODL has a number of defining features, including the separation in time and space of teacher and learners; industrialized processes; scalability and cost efficiency; and the use of technology for learning, flexibility and reach. We take much of this for granted. Indeed, ODL methodologies have in many ways become so much a part of the educational scene that we are in danger of forgetting some of the revolutionary contributions it makes and, indeed, its relevance to the transformation of the curriculum. Of all the key characteristics of ODL, there are three that are not usually highlighted – those of openness; instructional design; andlearner centeredness and support. These are the three that haveprofoundly influenced curriculum development.

Distance and Open Learning has emerged as a most viable option in higher education sector. We have two dual mode Universities, one State Open University and IGNOU, beside some private institutions and "foreign universities" offering off campus education through their study center in the state.

The underpinning philosophy of ODL is that education is a human right. Education is empowerment. Education is both about individual development and about societal development – it is about knowledge, skills acquisition, citizenship and social justice. And it is a key feature of ODL that barriers to accessing education are removed.

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ROLE OF ODL SYSTEM

There is a remote possibility of attaining the targeted 15% GER in higher education by the end of the Eleventh Five Year Plan and 30% by 2020 through the conventional Universities – Central, State, Deemed and Private – and other educational institutions including private players. This is mainly due to the fact that limited seats and high costs, particularly imposed by private players, are the main constraints in the access of a large segment of the population aspiring for higher education. This Herculean task of attaining the targeted GER can be made possible through open, flexible and less expensive mode of education, i.e., the open and distance learning (ODL) system. The National Knowledge Commission (NKC) also placed a pivotal role to ODL system to build up the knowledge society in the 21st. Century. The provision of relevant and quality education to all the citizens can be provided preferably at their doorsteps by ODL system through its flexible, cost-effective and learners' friendly modes using information and communication technology (ICT). ICT enabled linkages through broadband and satellite network in the ODL system brings out teaching-learning process to**"3As" scenario - Anyone, Anytime , Anywhere - making "Education Beyond Barriers"**. The NKC in its Report categorically stated **"**Open and distance education (ODE), enabled and delivered through information and communication technology (ICT) holds the promise to address the questions of access and provide new, alternative forms of capacity building" (NKC, 2009, page 4). Considering the wide scope of ODL system to provide flexible access to higher education – general, professional and vocational, the governments, both at Centre and the States, are giving due emphasis on horizontal and vertical expansion of quality education through open and distance mode since 1980s.. This has resulted in the establishment of 13 State Open Universities, one national Open University (IGNOU) and about 200 Directorates of Distance Education of the dual mode conventional Universities. In fact, ODL accounts for about 30% of the total enrolment in the segment of higher education, and thereby contributing substantially towards raising GER.

The ODL system is the only corridor through which those sections of population, who were once deprived from the purview of higher education in conventional system for one reason or other, can pursue life-long learning in a flexible and cost-effective mode. These sections of population include, inter alia,

- Those who dropped out from schools and colleges on economic compulsions and now engaging themselves in trade, business etc ;

- Those women who got married early and discontinued their education in schools and colleges ;
- Those who work in offices and industries without completing degrees, diplomas required for their professions ;
- Those persons including housewives who simply could not carry in their studies in the conventional system in time and now desirous to pursue education;
- Besides, the ODL system enables the in-service persons or professionals to enhance their professional qualifications and training while on the job.

ROLE OF OPEN AND DISTANCE LEARNING IN VOCATIONAL EDUCATION

Open and Distance Learning (ODL) is increasingly becoming popular because of its flexibility andlearner friendly approach, particularly to those who could not get access to the formal education system.Distance education is more costs effective and can take place while continuing full-time employment (Moran and Rumble, 2004). People who live in remote areas find that ODL permits them to enroll inprogrammes, which otherwise would not be available to them. At present beside Indira Gandhi NationalOpen University (IGNOU) there are 13 Open Universities, 150 Distance Mode Institutes underconventional system. Only IGNOU is imparting higher education to 15 per cent of total population who isjoining higher education in the country (Profile, 2008). Workplace learning is also expanding rapidly inorganizations, boosted by online learning opportunities. Web-based training or E-training, an innovativeapproach to distance learning, can be effectively utilized for delivering knowledge to individuals anywhere in the country. If the developing countries want to enhance their international competitiveness forthe well being of their people, they must address the concerns for vocational education and training. The path for economic development and prosperity through the skills training and ODL as the modality forvocational education and training allows vast number of people, hitherto unreached to take advantage ofeducation and training opportunities (Mishra, 2002). The changing skills demands due to competition andrapid market changes, especially in Small and Medium Enterprises (SMEs), calls for provision ofcontinuous learning and training opportunities through Government, Non-government and PrivateInstitutions. There is a need for a paradigm shift in the training approaches in the formal and informalsector for developing skills attuned to the needs of the society. All this can be not achieved by formalsystem.

Over 90 percent of employment in India is in the 'informal' sector, with employees working in relatively low productivity jobs. Provision of appropriate skills may thus be an important intervention to increasingthe productivity of this workforce. This sector cannot approach the formal system. Here open anddistance learning mode institution can play important role by providing flexible and cost effective vocational education. For example, the National Institute of Open Schooling (NIOS) (offering 85 coursesthrough over 700 providers recognised by the NIOS). Similarly IGNOU along with some other OpenUniversities also offering successfully many programmes of vocational in nature. Presently IGNOU laysmuch emphasis on skill, capacity building, training, employability, life-long education and continuingeducation. Open and Distance Learning (ODL) system now is recognized and accepted as an importantmode for achieving many of these targets. In addition to contributing to social and economicdevelopment, ODL plays a decisive role in the creation of a knowledge-based society.

THE ROLE OF ODL IN DEVELOPING THE CURRICULUM

The information given on ODL so far, broadly covers the two periods of ODL history that Taylor (2001)3 has termed second and third generation. The second generation is the multimedia model, and the third generation is the tele-learning model. The fourth generation, our present era, is the flexible learning model – characterized by online and web-based technologies. Many institutions use hybrid combinations of delivery modes in distance education programmes, including elements of face-to-face instruction. These new technologies are providing completely new ways of thinking about the delivery of the curriculum.

While much has been claimed about the way in which ODL can take learning to scale and how new technologies can increase provision of education and training in the developing world, we are challenged in our work by some basic absences – reliable power sources; infrastructure; underpinning management, technician and supervisory skills; and keyboard skills, to name buta few. In the light of these absences, what is it that ODL can realistically offer to curriculum development in the developing world?

CONCLUSION

But, at the same time, maintaining the quality in ODL system is another issue to be addressed. Quality and credibility in ODL to build up quality human resources depends on - SLM - print and audio-visual; ICT based

– radio, television, audio cassette, audio-video materials, tele-conferencing, computer based learning technology, on-line learning, web portal, internet-based learning, mobile and Learner Support Service, including Counselling. So, the ODL institutes need to concentrate on the quality and credibility of various academic programmes. Need is there not only of promotion of ODL but to provide quality education for all. Its development, however, is constrained by a variety of factors. In general, the design of distance programmes does not sufficiently provide for effective operational systems such as administrative support, course development, delivery, and student support, assessment, monitoring, and evaluation.

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Chapter 38

PERCEPTION OF LEARNERS ON ODL SECONDARY TEACHER EDUCATION PROGARAMME – A CASE OF DR. BRAOU

Dr. M.T.V. Nagaraju*

ABSTRACT

This study was intended to investigate the perception of teacher trainees on different components of In-service B.Ed. teacher training programmes through distance education and to receive suggestions for improvement of the ongoing In-Service B.Ed. training proramme through distance education.

Sample of the study consisted of 150 teachers from Dr. B.R. Ambedkar Open University, Hyderabad, India. A perception scale with 47 statements related to 5 different components of teacher training was prepared by the investigator.

The results of the study revealed that all the learners expressed that ODL programme is better than the Distance Mode University B.Ed. programme in terms of the quality of counselling and academic workshops and to develop their teaching skills. Further all the learners are satisfied with admission process and programme instructions, instructional system, teaching practice and internship programme, examinations and evaluation process and the facilities at programme centre.

INTRODUCTION

Distance education or distance learning, is a field of education that focuses on the pedagogy, technology, and instructional system designs that aim to deliver education to students who are not physically "on site"

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in a traditional classroom or campus. It has been described as "a process to create and proved access to learning when the source of information and the learners are separated by time and distance, or both," In other word, distance e-learning is the process of creating an educational experience of equal quality for the learner to best suit their needs outside the classroom. Distance education courses that require a physical on-site presence for any reason is considered a hybrid or blended courses of study. This emerging technology is becoming widely used in universities and institutions around the globe. With the recent trend of technological advance, distance learning is becoming more recognized for its potential in proving individualized attention and communication with students internationally. The most widely cited pedagogical theory of distance education is that of transactional distance.

NEED AND SIGNIFICANCE OF THE STUDY

Research in distance education is less focused on the teacher and more on the materials and means of transmission. Many studies show on teacher education through distance education mode is best but depends upon the monitoring and supervision of the university.

In the State of Andhra Pradesh, the Open Universities(OUs) namely Indira Gandhi National Open University (IGNOU) and Dr. B.R. Ambedkar Open Universities (BRAOU) are offering B.Ed. and M.Ed. programmes in ODL mode. For convenience of the students the OUs are offer its programme centres across the state. Every university has its own style in offering the programme in terms of admissions, instructional, teaching practice and internship, and evaluation. The following table shows the differences between them:

University	Admission procedure	Instructional	Teaching Practice and Internship	Examination
IGNOU	Order of Merit in Entrance Test	16 Sunday classes and 12 days of work-shop per year	6 days of Teaching Practice and 30 days of Internship	Assignments and Year end examinations in 30:70 ratio
BRAOU	Order of Merit in Entrance Test	24 days of counseling cum workshop in three phases per year	5 days of Teaching Practice and 30 days of Internship	Assignments and Year end examinations in 20:80 ratio

There is some lacuna between the learners of one university to other university. Hence the researcher felt the need to study in detail the perception of the learners of the NCTE recognized teacher education programme i.e., B.Ed. through distance education mode in Dr. BRAOU.

Thus the study was undertaken entitled '**Perception of learners on ODL teacher education programme: A Case of Dr. BRAOU'**.

The findings of the study would throw light on the functioning of the OUs and try to find the lacuna if any in the programme delivery and offer suitable suggestions to improve the system.

OPINION OF LEARNERS ON ODL SECONDARY TEACHER EDUCATION PROGRAMME

150 Teacher trainees of selected from 6 B.Ed. programme centres of Dr. B.R. Ambedkar Open University, Hyderabad, Telangana State of India were asked to provide details regarding opinion towards admission process and programme instructions, instructional system, teaching practice and internship programme, examinations and evaluation process and the facilities at programme centre. The descriptive frequencies of the same have been furnished in the tables 1 to 5.

(a) Perception of Learners on Admission Procedure

In the present section, the researcher presents the Perception of teacher trainees on admission procedure of the Dr. BRAOU for its B.Ed. programme. It is very important to inquire Learners opinion towards admission procedure. Specially, in Open University system, whether learners are really happy with the admission procedure followed by the University. The following table depicts the details of the perceptions of learners on different aspects in relation to the admission procedure.

Table-1: Opinion of Learners on Dr. BRAOU B.Ed. Admission procedure

Statement	Yes/ Satisfactory (%)	Can't Say/ Satisfactory up to some extent (%)	No/Not Satisfactory (%)
Is the University conducting an Entrance Test for Admission	126 (84.0)	16 (10.67)	8 (5.33)
Is the University following the Rule of reservation for Admissions	124 (82.67)	13 (8.67)	13 (8.66)

Is the University following the reservation for special category students	130 (86.67)	15 (10.0)	5 (3.33)
Is the University following centralized admission procedure	141 (94.0)	9 (6.0)	0 (0.0)
Are the B.Ed. admissions are filled based on the criteria of NCTE norms	126 (84.0)	20 (13.33)	4 (2.67)
Allotment of Programme Centre is on your priority of the choice	124 (82.67)	18 (12.0)	8 (5.33)
Are you satisfied with the admission procedure of the University	127 (84.67)	15 (10.0)	8 (5.33)
Is the University provides the Study material on the spot of your admission	131 (87.33)	16 (10.67)	3 (2.0)
Do you have any provision to change one programme center to other even after admission	135 (90.0)	15 (10.0)	0 (.0.0)
Are you satisfied with the Self Instruction Material provided by the University	118 (78.67)	21 (14.0)	11 (7.33)

From table-1, it is observed that, learnerrs are really happy with the admission procedure followed by the University for B.Ed. programme. But they are not satisfactory with the centralized admissions, if permit university will made the web-based admission, especially women candidates are came from faraway places with children and waiting till the end of their admissions. But they felt happy that the university provides all the facilities like drinking water, toilets, canteen facility etc. near the admission counseling hall.

(b) Perception of Learners on Instructional System

In any open education system, learners often interact with the counsellors to know about their pace of learning and how to write the assignment work. Hence, opinion of learners towards the instructional system conducted by the University through the counselors during the counselling and workshop classes at the programme centres. This is what researcher tried to explore in the present section. The following table depicts the details of the perception of learners on different aspects in relation to instructional system of the B.Ed. programme.

Table -2: Opinion of Learners on Dr. BRAOU B. Ed. Instructional system

Statement	Yes/ Satisfactory (%)	Can't Say/ Satisfactory up to some extent (%)	No/Not Satisfactory (%)
Are you satisfy with the Counseling cum Workshop classes	104 (69.33)	36 (24.0)	10 (6.67)
Is your counselors are clarifying your doubts during the Counseling cum Workshop classes	118 (78.67)	16 (10.67)	16 (10.66)
Is your B.Ed. curriculum is same with the Regular B.Ed. curriculum	102 (68.0)	27 (18.0)	21 (14.0)
Is the counseling dates are feasible for you to attend them	109 (72.67)	27 (18.0)	14 (9.33)
The Instructions given by the Counsellors is improves your learning	101 (67.33)	28 (18.67)	21 (14.0)
Are you satisfied with teaching of Counselors/ Lecturers during the Counseling cum Workshop classes	113 (75.33)	13 (8.67)	24 (16.0)
Is the Counselors/Lecturers has given guidance in completion of Records, Projects and Assignments	96 (64.0)	39 (26.0)	15 (10.0)
Are you satisfied with the time given to you to complete Assignments?	126 (84.0)	18 (12.0)	6 (4.0)
Are the Counselors giving adequate feedback on Tutor Marked Assignments during counseling classes?	124 (82.67)	18 (12.0)	8 (5.33)
Is University supply CD-ROMs , video-cassettes, and audio-cassettes related to your programme for you	96 (64.0)	28 (18.67)	26 (17.33)

From the above table it is observed that majority of the learners of B.Ed. programme of Dr. BRAOU are having mixed trend of perception on the instructional system. They are completely satisfied on the counselling cum workshop classes conducted for them and the guidance provided by the counselors during the counseling cum workshop classes. They are moderately satisfied in case of the guidance on Assignment work, project, record work and the multimedia package supplied by the University.

(c) Perception of Learners on Teaching Practice and Internship

In the present section, the researcher presents the perception of Learners on the teaching practice and internship. It is very important to inquire Learners perception towards the teaching practice and internship conducted by the University for B.Ed. learners as a part of their programme. The following table depicts the details of the perception of learners on different aspects in relation to the teaching practice and internship for B.Ed. learners.

Table -3: Opinion of Learners on Teaching Practice and Internship of Dr. BRAOU B.Ed. Programme

Statement	Satisfactory (%)	Satisfactory up to some extent (%)	Not Satisfactory (%)
Are you satisfied with the schedule of the days of Teaching Practice classes?	117 (78.00)	23 (15.33)	10 (6.67)
Are you satisfied with the schedule of the days of Micro Teaching classes?	107 (71.33)	20 (13.34)	23 (15.33)
Are you satisfied with the schedule of the days of Block Teaching (Internship) classes?	116 (77.33)	29 (19.33)	5 (3.34)
Is your counselors gives the demonstration lessons in right manner?	119 (79.33)	28 (18.67)	3 (2.0)
Are you satisfied with the Micro Teaching lessons performed by you?	116 (77.33)	26 (17.33)	8 (5.34)
Are the Counselors / Lecturers are giving any suggestions during your Micro Teaching practice Classes?	102 (68.0)	35 (23.33)	13 (8.67)
Have you satisfied with the University allows the candidate to do the Internship at their working place	107 (71.33)	35 (23.33)	8 (5.34)
Are the Mentors are giving suggestions meticulously to you in teaching techniques during your Internship.	117 (78.0)	23 (15.33)	10 (6.67)
Is the University staff / representatives of the University visit your center during Teaching Practice / Internship.	129 (86.0)	16 (10.67)	5 (3.34)
Is the University staff are giving feasible suggestions for teaching practice/Internship?	128 (53.33)	11 (7.33)	11 (7.34)
Are you feeling that the Micro teaching and teaching practice/ internship is not essential for the in-service teachers?	91 (60.67)	29 (19.33)	30 (20.0)
Are you felt that the Internship programme change your teaching style from primary level to secondary level	83 (55.33)	43 (28.67)	24 (16.0)

Majority of the learners felt high satisfaction in the aspects teaching practice and internship. The table shows that the learners have a favourable trend in both satisfactory and satisfactory up to some extent holds the planning and execution of teaching practice and internship programme by the University for their B.Ed. trainees. Where as the 55 percentage of trainees also felt that the Micro teaching and teaching practice/internship is not essential for the in-service teachers, because they have some experience of teaching and it is not that much essentiality. But the training which they got during primary teacher education programme is entirely differs with the secondary teacher education programme.

(d) Perception of Learners on Examinations and Evaluation

In any system, learners enrollment is depends upon the universities examinations and evaluation system because it shows the output of the university programmes as well as the performance of the learners. learners often interact and discuss with their co-learners in all the examination and evaluation system. Hence, the perception of the learners towards the examination and evaluation of their programme and the view on the university is tested with the following statements. This is what researcher tried to explore in the present section.

Table -4: Perception of Learners on Examinations and Evaluation

Statement	Satisfactory (%)	Satisfactory up to some extent (%)	Not Satisfactory (%)
Is the assignment work helps you in knowing the subject and in pace of your learning	112 (74.67)	20 (13.33)	18 (12.0)
Is the Projects/ Records are gives you an extension knowledge on the functioning of the school	106 (70.67)	34 (22.67)	10 (6.66)

Are you need the University to conduct the semester examinations for your programme	22 (14.67)	51 (34.0)	77 (51.33)
Is the Examination schedule and applications are available at Programme centres?	123 (82.0)	21 (14.0)	6 (4.0)
Is the University staff / representatives of the University visit the examination center during the examination	118 (78.67)	22 (14.67)	10 (6.66)
Do you agree that the practical examinations are conducted by the university fairly?	104 (69.33)	25 (16.67)	21 (14.0)
Is the examination results are timely and genuinely announced by the University	126 (84.0)	14 (9.33)	10 (6.67)
Is the University has sending your certificates properly?	109 (72.67)	16 (10.67)	25 (16.66)
Is the University provides any Gold Medals/Awards for successful Meritorious candidates of your programme:	132 (88.0)	11 (7.33)	7 (4.67)

From the above table it can be concluded that learners opinioned their satisfaction that the university has conducting the examination and evaluation in time and the announcement of the results are fairly. They felt practical examinations are conduct very fairly and they enjoy the way of conducting the practical and theory examination by the University.

They expressed their dissatisfaction in case of University conducts the semester wise examinations. The learners are felt happy that the university has encouraged to their learners with awarding the degree with Gold Medals and Book Prizes for the meritorious candidates.

(e) Perception of Learners on Programme centre

In any distance education system, the programme centres are plays a pivotal role. Hence, the researcher needs to know the perception of the learners towards the functioning of programme centres for their services. This is what researcher tried to explore in the present section and presented the obtained results in table -5.

Table-5: Perception of Learners on Programme Centres

Statement	**Satisfactory / Yes (%)**	**Satisfactory up to Some extent (%)**	**No/ Not Satisfactory (%)**
Is the Programme Centre follows the time table given by the University while conducting counseling classes?	99 (66.0)	33 (22.0)	18 (12.0)
Is the programme centre / University provides accommodation for you during workshop classes	87 (58.0)	36 (24.0)	27 (18.0)
Are you felt happy with the organisation of the programme centre by the Co-ordinator	118 (78.67)	22 (14.67)	10 (6.66)
Is the Centre Co-ordinator and counselors available during working hours of the Counselling cum Workshop classes	109 (72.67)	16 (10.67)	25 (16.66)
Is the Programme Centre allows you to utilize the resources like Library, Laboratories etc. for you?	105 (70.0)	20 (13.33)	25 (16.67)
Is the University (Head Quarters) staff are givnging any meticulous suggestions during their visit at the time of the counseling / workshop classes	107 (71.33)	28 (18.67)	15 (10.00)

Above table reveals that majority of the learners expressed their mixed trend of satisfaction in some of the aspects of the functioning of the programme centre. But they happy with the availability and usage of the library and laboratory material at the programme centre and as well as the University representatives are coming over as observers and giving meticulous suggestions apart them they also taken some of the counseling classes for them.

FINDINGS AND CONCLUSIONS

The following are the findings and conclusions drawn from the analysed data. These conclusions were arrived at after appropriate research findings and these were followed by necessary discussion:

1. Learnerrs are really happy with the admission procedure followed by the University for B.Ed. programme.
2. Learners are felt happy that the University provides all the facilities like drinking water, toilets, canteen facility etc. near the admission counseling hall.
3. Majority of the learners of B.Ed. programme of Dr. BRAOU are having mixed trend of perception on the instructional system. They are completely satisfied on the counselling cum workshop classes conducted for them and the guidance provided by the counselors during the counseling cum workshop classes.
4. Learners are moderately satisfied in case of the guidance on Assignment work, project, record work and the multimedia package supplied by the University.
5. Majority of the learners shows a favourable trend in both satisfactory and satisfactory up to some extent holds the planning and execution of teaching practice and internship programme by the University for their B.Ed. trainees.
6. The learners felt that But the training which they got during primary teacher education programme is entirely differs with the secondary teacher education programme.
7. Learners express their opinion fairly towards the way of conducting the practical and theory examination by the University.
8. Learners opinioned their satisfaction that the university has conducting the examination and evaluation in time and the announcement of the results are fairly.
9. Majority of the learners expressed their mixed trend of satisfaction in some of the aspects of the functioning of the programme centre.
10. Learners happy with the availability and usage of the library and laboratory material at the programme centre and as well as the University representatives are coming over as observers and giving meticulous suggestions apart them they also taken some of the counseling classes for them.

RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS

The pedagogical implications to be drawn from this study are many, but important of them, can be listed as follows:

1. Learners suggest that if University will make the web-based admission, it is very easy and also reduces the finance for spending towards transportation for admissions. It is felt especially by the women candidates because they are came from faraway places with children and waiting till the end of their admissions.
2. Learners are need some more guidance and counselling on Assignment work, project, record work for them to familiar with the subject .
3. Out of 150 learners, 55 percentage of trainees are suggest that the Micro teaching and teaching practice/internship is not essential for the in-service teachers, because they have some experience of teaching and it is not that much essentiality.
4. Learners suggest the University should not conduct the semester wise examinations and they want year end examination due to local and learners needs.
5. The learners are suggests every University has encouraged to their learners with awarding the degree with Gold Medals and Book Prizes for the meritorious candidates on par with the regular students.

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Chapter 39

THE ROLE OF SELF LEARNING MATERIAL IN ENHANCING THE QUALITY OF ODL

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INTRODUCTION

Open and Distance Learning (ODL) is characterized by a non-conformist and non-traditional approach which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to educational processes. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education. Moreover, it has its own dialectic register which arises out of its endeavor to overcome the problems that are implicit in imparting instruction to students who are at a distance from the teacher and/or the institution. This clearly shows that ODL does not exist in a vacuum. It is in fact, an outcome of certain socio-historical compulsions and technological growth: it is a system which is firmly related to social and cultural environments. We found normally two types of ODL institutions: correspondence courses and open universities. With a view to overcoming the deficiencies of private appearance and also to improving the quality of education, correspondence courses have been introduced by a number of universities. It was in 1961 that the Central Advisory Board of Education (CABE) decided to introduce the system of correspondence courses and a Committee was appointed under the chairmanship of Dr. D. S. Kothari who was the then Chairman of UGC which recommended in 1961 the starting of such courses. The first School of Correspondence Courses

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was started by the University of Delhi in 1962. The objective of the correspondence courses were clearly spelt out by Dr. K. L. Shrimali, the then Union Minister of Education while inaugurating the course. They were: "(i) to provide an efficient and less expensive method of educational instruction at a higher level in the context of national development of India. (ii) to provide facilities to pursue higher education to all qualified and willing persons who had failed to join regular university courses due to personal and economic reasons or because of their inability to get admission to a regular college, and (iii) to provide opportunities of academic pursuits to educated citizens through correspondence instruction without disturbing their present employment". The most important development in this regard is the advancements made in the field of electronic mass media. For instance, technological growth opens up new channels of communication which, when put to use, can replace the usual channel, i.e. oral communication.

OPEN AND DISTANCE LEARNING (ODL)

ODL is known by a variety of names, viz. "Correspondence Education", "Home Study", "Independent study", "External study", "Off-campus Study", "Open learning", "Distance Learning" and "Open education". Open Learning covers "a wide range of innovations and reforms in the educational sector". Included are changes that aim to improve such things as the participation of learners, instructional design and methods of transmitting information and support of learners. Open learning systems aim to redress social or educational inequality and to offer opportunities not provided by conventional colleges or universities". In this system, restrictions on learning are few than those in formal educational institutions. Educational opportunities are planned deliberately to that access to knowledge is available to individuals in spite of barriers such as geographical distance. The term "open" generally refers to four aspects: (i) People, where it would not debar applicants on account of their lack of educational qualifications; (ii) Place, in the sense that learning would be home-based and not restricted to class rooms or a campus: (iii) The use of new methods of teaching: and (iv) Ideas. However, writers on the subject find the term "open learning" or ODL unsatisfactory. Doubtless, there are several similarities between "open learning" and "ODL". ODL utilizes the most efficient principles and practices of education to implement objective-based teaching-learning processes through the distance mode. It deals with the identification of relevance-based programmes for specified target groups, defining overall

and specific objectives, analysis of learning situations, selection of methods and media, development of self-instructional multi-media materials and evaluation tools and the implementation and validation of the instructional system.

IMPORTANT CHARACTERISTICS OF ODL

The following are the important characteristics of ODL.

- The quasi-permanent separation of teacher and learner throughout the length of the learning process; this distinguishes it from conventional face-to-face education.
- The influence of an educational organization both in planning and preparation of learning materials and in the provision of student support services; it distinguishes from private study and self programmes.
- The use of technical media; print, audio, video or computer, to unite teachers and learners and carry the content of the course.
- It provides the provision of two-way communication so that the student may benefit from or even initiate a dialogue; this distinguishes it from other uses of technology in education.
- The quasi-permanent absence of a learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.

SELF LEARNING MATERIAL (SLM)

The SLM is different from a chapter in the text book or an article of a journal. The chapters of a textbook usually present information in a very compact form. They are closer to reference material than learning texts which acts as an aid to the teacher rather than the learner. SLMs are instruments of learning. Learner centeredness of distance mode requires development of self learning processes. Instruction is the means by which learning is achieved. In ODL, in absence of face-to-face interaction, teacher is built into its instructional materials. Self learning material is a material written for a specific target group in view, with a learner centred perspective, having clear learning objectives and activities structured in informal, simple and personal language. The basic structure of the SLM would be dictated by the organizational structure offering the programme. Once curricula and syllabuses are agreed upon, detailed aims, objectives, learning outcomes and outlines will be drawn up.

The following are the Basic characteristics of SLM.

- **Self –explanatory:** The content should be presented in a style so that learner can go through the material without much external support. The content should be self explanatory and conceptually clear. The content is analyzed logically before it is presented. Continuity and consistency of the content is maintained.
- **Self contained :** Efforts should be made to make the text self sufficient so that a learner does not hunt for the additional source, of even a teacher. Scope of the content should be visualized in detail. Only relevant details should be presented so that the unit is thoroughly covered.
- **Self directed :** SLMs aim at providing necessary guidance, hints and suggestions to the learners at each stage of learning. SLMs should include easy explanations, sequentially developed ideas, illustrations, learning activities etc. Self Learning Material performs the role of a teacher who can guide, instruct, moderate and regulate the learning process in classroom situation.SLM should direct the entire process of learning.
- **Self Motivating :** In ODL systems, the learners remain off the campus for most of their study time. The study materials like a live teacher should encourage the learners. Material should arouse curiosity, raise problems, relate knowledge to familiar situations and make entire learning meaningful for them. The sense of reinforcement should be strengthened at every stage of learning and retention.
- **Self evaluating :** As learners remain separated from the distance institution and the teachers, the study material should make provisions for feedback as well. To ensure optimum learning the learners should know whether they are on a track. SLMs should have self evaluation in form of self check questions, exercise, etc, provides the learners with the much needed feedback about their progress, reinforces learning and motivates them for learning. SLMs should have in built evaluation.
- **Self Learning :** SLM follows principles of self learning. Besides content related information SLM provides the learners study guidance, direction, hints references etc to facilitate independent learning content is made comprehensible by simple explanations, examples, illustrations, activities etc.

SPECIAL FEATURES OF SLM

Some of the special features of SLM are as follows:

- Clearly stated objectives
- User friendly you and I style of writing
- Shortest, manageable chunks of learning
- Plenty of helpful examples
- Reference to the learner‘s experience
- Use of illustrations where they are better than words
- Headings to help learners to find their way around
- Links to other appropriate media
- Obvious awareness of different learner needs
- Exercise that get the learners to use the material
- Space for learners to write down their own ideas
- Feedback to help learners to check their own progress
- Suggestions about getting help from other people

DEVELOPMENT STAGES OF SLM IN ODL

Each distance and open learning institution devices have their own mechanism for the development of self learning material. The steps may vary but the philosophical underpinnings remain the same. The SLM has to be catering to the course objectives; it has to link the print material with other resources to optimize the learning, has to have mechanism for feedback and must support the learner in the learning process. Once the course design is defined, course production covers course planning, course writing, and production of the texts or audio-visual materials depending upon the decisions with reference to the course. Course planning entails needs assessment, defining objectives, resource analysis, alternatives and selection of the appropriate resource, development and trial, self and external evaluation and feedback of the stakeholders. Assuming that all the necessary decisions have been made, the writers need to be hired for the development of SLM. The structures, unit-block divisions are prior decisions. As you read this text, it was written after the overall structure of the course was defined by the authorities at the Institute of Open and Distance Learning. The writer was called in for a workshop as an outcome of which this unit got written. There are three levels before the SLM actually reaches a learner i.e. you. SLM development processes fundamentally have three stages- planning, development and production including revision.

Important issue to be kept in mind while developing SLM is instructional decisions like book - audio visual - practical combinations. Depending upon the ODL course requirements, decisions about to what extent material would be delivered through book/print mode defines coverage and length-breath of the text.

ADVANTAGES OF SLM IN ODL

SLM is the most important resource for the learner of Open and Distance learning. Since it acts as a teacher, guide, motivator and evaluator its role cannot be under-estimated. The learner gets the entire experience of learning through SLM only if other instructional media are not planned in the instructional design. There is also a fundamental difference in the way SLM is written vis-à-vis text book.

CONCLUSION

Open and Distance Learning (ODL), in comparison with the conventional educational system, is a wider system in terms of both connotation and denotation. Its connotation is wider because it works in a much larger learning situation: a situation in which many factors remain indeterminate and inchoate. It has a wider denotation in that it covers a considerable distance in order to effect academic communication. The Self Learning material (SLM) is different from a chapter in the text book or an article of a journal. The chapters of a textbook usually present information in a very compact form. They are closer to reference material than learning texts which acts as an aid to the teacher rather than the learner. SLMs are instruments of learning. Learner centeredness of distance mode requires development of self learning processes. ODL utilizes the most efficient principles and practices of education to implement objective-based teaching-learning processes through the distance mode. It deals with the identification of relevance-based programmes for specified target groups, defining overall and specific objectives, analysis of learning situations, selection of methods and media, development of self-instructional multi-media materials and evaluation tools and the implementation and validation of the instructional system.

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Chapter 40

ROLE OF ODL IN HIGHER EDUCATION

Dr. P. Pandiya Vadivu* and Sr. S. Marthal**

INTRODUCTION

In this first unit we will look at the role of tutors in Open and Distance Learning (ODL) and the skills and knowledge they need. We will review the skills and experience from other educational contexts that are transferable to tutoring in ODL, and suggest how you can create your own ODL tutor-skills development plan. Open and distance learning refers to education and training in which using learning resources, rather than attending classroom sessions, is the central feature of the learning experience.

DIFFERENCE BETWEEN DISTANCE LEARNING AND OPEN LEARNING

Distance learning refers to situations where learners are physically separated from the educational provider, communicating in writing, (using letter mail, email, fax, or computer conferencing); verbally (by telephone, audio conferencing, video conferencing); or in face-to- face tutorial sessions.

Open learning refers to situations where learners use resources in a flexible way to achieve their goal. These resources may be print, audio- or computer-based; used at home, at a study centre or in the workplace; with or without the guidance of a tutor or mentor. Open learners' goals vary greatly, from completing formal accreditation, to learning a specific job related skill, to pursuing a leisure interest.

The Open and Distance Learning (ODL) has become an integral part of higher education globally. In fact, the universal demand for education,

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thirst for knowledge and the failure of the mainstream education system in catering to the increasing popular demand for higher education were the major contributory factors behind the emergence of the ODL system.

The access to higher education to a large section of population in the relevant age-group is denied not only due to limited seats in the conventional education system, but also due to increasing cost of education, particularly in the private sector – that is virtually unaffordable beyond the reach of a very large deserving section of Indian society.

MEANING OF ODL

Open and Distance Learning (ODL) is a general term for the use of telecommunication to provide or enhance learning. Open and Distance Learning (ODL) is a general term for the use of telecommunication to provide or enhance learning.

HISTORY OF ODL SYSTEM

Before independence, the higher education was confined mainly to the elite sections of society. There were only 20 conventional universities and about 500 affiliated colleges at the time of independence. After independence, the need for horizontal and vertical expansion of higher education was very much felt keeping in view the need of the economy and aspiration of the people. In 1961, the ten member Commission headed by Dr D.S. Kothari was constituted by the government of India to suggest , the ways and means to increase the access of people to higher education and the Commission recommended the introduction of Correspondence Courses at the university level with equivalent status of conventional study. Accordingly, the University of Delhi established the School of Correspondence Courses and Continuing Education in 1962 as a pilot project which received a favourable response of the aspirants. Subsequently, several conventional Universities setup their own Directorates of Correspondence Courses. To-day there are more than 200 Universities that have Directorates of Distance Education offering programmes through distance mode. The full-fledged form of Open and distance learning (ODL) started globally after the establishment of the first Open University in United Kingdom, namely the Open University, UK in 1969. This had its bearing in India too. The first Indian Open University's mandate was to provide educational opportunities to adult learners who could not get a chance of pursuing higher education in the conventional universities and to democratise higher education opportunities to the so-called disadvantaged sections of the

society. The second Open University to be established was the Indira Gandhi National Open University (IGNOU), in 1985 by an Act of Parliament as National Open University, with its jurisdiction throughout the country. All Open Universities and dual-mode conventional Universities in India are regulated by the Distance Education Council (DEC), Government of India. The DEC is entrusted with the responsibility to promote, co-ordinate and maintain standards in entire ODL system of the country.

ROLE OF ODL SYSTEM

There is a remote possibility of attaining the targeted 15% GER in higher education by the end of the Eleventh Five Year Plan and 30% by 2020 through the conventional Universities – Central, State, Deemed and Private – and other educational institutions including private players. This is mainly due to the fact that limited seats and high costs, particularly imposed by private players, are the main constraints in the access of a large segment of the population aspiring for higher education. This Herculean task of attaining the targeted GER can be made possible through open, flexible and less expensive mode of education, i.e., the open and distance learning (ODL) system. The National Knowledge Commission (NKC) also placed a pivotal role to ODL system to build up the knowledge society in the 21st Century. The ODL system is the only corridor through which those sections of population, who were once deprived from the purview of higher education in conventional system for one reason or other, can pursue life-long learning in a flexible and cost-effective mode. These sections of population include, inter alia, those who dropped out from schools and colleges on economic compulsions and now engaging themselves in trade, business etc., those women who got married early and discontinued their education in schools and colleges; those who work in offices and industries without completing degrees, diplomas required for their professions; those persons including housewives who simply could not carry in their studies in the conventional system in time and now desirous to pursue education. Besides, the ODL system enables the in-service persons or professionals to enhance their professional qualifications and training while on the job.

THE BENEFITS OF ODL

ODL allows learners to study when and where suits them best. They continue learning while fulfilling commitments to work, family or community. Those living in remote areas or with limited transport can study courses that would otherwise be inaccessible to them. ODL can

provide a variety of study opportunities, (academic, technical/vocational, personal and professional development, basic education) to a range of learners (young adults, adults returning to learning, people preparing to enter trades or professions, people acquiring new work-related skills, established professionals in health and education working towards further accreditation).

ADVANTAGES OF ODL FOR EDUCATIONAL PROVIDERS

For educational providers, the advantages of ODL include:

- increased capacity and better use of resources. Well-planned ODL enables an educational institution to provide educational programmes to more learners, more flexibly, by using existing resources in a different way or incrementally increasing existing resources. Instead of paying for new classrooms for students, an institution can hire staff to develop and teach distance courses and invest in ODL support structures, such as study centers or technologies
- The ability to reach learners who cannot attend an educational institution
- The ability to offer quality learning materials and individualized support. Good ODL course materials present course content in a format that learners can study independently. This means tutors can concentrate on facilitating learning and providing personalized attention to learners rather than delivering the course content.

ASSESSMENT IN ODL

Assessment in ODL is typically:

- A significant part of the learning process
- Of greater impact than in classroom situations
- The centre piece of tutor/learner interaction
- An essential responsibility of tutors.

Assessment itself, both in ODL and in conventional face-to-face education,'... can be thought of as occurring whenever one person, in some kind of interaction… with another, is conscious of obtaining and interpreting information about the knowledge and understanding, or abilities and attitudes of that other person. To some extent, it is an attempt to know that person.'

Assessment is a complex form of communication: intellectual or technical achievements cannot be seen in isolation from the rest of the person, as our skills and knowledge are intrinsically linked to our self-esteem. Morgan and O'Reilly (1999) point out that educational assessment meets the needs of four different sectors:

- learners – with feedback on their progress, and often with certification of their achievement
- teachers – with information about how learners are coping with the course and their strengths and weaknesses as learners; feedback on the quality of the course activities and resources, and a mechanism for verifying learners' achievements
- the institution – with evidence of achievement of stated aims, validation of courses and programmes, and feedback on the effectiveness of teaching and learning strategies
- society – with confirmation that learners have achieved a specified standard and are equipped for certain occupations, and information about the effectiveness of instruction in a particular institution.

THE PURPOSES OF ASSESSMENT AND FEEDBACK IN ODL

In ODL, assessment and feedback serve as:

- A guide to learners about the essential elements of the course
- Indicators of learner progress and learner needs
- A focal point of dialogue between learner and tutor
- A means of verifying and validating learners' achievements
- Indicators of the strengths and weaknesses of the course materials
- Indicators to the educational institution of quality issues.

FEATURES OF GOOD ASSESSMENT PRACTICE

Having explored the purposes of assessment in ODL, for learners, tutors, and the institution, we can consider the qualities of good assessment practice in ODL. Assessment practice includes assignment design and assessment strategies. Not all tutors are involved in assignment design, which is often done by course writers, but all tutors should recognize the qualities of a well-designed assignment. Morgan and O'Reilly (1999) identify the following as elements of good ODL assignment design:

- Clear rationale and consistent pedagogical approach
- Explicit values, aims, standards and criteria
- Authentic and holistic tasks

- Facilitative degree of structure (the right balance between direction and flexibility)
- Sufficient and timely formative assessment
- Awareness of the learning context and perceptions.

CONCLUSION

Distance education is defined as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner. Open learning is an organized educational activity, based on the use of teaching materials, in which constraints on study are minimized in terms of access, or of time and place, pace, method of study, or any of these. "Open and distance learning" is used as an umbrella term to include both distance education and open learning. Planning and facilitating group learning in ODL differs from conventional classroom instruction because of the differences in learner needs, the context and the resources available. Group learning in ODL involves making the best use of the resources available. In addition to materials and technologies, these include the tutors' and the learners' experience, skills and time.

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Chapter 41

OPEN AND DISTANCE LEARNING IN HIGHER EDUCATION

Prabhakara S B*

INTRODUCTION

Education means all round development of the individual. It includes physical, mental, emotional, social, cultural, spiritual, religious and economical development. We give education through formal and informal way. In formal education, we give education through schools, colleges and universities. In informal, we give education at home and in non-formal we provide through distance education.

Distance education or **distance learning** is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both." Distance education courses that require a physical on-site presence for any reason (including taking examinations) have been referred to as hybrid or blended courses of study. Massive open online courses (MOOCs), aimed at large-scale interactive participation and open access via the web or other network technologies, are a recent development in distance education.

Distance e-Learning is the combination of Distance Education and e-Learning which is characterized by the extensive use of Information and Communications Technology in the delivery of education and instruction and the use of synchronous and asynchronous online communication in an interactive learning environment or virtual communities, in lieu of a

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physical classroom, to bridge the gap in temporal or spatial constraints. Distance e-Learning combines the strengths and advantages of Distance Education and e-Learning. "The focus is shifted to the education transaction in the form of virtual community of learners sustainable across time."

Distance education is one of the best way of learning, one who unable to attend the classes regularly. It includes e- learning also. In regular formal way, we provide the teaching learning with face to face,teacher and students interact directly and they exchangevtheir ideas, feelings, and thoughts.But in open and distance education, teacher and students are not in face to face interaction through the study material, they contact each other clarify the doudts at 6the time of contact classes and workshops.

PRINCIPLES OF ODL

- Principle of open to all
- Principle of equality of educational opportunities.
- Principle of lifelong learning.
- Principle of flexible curricula.
- Principle of learner orientation.
- Principle of autonomous learning.

MERITS OF OPEN AND DISTANCE LEARNING:

- It gives education to all aspirants.
- It is based on the principle of Earning by doing.
- It is more cost effective.
- E-text books cost is more effective than traditional text books.
- Intrinsically motivated students join to the distance course, so automatically their involvement is more.
- It is helpful to the aspirants' to utilize leisure time.
- Learning according to one's own schedule.
- For sake of knowledge.
- It is flexible.
- It gives systematic, scientific study of the any one of the subject.
- It saves money and time.
- It enhances knowledge and skill learn while working.

- Self pacing.
- Less travel from one place to other for study.

DEMERITS OF OPEN AND DISTANCE LEARNING.

- Lack of social interaction.
- Format is not fit for all learners.
- Some employers don't accept on-line degree/ Distance learning.
- Requires adaptability to new technologies.
- Not all courses required to complete the degree may be online.
- Lack of practical classes.
- Contact classes meeting hours are less.
- Lack of proper study materials.
- Study materials standard also important in distance education.
- Suggestions for improve open and Distance learning
- For all courses provide hard and soft copy of study materials.
- Need to provide more practical classes to science students.
- Contact classes hours should be more.
- Examination system should be more transparent.
- Evaluation should be more transparent.
- Results should be announced in a proper time.
- Marks cards should provide on time to join the other courses or join to any jobs.
- Universities provide Study materials should be like IGNOU materials.

CONCLUSION

Open and distance learning are regarded as one of the best methods for those who cannot attend regular mode of learning or education. It also ensures the enhancement of knowledge, basic understanding of the subject, skills, to spend leisure time in a productive way, and for the sake of knowledge. This is one way to achieve 100% literacy in nation. Because, there are still many people who do not find time to attend regular schools and colleges due to poverty and many other inevitable reasons, most of which are very personal. This could prove helpful to people who fall in this category. But ultimately it also depends on the way it is being utilized by the people. It should be properly followed to get fruitful results.

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Chapter 42

ODL BASED TEACHER EDUCATION

V. Prakash*

INTRODUCTION

Quality of teacher training and ongoing professional development are crucial to quality of teacher performance in the classroom. Role of teacher is the single most important factor in assuring quality in the teaching-learning process. Traditionally, teacher training, both pre-service and in-service, involved face to face classes organized in institutions combined with workshop and workplace experiences based on the multi-faceted role played by teachers in the classroom, school and community. Teacher development involves training quality teachers before they are recruited, inducting them into the system, maintaining their quality through recurrent retraining and ongoing professional support. However, this is not always the reality as many developing countries have to recruit fresh-qualified and under-qualified persons as teachers without any initial training. Governments are aware of this situation and have been formulating teacher training policies and strategies incorporating alternative modes of training. Development in open and distance learning and technology integrated training made it possible to think of alternative modes of teacher preparation. Many countries are benefiting by the use of open and distance learning and information and communication technology for teacher training.

In India, teacher education has always been recognized as one of the most crucial means of social and national development. Education commission (1964-1966) emphasized this and recommended that efforts should be made to train all untrained teachers in schools and suggested the use of alternative modes to train the large backlog. As a consequence of this

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recommendation, the central institute of education in the University of Delhi started the summer-school-cum-correspondence course followed by the regional colleges of education under the National Council for Educational Research and Training (NCERT).This was the beginning of the initial form of teacher education by correspondence mode in India. The policy Resolution on education (1968) and the National policy on education (1968) endorsed the need for addressing professional improvement on education of teachers on a continuous basis. The programme of the action of NPE (1968) highlighted the role of distance education in in-service teacher education programmes.

CONCEPT OF ODL

It is important to provide a detailed conceptual clarification of the concept of ODL. It combines the philosophy of openness in learning with the possibilities and developments in information and communication technology to bridge the geographical distance between the learner and organiser or provider of learning.

ODL CHARACTERISTICS

The language and terms used to describe learning activities can still be confusing geographical differences in usage for example, between North America and Europe-can add to the confusion .Among the more commonly used terms related to ODL are the following (COL): correspondence education, home-study, independent study, external studies ,continuing education, distance teaching, self instructions, adult education, technology based or mediated education learner-centered education, open learning, open access, flexible learning, distributed learning and more recently technology mediated open and distance education(Teach-mode).

SOME OF THE CHARACTERISTICS OF THE ODL

- **Separation of teachers and learner** in time or place or in both time and place for a larger portion of the study time.
- **Institutional accreditation** by some institution or agency which involves organised learning which is accredited or certified.
- **Use of mixed-media courseware** including print, radio and television broadcasts video and audio cassettes, computer based learning and telecommunications according to the learning needs and resource conditions and used to access to technology.

- **Systems approach to course design**, including the most feasible and effective media mix curriculum design, for technology integration.
- **Two-way communication** allowing learners and tutors to interact directly or technology mediated synchronous and asynchronous communication.
- **Possibility of Face to face meetings** for tutorials, learner-learner interaction, library study, and laboratory or work practice sessions.
- **Use of industrialized processes**, that is, in large-scale open and distance learning operations, labour is divided and tasks are assigned to various staff who work together in course development teams and for course delivery.

The quality of an ODL system or programme for a particular purpose will depend on the extent to which different relevant and conducive learning processes are created through appropriate methods, techniques and technologies in order to attain the desired learning objectives.

A SYSTEM APPROACH TO OPEN AND DISTANCE LEARNING

A system approach to open and distance learning sets the conditions for organizing course development and delivery in an orderly way in order to achieve the pre-decided learning outcomes. A systems approach also recognizes that all the components of the system are interrelated and a change in one component will bring about changes in the others. All effective ODL programmes and institutions use a systematic phased model of problem solving with a sequenced and cyclic process involving various steps viz., analyzing, designing, developing, implementing, evaluating and revising. This process would lead to an Instructional Design (ID) for the course.

DESIGN OF LEARNING

This is probably one of the most critical quality indicators in any academic programmes irrespective of levels and modes. It is a phrase coined for the process or a design for a learning situation, designed for a specific pedagogic intension. This integrates content with pedagogic design and is critical to learning. It reflects the learning theory underlying the processes created for the learner to interact and attain the desired learning.

There are some pedagogic elements which when incorporated in the design of learning generate processes which lead to the desired learning. These elements are given below:

- Learner-centeredness: For learner centered and learner-controlled learning are decisive to the quality of a flexible and learning system. The course materials if suitably designed can have required inbuilt access devices to provide the intended learner-centeredness and the learner support system can be learner-negotiated placing the locus of control on the learner rather than the tutor.
- Reflective practice: This is a crucial indicator intended to develop professional competence in learners. For example, in a management or teacher education programme there should be opportunities for learners to go through four critical processes viz. a) experiencing b) applying c) reflecting and d) conceptualizing leading to reflective practice.

In collaborative reflective practices for the graduate certificate programme in ODL in the university of Southern Queens land, Naidu refers to the Kolbe Learning Cycle which involves four processes necessary for learning to occur. These are:

- Concrete experiences(e.g. laboratories , field work, observation, films)
- Reflective observation(e.g. learning logs, journals, diaries, brainstorming)
- Abstract conceptualization(e.g. lectures, papers, analogies)
- Active experimentation(e.g. simulations, case studies, home work)
- Dialogue in instruction: There can be three types of dialogue that can happen in transactional situation.
  A) Learner and content
  B) Learner and instructor and
  C) Learner and other learners

CONCLUSION

ODL has generated significant educational change in the past 15 years. It has contributed to increased educational access and equality in several ways. There is definitely an increasing trend of shift of control of learning from the Provides to the learners. Earlier modes of ODL such as the correspondence courses and distance teaching universities are essentially institution or provider controlled. The open universities did try to create more flexibility in course delivery and learner support facilitating more and more focus on the individual learner. With appropriate technologies becoming accessible and cheaper to the learner, the possibility of each learner planning and organizing his or her learning in one's way is increasing. This is bound to happen in teacher education too especially in ODL based in-service teacher training where each teacher would be able to identify the required competencies one wants to develop and enroll in courses accordingly through on-line or blended modes.

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Chapter 43

ROLE OF ODL IN HIGHER EDUCATION

Dr. K. Vijaya*

MANAGEMENT OF OPEN AND DISTANCE LEARNING SYSTEMS

The distance education system in India has emerged an alternative as well as complementary channel of education and training in India. It has established its credibility and recognition. The growth of distance education, both quantitatively and qualititatively, has been phenomenal during the last two decades, particularly after the introduction of the single mode open universities in the country. Further the application of ICTs gave a major fill up to the accelerated development of distance education. The role of distance education is going to be more and more predominant in the coming decades. The process of convergence between distance and conventional education is becoming faster and the convergence will be continued to be necessarily fast in the future.

1. **Management of Academic Human Resources:** The academic subsystem in an open university has to be sensitised to be far more alternative towards their responsibility to target groups and adherence to organisation priorities and management system. The open universities climb the evolutionary path, from print based learning to integrated multiple media packages and multimedia learning, academics in the open university have had to constantly evolve, reskill and re-engineer. According to Talkwale (1996), " The management of academic subsystem balancing between academic autonomy on the oneside and the needs of the customers and production targets on the other hand, is a delicate exercise."

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(*a*) ***Attracting the Best Academic Resource:*** The ability of an institution to attract the best possible academic resources is directly proportional to its perception of being the preferred employer. While in terms of providing opportunities for self- development, relatively faster career progression, facilities provided to discharge responsibilities, healthy work culture and conducive environment, open universities present better options. Relatively longer hour, greater demands on academic and management skills, continuous professional development to keep pace with fast changes, parity with conventional universities, force many bright minds to view the open university less favourably as an employer.

(*b*) ***Retaining the Talent:*** the search for increasingly better solutions to the problems of learner access, effective delivery and quality have led open universities to adopt emerging technologies, necessitating continuous training and retraining of academic resources. In its formative years, the National Open University trained all new teachers in methodologies of open learning by inviting experts outside. To keep pace with developments, this exercise has now been upgraded to training in Interactive Multimedia CD-ROM development of upto three weeks of duration. Training is a worthwhile investment in quality of academic resources, though it may not be directly translable in measurable outputs in the short term.

(*c*) ***Academic Motivation and Institutional Ownership***: The challenge for the system is in raising the proportion of the first category in comparison to the other two, by strategically involving academics in challenging responsibilities and assignments with authority to decision-making, enlarging job profiles and enriching job descriptions. Different institution have worked out varied solutions ranging from challenging project based assignments to evolving participative decision making structures and higher levels of academic autonomy. The success has been in direct correlation with institutional work culture, and ethical and professional practices.

(*d*) ***Research :*** Since academics entering the ODL system predominantly continue to be products of conventional system, the years of their training drive them towards discipline based research

and in search of excellence in it. Probably, the inertia factor makes them feel less confident in venturing into unknown/little known areas, which obviously is a limitation of our training. The importance of discipline based research cannot be undermined for any reasons and all institutions have been supportive of it. Mechanisms have been put in place in the form of study leave, research grants, travel grants, etc. however systematic research has been accorded higher priority, and probably rightly, because this area is fast developing, almost unexplored and provides opportunities to be pioneers and innovators rather than doing more of the same with limited chances to emerge in the front because there space is crowded and to that extent elusive. Above all, systematic research shall not only satisfy the quest of the individual to contribute to new knowledge, it will also bring benefits to the system.

2. **Management of the Learner Support Systems:** Learners in the ODL systems are spread all over the country in varying densities. As quite a substantial proportion of these learners are working adults, the institutions have also to deal with the problem of mobile populations. In pursuance of their goal of creating equitable access to the services of the institution, open universitities strive to create and implement fairly standardised norms of learner support infrastructure and services throughout their jurisdiction. Counsellor training and constant monitoring of the quality of counselling being provided to all learners across all programmes and centres represents another managerial challenge for large and diverse open learning systems. In addition, while the Open University may desire to extend its access to areas far and wide in its bid to reach to unreached populations, the enrolment in different programmes activitated at the centres may not financially justify the viability of such centres or at least all the programmes at the centre. The dilemma of reach versus viability on the one hand and providing full complement of learner support services for programmes with vary limited enrolments in remote centres is a real one and often fraught with compelling arguments on both sides. For most programmes at the open universities, attending counselling sessions at the study centres is not a mandatory requirement. Managing learner participation in these sessions is again a challenge in view of the huge allocations being made for

learner support services and the possibility of the benefit of these investments not reaching the learner.

3. **Managing Quality Assurance:** Quality, accountability, strategic planning etc., have been corporate concepts that have found applications in ODL systems in recent years. The Bureau of Indian standards defines quality as the totality of features and characteristics of a product/services that bear on its ability to satisfy stated and implied needs (BIS, 1988). Quality perceptions in the context of distance education vary considerably across institutions, so also its definition. Quality has been viewed in terms of fitness of purpose, perfection, conformance to standards, value for money, consistency, and relevance (Green and Harvey, 1993). ODL systems add the criteria f access and flexibility to the quality requirements, a good quality open learning systems brings higher education within reach of target population and should be flexible enough to provide for their occupational, p[personal and professional exigencies of time, place and pace. Quality in ODL systems has to be responsive to the requirements of life long learning(L3), to keep the human resources pool of the country at the cutting edge of competitive excellence. In the era of globalization and consequent internationalization of education, quality assurance for ODL systems is no longer an option. It has become the essential survival tool in the competitive scenario of the post-GATS world order.

4. **Managing Technology Infrastructure:** The growth of ODL has received a major impetus with the level of alternatives to bridge the gap between the teacher and the taught, such that the notion of distance has become a non barrier in conducting real time teaching learning transactions across geographical distances. Technology support and education alternatives are now used to widen access to education, improve the quality of access through interactivity and learner participation and bring in transformational changes in the processes of registration, learner support and evaluation. Today choices of appropriate technology by the university have to be made at several levels. To take a simple example in educational delivery, choices have to be made at the level of the ideal media mix i.e. whether the programme delivery should be through print, radio, television, computer supported learning, multimedia CD based learning or a combination of some or all of these. At the next level, in the

context of audio-visual or computer supported instruction, choices have to be made on the mod: broadcast, narrowcast or interactive. Then the institution has the choice of creating infrastucture through outright purchase, lease, hire, or sharing of common infrastrcture by entering into institutional collaborations. Perraton(2004), in his paper on technology selection has outlined four criteria governing the choice of technology for ODL institutions. These include: I. Availability and convenience.2. Local and national constraints. 3. Curriculum.4. Cost.

5. **Management of Leadership, Change And Transition:** Like all universities, the open universities cater to different discipline and diverse learner gropus, their chosen constituency of catering to lifelong learning has made their learning segments far more than varied and with customised requirements in relation to this respective occupations and professions. The prime leadership challenge is that of remaining relevant to all these diverse requirements at the same time, without compromising any of quality parameters. The availability of enabling technologies and the constant desire to enrich programme offerings as well as the quality of teaching learning is blurring the distinction between the two systems. T he ODL systems have always tried to synergies the benefits of the knowledge and experience pool available with the conventional system. One of the leadership challenges in ODL system has been to manage the convergence under several types of conventional systems, without sacrificing in any with the openness and flexibility aspects. The leadership challenge is to identify whether inertia or territory protection mask the overt arguments of learner suitability or the varying requirements and profiles of different learner segments that necessitate these varying 'generational' approaches to programme design and delivery. Resistance to change is a natural phenomenon and academics freedom a cherished prerogative ,which often means tha leaders in steering policy initiatives have to be sensitive to the requirements of different generations of ODL in the same institution all at once and manage them on their respective merits. Owing to their success in reaching marginalised and reached learner populations, open universities have attracted the attention of governments, both at the centre and state levels, in terms of their capacity to lend support to achievements of developmental goals.

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Chapter 44

EMOTIONAL MATURITY: PRIME OBLIGATION FOR WARDS AT HIGHER EDUCATION LEVEL

Amudha Asaph and Dr. B. William Dharma Raja***

INTRODUCTION

Every individual reacts to things differently. Aristotle once wrote that those who are "angry with the right person, to the right degree, at the right time, for the right purpose, and the right way are at an advantage in any domain of life". Though science generally focus on rational explanation of the performance and behaviour of the human beings, but thoughts, actions and results often influence the emotional side of human nature.

Similarly, though higher education lauded for developing academic knowledge in their students, its leaders are routinely criticized for not adequately preparing students for the type of roles and leaders that organizations need (Seal, Naumann, Scott & Davis, 2010). It reveals that, students are often not equipped with the social and emotional competence to fully capitalize on their academic knowledge. In the process of education, emotions need to be recognized. Emotional maturity is the prime concern to education (Bhave, 2012). Hence it is not enough to produce best and brightest technical experts. Universities must also address the whole student development in intellectual, emotional and social aspects. Students, who are able to develop their capacity to understand themselves and the world around them, build meaningful relationships

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and foster positive changes have an advantage in school, workplace and life (Seal, Naumann, Scott & Davis, 2010).

PROFOUNDNESS OF EMOTIONAL MATURITY

Emotional maturity can be called as the process of impulse control through the agency of self or ego (Nehra, 2014). According to Walter & Smitson (1974) emotional maturity refers to a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally (Talukdar & Das, 2013). Jersild (1963) says that emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole hearted sorrow when an occasion for grief arises, his capacity to experience anger when faced with thwarting that is capable of raising the temper of any reasonably tolerant or sensible person and his capacity to show fear when there is occasion to be frightened without feeling a need to use a false mask of coverage, such as must be assumed by persons afraid to admit that they are afraid (Puar, 2014).

According to Crow and Crow (1962), the emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. Geoghagen et al. (1963) says that a person is considered emotionally mature when his responses to a situation are: appropriate to his degree of development, and proportionate to the demands of situation (shodhganga.inflibnet.ac.in). Emotional maturity is nothing but behaving in most socially accepted manner without inhibiting the emotions. It involves internal control of emotions rather than external control. It is a state of balanced feeling and self-control. The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has experienced the spectrum of emotions - understands the consequences of each, and knows the benefits of being in control of them. Most importantly, an emotionally mature person knows what kind of things sets of different emotions in them, and they know how to identify each emotion, clearly. They don't fall into a panic trying to determine what they feel, and how they should react. They know, and they manage themselves accordingly (Paris, 2014). To sum up, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and

rage, typical of childhood. He is more inspired by pleasure, satisfaction and contentment than ridden with worriers, anxieties and frustrations. In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time.

EMOTIONAL MATURITY - INDICATORS

Almost all the emotions can be distinctly seen in an emotionally matured person through his/her pattern of expression (Kapri & Rani, 2014) which can be easily recognized. Manifestation of emotion is very refined and usually expresses the emotions in a socially desirable way. The emotionally matured student is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check emotional tide. He is enthusiastic, passionate and has a purpose for being. He embraces change, uncertainty and challenges because he wishes to grow stronger. He sees life as an adventure and challenges make him better, not bitter. The person no more hangs in mere idealism but he actually perceives things in his real perspective. He is not a daydreamer and he does not possess the desire to run away from realities. The intellectual powers like thinking, reasoning etc. are properly exercised by him in making any decision. He is more guided by his intellect than his emotions.

He does not possess the habit of rationalization i.e. he never transfers responsibility of his own mistake to others. He is always honest and authentic in his behaviour. He possesses an adequate self-control and self-respect. He never thinks to do the things to show such behaviour that can injure his self-image, self-respect, self-concepts. He is not confined to himself. He thinks for others and is keen to maintain social relationships. He never engages himself in such a behaviour, which is anti-social and can result in social conflicts and blocks social relationships. He is calm, confident, courageous, charitable and caring. He is resilient. When he stumbles and falls, he picks himself up and starts again. In his mindset, there are no failures, just learning experiences. He has guts to exercise his emotions at a proper time and at a proper place. If an innocent person is attacked, he can rise to the occasion by exercising his emotions of anger. But if he is at fault, he is able to check his emotions of anger when rebuked. He is consequently involved in a struggle to lead a matured, balanced and healthy emotional life.

Emotional maturity includes taking responsibility of one's own feelings and not blaming others for causing them. Those with a high degree of emotional maturity recognize that others are not responsible for ones

thoughts or reactions. A hallmark of emotional maturity is maintaining self-control during times of stress, adversity, and perceived failure. Emotional maturity allows the individual to gain perspective of a situation before reacting impulsively. It is important to remember that exhibiting emotional maturity will have a far-reaching impact on those around us.

LEVELS OF EMOTIONAL MATURITY

Generally there are six levels of emotional maturity (Kapri & Rani, 2014; Maurice, 2012):

1. *Level 1- Emotional responsibility*: The one who reaches this level realizes that they no longer view their emotional states as the responsibility of external forces such as people, places, things, forces, fate and spirits. Being aware of one's effect on their personal life and being responsible for it, not putting one's failures on others.
2. *Level 2- Emotional honesty:* It concerns with the person to know and owns their own feelings. It is not projecting idealistic emotions but being comfortable in exhibiting real emotions.
3. *Level 3- Emotional openness*: This level concerns the person's willingness and skills in sharing their feelings in appropriate manner and at appropriate times. One has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.
4. *Level 4- Emotional assertiveness*: In this level, the person enters a new era of positive self-expression. Primarily the person here is to be able to ask for and receive the nurturing that one needs and wants.
5. *Level 5- Emotional understanding:* The person in this level understands the actual cause and effect process of emotional responsibility and irresponsibility.
6. *Level 6- Emotional detachment:* Finally, the person reaches the level of emotional detachment which is the direct consequence of the true understanding of emotions and therefore, letting go of all emotions, whether good or bad; leaving one feeling fulfilled and happy. True detachment from the self-concepts has occurred.

RATIONALE FOR EMOTIONAL MATURITY IN WARDS

Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life (Mishra, 2007). A mature personality is well integrated,

well balanced, stable and harmoniously adjusted to himself, to others and to outer world (Gregory, 2013). The importance of emotional maturity in life cannot be ignored. Truly educated person is one whose emotions are trained and under control. A person who is not emotionally mature remains bungler in his social relations and is unable to make effective use of his energies. Educated minds possess the emotional maturity to accept hard work, delayed gratification and persistent criticism as the price anyone must pay for the inestimable advantages of infrastructure forms of self-development such as self-discipline and moral courage. It is true that one's behaviour is constantly influenced by the emotional maturity level that we possess. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity along with higher education in order to lead an effective life.

DEVELOPING & GROWING IN EMOTIONAL MATURITY

The educationists have to exercise the following to develop and grow in emotional maturity for a better living. Every student has to practice self-discipline. People are the source of power. So they have to speak to strangers each day. This may build confidence, expose to new ideas, opportunities and empower them. The student should not become a prisoner of fear. They have to keep in mind that success and happiness are important than fear. In the toughest situations they should stop and think. They should determine weak areas to overcome. They have to set goals and guidelines. They should adopt the mindset of a winner. They must have positive attitude.

The students should acknowledge the feelings honestly, and honour their importance. They should practice humility. Neither the criticism nor the praise affects them personally. They should not be discouraged when friction develops in a relationship. They need to examine the actions which reflect the way they truly want to behave. The student seeking emotional maturity has to develop competitive spirit and foster cooperative spirit. To act in a situation they have to make a choice, without blaming others, about how they should act in that situation. They must be assertive but not be aggressive. They should take control of their own life and learn to be tolerant of others (Whiteside & Aronoff, 1993; Gallozzi, 2012).

CONCLUDING LINES

Emotional maturity is a change of attitude from a state of taking to a state of giving and sharing. It comes through spiritual knowledge, creative thinking, right decisions and strong self-discipline. Emotional maturity does not crucify or anesthetize emotions. It guides and controls with right knowledge and true wisdom.

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Chapter 45

PROFESSIONAL DEVELOPMENT OF HIGHER EDUCATION TEACHERS

Chandrappa*

INTRODUCTION

Professional development of academics has gained a lot of interest over the last two decades. The focus of this article is professionalisation of the role – or function – of the academic in higher education institutions – as teachers. One, often referred concept in this context are the four areas of "scholarship", stemming from the very influential book by E.L.Boyer in 1990. The project reported in the book was about the need to develop a more diverse scholarship within the tradition of the American professoriate (Boyer 1990). Learning was narrowly defined as the advancement of knowledge in terms of discovery and articulation of new knowledge in the specialized research areas. The researchers at the Carnegie Foundation formulated a broader vision of what it meant to be a scholar, and suggested there were four scholarships - those of discovery, integration, application and teaching (1990). This implies that extending the discovery of the knowledge to integration, application and teaching are complimentary elements in a holistic conception of academic scholarship. These four concepts have been widely accepted and have been prevalent in the discussion about a new professionalism of the teachers of higher education.

The standard literature on professions suggests that their members acquire their professional status during a long-lasting education, over which the profession has a strong control and influence for designing. The professions have further developed ethical and quality standards for

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the performance of the profession, which they exercise by autonomous institutions within their own organisations. Using professionalisation about the academic role is not unproblematic in it self. First of all, most of the academics, which is also demonstrated in Boyer's book, hold the view that the conduct and publication of research is considered as the employment par excellence for academics. Subsequently their professional allegiance first of all is given to the subject specific and disciplinary research. The specializing of disciplines has lead to discipline isolation, and the academics therefore first of all construct their professional self-image within the highly specialized "tribes" of their disciplines (Becher 1989, O'Neill & Lyn Meek 1994). What transpires as common values and norms is difficult to condense, but can be spotted when –trans-tribal interests occur for purporting mutual self-interest. In practice, what identifies professional interests is often identified by what these alliances are against, rather than what they are for (O'Neill & Lyn Meek 1994, p.97). Following this line of thinking, professionalism is entirely connected to the disciplines, and not to the broader academic function. But even if this is true, there will be specific division between the areas of professional engagement into research and teaching.

PROFESSIONALISM AT THE UNIVERSITY

A significant dimension of the university professor was that the administrators sought to recruit wealthy students and employ good teachers. The idea of a modern university was closely associated with the establishment of a relatively aristocratic university. The links to Pietist Protestantism was toned down and thereby attracting the "liberal thinker". In addition, the university administrator, sought famous teachers, paid them more than other universities would, and encouraged the development of the seminar as the teaching model was the first German university that had to rely on student fees for its maintenance, which made it dependant on attracting wealthy students. The reformed education was a success because it responded to the perceived interests of state and society, and combined this with a degree of academic freedom few other institutions could adhere to (McClelland 1980). The importance of being a good teacher for becoming a professor in Halle is described by McClelland in this way: "the most important question asked would be whether he had good Applaus, that is, was a good and popular lecturer" McClelland 1980, p. 82). And, further: "Good teaching and such collegial values as popularity of in the university or what we could call "service" were obviously just

as important as scholarship if one looks at all the professors" (ibid. p. 84., Vandermeersch 1996, p.216). Several successful universities of the time, like Edinburgh, Leiden and Padua were characterized by the same features. They were known to "have chosen their professors with care, looking at the fame of the scholars, their attainment in the discipline and their pedagogical skills.." (Vandermeersch 1996, p. 229).

TEACHER PROFESSIONALISM IN HIGHER EDUCATION

This split in professionalism between teaching and researching is evident in figures from Boyer's research. Professors at the so-called "research universities" are valuing teaching

much lower than professors in the other categories (Boyer 1990, p. 45). While awarding of grants, prices, promotion and tenuring is strongly tied to the research outcome, teaching is consistently less appreciated. To move upwards in social position, status and salary the safest track goes through doing research – a tendency reported in most Western countries (Nylehn 1996, p. 167). Attempts have been made to elevate the teaching professionalism among university faculty on a national level (Bridges 2000). But in general, little stimulates the professional identity of university teachers as teachers, nor to develop their teaching expertise (Coate et al 2001). The number of professional journals, networks and conventions are only a small fraction of those for research. Lee Shulman suggests three factors that should motivate what he calls a scholarship of teaching and learning. He elaborates on the two dimensions of scholarships regarding teaching: scholarly teaching and scholarship of teaching. The first is the more obvious: the foundations the teacher finds in sources and resources, the designed strategies of ideas, development, transmission, interaction and assessment etc.

TEACHING PROFESSIONALISM IN THE OPEN AND DISTANCE LEARNING-ORGANISATION

The present situation of higher education in many countries is a situation of more or less "permanent perturbation". Many critics focus on the changes involving accountability, quality control, managerialism, and commercialisation of higher education (Aronowitz 2000, Kogan 2000), and the trend to make the teaching of the university available for more students through on-line education or distance-education (Brabazon 2001, Noble 2001). This development has issued the "convergence" hypothesis, suggesting that the use of ICT will open opportunities for distance education

to become more like on-campus teaching, and that on-campus teaching will adopt methods and technology formerly used solely by distance educators (Curran 1997), which again opens new pedagogical problems (Brabazon 2001, Tanno 2003).

Generally it is argued that the Open and Distance Learning (ODL) organisation enhances teacher professionalism, because teaching and tutoring is at the heart of the activity of the ODL-organisation. The ODL-organisation competes to a much higher degree in a market, and the teaching is generally much more predictable, due to the pre-production of teaching material (Nylehn 1996, p. 165-171). For single-mode universities like Open University, one should expect much emphasis on quality teaching, which is also supported by some research. The devotion to good teaching for the benefit of the disadvantaged learner is a strongly held conviction of the members of Open University, according to an organisational analysis by Neil Costello (1993). In this study the diversity of cultures within the OU, the loyalty to the founding principles of the OU is described to be strong and stable. Apparently, the subcultures are able to communicate internally within the organisation, probably because the shared values of the organisation are strong and cherished is spite of all differences. In a profound way this contributes to interdependence instead of loose couplings, and a common interest in promoting good teaching.

CONCLUSIONS

The challenges following the path to a professional development of academics in the direction of improved teaching for the benefit of students is an important development for the future of higher education. The emerging debate of what constitutes a "scholarship of teaching and learning", and what constitutes "didactical reflection" can contribute to the activities that promote that type of professionalisation within higher education. Historically, it can be argued that collectives of peers working together in problem-solving activities have proved to be fruitful constellations for the purposes of both teaching and research. Peer involvement and critique is necessary for improving both teaching and researching. While most academic institutions have facilities for promotion of academic professionalisations, they seem to lack similar facilities for the "scholarship of teaching and learning". It has been argued that departments for Open and Distance learning can function as this, or stimulate to it. It therefore has to participate in more profound organisational developmental work together with academics and

administration to promote "didactical reflection", and surpass "ad-hocracy and "loose-couplings" to become part of a learning organisation.

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Chapter 46

PERFORMANCE/SKILL BASED HIGHER EDUCATION IN INDIA

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INTRODUCTION

The tenth "Education for All" Global Monitoring Report, Putting Education to Work, reveals the urgent need to invest in skills for youth. In developing countries, 200 million people aged 15 to 24 have not even completed primary school and need alternative pathways to acquire basic skills for employment and prosperity. The world's youth population is larger than ever before; one in eight young people are unemployed and over a quarter are trapped in jobs that keep them on or below the poverty line. As the effects of the economic crisis continue to squeeze societies worldwide, the severe lack of youth skills is more damaging than ever, says a 2012 UNESCO report.

"We are witnessing a young generation frustrated by the chronic mismatch between skills and work. The best answer to the economic downturn and youth unemployment is to ensure that young people acquire the basic skills and relevant training they need to enter the world of work with confidence," said Irina Bokova, Director-General of UNESCO. "Many, and young women in particular, need to be offered alternative pathways for an education, so that they can gain the skills needed to earn a living, live in dignity and contribute to their communities and societies."

NEED FOR SKILL BASED EDUCATION

Investing in young peoples' skills is a smart move for countries seeking to boost their economic growth. The Report estimates that every $1 spent on a person's education, yields US$10-US$15 in economic growth over

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that person's working lifetime. Not investing in young people's skills leaves them either adding to unemployment statistics in rich countries, or trapped in jobs earning poverty line wages in low-income countries.

The situation in our country is not much different. Looking into the need for skilled people the AICTE (All India Council for Technical Education) was formed by an ACT of Parliament in the year 1987. To provide for the establishment of an All India Council for Technical Education with a view to the proper planning and co-ordinated development of the technical education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth and the regulation and proper maintenance of norms and standards in the technical education system and for matters connected therewith.

DEVELOPMENTS TOWARDS SKILL BASED EDUCATION IN INDIA

In the endeavour to enhance the skill of students, MOU's have been signed between the AICTE and Organizations like Microsoft, TISS, BSNL, CII (Confederation of Indian Industry) among others. Mobile education of mobile learning - mLearning as it is called – is fast catching up in the fast changing world. **Finishing schools** have been set up to emphasize training in all round personality development, cultural and social activities. Specific skill sets may be imparted as value addition. The name reflects that it follows a school or college education and is intended to complete the educational experience. It may consist of an intensive course, or a one-year program. They are designed for areas like Personality development, Technical skill and Moral education.

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and, as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group.

In recognition of this need, the Government of India has adopted skill development as a national priority over the next 10 years. The Eleventh Five Year Plan detailed a road-map for skill development in India, and favoured the formation of Skill Development Missions, both at the State and National levels.

To create such an institutional base for skill development in India at the national level, a "Coordinated Action on Skill Development" with

three-tier institutional structure consisting of the **PM's National Council on Skill Development, the National Skill Development Coordination Board (NSDCB)** and the **National Skill Development Corporation (NSDC)** was created in early 2008.

The **National Skill Development Corporation India (NSDC)** is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. It provides funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships.

The NSDC was set up as part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.

The then Finance Minister Shri Pranab Mukherjee announced the formation of the National Skill Development Corporation (NSDC) in his Budget Speech (2008-09):

"...There is a compelling need to launch a world class skill development programme in Mission mode that will address the challenge of imparting the skills required by a growing economy. Both the structure and the leadership of the Mission must be such that the programme can be scaled up quickly to cover the whole country."

The objective is to contribute significantly (about 30 per cent) to the overall target of skilling / upskilling 500 million people in India by 2022, mainly by fostering private sector initiatives in skill development programmes and providing funding.

Skills and knowledge are the driving forces of economic growth and social development of a country. In rapidly growing economies like India with a vast and ever-increasing population, the problem is two-fold. On one hand, there is a severe paucity of highly-trained, quality labour, while on the other; large sections of the population possess little or no job skills.

EMPLOYABILITY AND SKILL BASED HIGHER EDUCATION

As the Indian economy continues to transform and mature, large scale sectorial shifts in the working population are inevitable, particularly from agriculture to other sectors of the economy. These sectors, however, require significantly different and often specialist skill sets, which require training and skill development. This skill gap needs to be addressed through

comprehensive efforts, at various levels and catering to different needs of the society and industry.

However, if India is to fully harness her demographic dividend, these skill development efforts need to be managed in a focused and coordinated manner. Currently, skill development efforts are spread across approximately 20 separate ministries, 35 State Governments and Union Territories and the private sector.

To put things in context, only about 2.5 lakh apprentices are trained across the country under a 53-year-old apprenticeship law due to its outdated rigid procedures and low stipends paid to apprentices.

By contrast, Germany has 3 million, Japan 10 million and China has 20 million apprentices who pick up critical employment skills through a hands-on approach. NETAP, or National Employability Through Apprenticeship Program, is a public private partnership or PPP project proposed by the National Skills Development Corporation (NSDC), Team lease Skills University (which is itself a PPP with the Gujarat government) and the Confederation of Indian Industry or CII.

The objective of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global market.

It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. It seeks increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system with the enhanced capability to adapt to changing technologies and labour market demands.

According to the International Labour Organization (ILO) "Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization."

Skills development can help build a "virtuous circle" in which the quality and relevance of education and training for women and men fuels the innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs.

CONCLUSION

Whatever said and done its important for every citizen of this country, whoever is at the helm of affairs and at whatever role they play, to work towards the goal of making the workforce of this country a skilled workforce to reckon with, else we will end up like some countries in today's world who are forced to import skilled manpower from other countries.

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Chapter 47

QUEST FOR EXCELLENCE IN HIGHER EDUCATION BY ENHANCING FACULTY DEVELOPMENT

S. Detchanamurthy and R. Sridhar Anand***

INTRODUCTION

The students pursue higher education want to imbibe, the social media culture in learning. The university of tomorrow is moving toward a new paradigm — certainly one with greater efficiency, but also one where innovation and technology combine with hands-on, collaborative learning to give our students an enhanced experience. Tomorrow's university also exists in a world that is getting smaller and more hyper-connected. That means the great societal challenges we face require equally connected, integrative solution. In order to survive in the academic world of our globe, now each and every faculty members, who have an interest in technology or having techno-phobia, must learn how to use online teaching and assessment by trial and error. Technology is merely a tool for course delivery, and as with any tool, faculty members must have confidence in their skills for using it and confidence that the tool promotes student learning. So, faculty development programs of online teaching and learning are most welcomed in this technocracy world. Faculty's quality is the keyword for insuring the quality of higher education. Qualified competent faculty will not be able to carry out their task professionally without the conditions that support their tasks.

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POOR QUALITY OF TEACHING IN HIGHER EDUCATION

The primary concern for all institutions interviewed was the poor quality of teaching in higher education across all levels of study, particularly at undergraduate level. Interviewees recognized that poor learning outcomes in many Indian institutions had at its roots the following interrelated issues:

- Lack of teaching skills in faculty and limited understanding of the learning process
- The use of outdated pedagogies (input oriented, lecture-based approaches, rather that student-centered, enquiry driven and outcomes-based)
- Outdated and inflexible curricula
- A rigid assessment system, which encourages rote-learning and does not test students' broader skills or deeper learning
- Lack of an effective quality assurance system for teaching and learning

DIMENSIONS OF FACULTY DEVELOPMENT

"Faculty development" is a term that has a definition; broadly, it covers a wide range of activities that have as their overall goal the improvement of student learning. More narrowly, the phrase is aimed at helping faculty members improve their competence as teachers and scholars (Eble & McKeachie, 1985). Faculty development programs vary in their purpose, but they are commonly designed to enhance personal and professional development, instructional development, and/or organizational development.

1. Professional development involves promoting faculty growth and enabling faculty members to obtain and enhance job-related skills, knowledge, and awareness.
2. Instructional development involves the preparation of learning materials, styles of instruction, and updating courses.
3. Organizational development focuses on creating an effective institutional atmosphere in which faculty and faculty development personnel can implement new practices for teaching and learning (Gaff, 1975).
4. Personal development efforts involve a more holistic approach to help faculty members enhance interpersonal skills, promote wellness, and assist with career planning (Graf, Albright, & Wheeler, 1992).
5. Curriculum development is another component that overlaps with each of the preceding areas; it involves the development of additional scholarly

and teaching competencies, creation of new instructional materials, and the development of new communication and organizational patterns (Bergquist & Phillips, 1975; Eble & McKeachie, 1985).

Based on these definitions, post tenure faculty development involves those activities that seek to improve student learning, teaching, scholarship, and service in higher education by developing personal, instructional, organizational, and curricular aspects of faculty members who have earned tenure.

OPEN COMMUNICATION

Technology has the potential to address many of higher education's challenges. To gain acceptance for and create quality learning experience in higher education technology, administrators must move beyond the "build it and they will come" mentality and acknowledge the faculty perspective, developing strategies that will encourage faculty participation in higher education. Almost 60 percent of the current higher education faculties are over the age of 45. Most have taught a number of years in the traditional classroom setting. There are a variety of strategies that can be used to address these issues and to stimulate faculty involvement in higher education efforts. An important key is open communication. Faculty should be represented throughout the planning and implementation stages of higher education efforts. Participatory management practices will elicit faculty input and keep faculty informed of higher education efforts as they evolve on the campus. Some campuses have created within the faculty governance structure technology committees that oversee and/or advise in planning campus educational technology initiatives, including distance education. Others incorporate these discussions into already established faculty-driven curriculum committees. When faculties are involved in the decision-making regarding higher education, their concerns about the quality of the higher education experience can be lessened.

INSTITUTIONAL SUPPORT

Institutional support for faculty involvement in higher education is essential and should take a variety of forms to recognize the range of motivations and needs of faculty. Clearly the literature indicates that higher education classes require more faculty time than traditional courses. Institutions should recognize this and incorporate appropriate compensations when planning higher education initiatives. A number

of institutions have found that special upgrades in office computer equipment are a well-received compensation for distance education faculty, as are adjusted salary and course load. Recent investigations have indicated that low-cost incentives such as public recognition, notes of appreciation, or special parking privileges, are also effective demonstrations of support.

EXPLORE THE ONLINE ENVIRONMENT AND MAKE WELL INFORMED

In institutions of higher education, there are an increasing number of faculties who teach Open University courses and online courses. While there is a recognized need for faculty development to prepare to teach online, there are many different faculty development models being implemented with differing foci on technology, pedagogy, and course content. Some faculty teach their first online and distant education courses without any prior online teaching or learning experiences, with all of their preparation completed face-to-face. Faculty preparatory programs to teach online in higher education of India could provide a strong thrust to also implement changes in their face-to-face teaching with the inclusion of reflective activities.

The availability of adequate and effective training is also a requirement for the institution that intends to embark on higher education initiatives. Faculty development workshops to introduce faculty to higher education technology and to the changes in pedagogical approach needed to effectively conduct higher education classes are a must. Through these types of workshops, faculty can learn, among other things, strategies to improve the interpersonal dimension of online learning, a concern of many educators. This enables interested faculty to explore the online environment and make a well informed decision regarding its appropriateness for the courses they teach. By conducting the workshops in the summer, the institution provides the opportunity when more faculties may have the time to participate.

FEEDBACK SHOWS THE WAY

Feedback of existing or prevailing Faculty development program (FDP) participants revealed that some of the topics of FDP should have been discussed in detail. Participants felt that such FDP should be carried out extensively for other topics as well, like Role, Responsibility & Conduct of faculty. FDP in Research and Innovation & Teaching methodology is

needed. The participants felt that some foreign resource person should also be invited. Some interactive Activities and more technical sessions should be included in FDP. The participants were of the opinion that the delivery and presentation of the resource person should be concise. Resource materials and the handouts must be given during the sessions of FDP conducted by the nodal agencies like Academic Staff College in Universities.

CONCLUSION

There are no effective formal national systems and few institutional mechanisms to support teaching faculty development. There was broad agreement that the Academic Staff Colleges, set up under previous five-year plans, have not worked as intended. Under the 12th Five Year Plan, the government would like to encourage institutions to set up their own teaching and learning centers to improve teaching quality. Faculty Development Programme (FDP) aims at equipping teachers with skills and knowledge that are essential for inculcating values in students and guiding and monitoring their progress towards a successful career. But the performance of the faculty is not up to the level according to the students expectations of this internet era.

Faculties are not obstinate. Many have simply been disillusioned by previous technologies touted as innovations that would alter the course of education. Faculties are exhibiting healthy cynicism when they resist the call to jump on the latest educational bandwagon before assessing how this new technology will help students learn. Hence, successful faculty development programs should include mentoring, delivery in a variety of on-campus and off-campus formats (face-to-face, blended, online, self-initiated/self-paced), and anyplace/anytime programming to accommodate just-in-time needs. Faculty members are learners with needs and constraints similar to those of students. Support programs must be valuable, relevant, current, and engaging. They should also demonstrate best practices in providing a participatory, facilitated learning environment. In addition, faculty development programs should address the multiple roles and needs of the faculty member as facilitator, teacher, advisor, mentor, and researcher.

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Chapter 48

STANDARDS, COMPETENCE AND PROFESSIONAL DEVELOPMENT OF TEACHERS

Emilda Josephine, H. and Dr. S. Devasahayam Selvakumar***

INTRODUCTION

Among the greatest of all services that can be rendered by men to Almighty God, is the education and training of children, so that they can foster by grace in the way of salvation, growing like pearls of divine bounty in the shell of education and will be one day the jewel in the crown of abiding glory. The teachers are the yardstick that measures the achievements and aspirations of the nation. The work of the teachers stand as criteria in evaluating their quality and potentialities. The teachers are the real pillars of the nation. They lay the foundation for the development of a country. The students are just a product of the values of the teachers. The teachers are the dynamic force of the school. When the teachers are well educated and trained, they take keen interest in their profession; they bring forth good human beings for the country. The school without the teacher is shadow without substance. There is a greater need for strong manly men and motherly women as teachers to stand as role models for the young. The teachers are social engineers, who can socialize and humanize the young by their qualities.

Teaching is not a job; it is an attitude. Teachers are the sources of information, the guides, the mentors, the surrogate parents, the motivators, all at the same time. Teaching is the only noble profession, which always

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deals with the future. The Ideal teachers, who want to role models, should abide these three postulates.

i) Teachers must love their subjects. Teachers, who do not love their subject can never be good teachers and cannot inspire their students.

ii) Teachers must love their profession. Teachers, who do not have respect for their vocation, can never have self-esteem, confidence or assurance of themselves.

iii) Teacher must love their students as intensely as their own children. Teachers must love their students unconditionally.

Confucius has outlined the ethics of teaching in three beautiful words.

Ren - which means an act of utmost love.

Yi - refers to moral uprightness.

Li - indicates etiquettes in personal and institutional life.

According to **Confucian theory,** only a person who is always a source of love, morally upright and whose behaviour not only in personal but also in the institutional life is impeccable, is worthy of being a teacher. The ideal teachers' life itself is a beacon light of values and can lead a society in the right direction. They have to demonstrate the essential values such as optimism, motivation, willingness to learn and teach, truth, non violence, never to speak and think ill of others, creativity and ability to demonstrate unaddressed love. The shift from the teacher centered pedagogy to the student centered pedagogy has resulted in the tremendous professionalism and commitment on the side of the teacher. This transition has altered the classroom pedagogy of the teachers. The students need to develop a variety of professional and personal values through classroom relationships. These will include varying expressions of tolerance, respect for others, social conscience and personal responsibility. The teachers have to be approachable, charming, enthusiastic and possessing a strong sense of humour. It demands for the skilled expertise of the Teachers.

Teachers have an impact on Students learning. They have to be dedicated in care and commitment for their students. They should treat their students with equitable respect and be sensitive to their individual styles in learning. They should understand and reflect on student's development, learning theory, pedagogy, curriculum, ethics, educational research, related policies and legislation to form professional judgement in practice. They are responsible for fostering the emotional, aesthetic, intellectual, physical, social and vocational development of students. They should develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. They should identify their professional

needs and work to meet those needs individually and collaboratively. Teachers should support, mentor or encourage students when they face psychological problems. Students need teachers who would stoop down to their level of thinking and answer their innocent queries Students need to be counseled on the problems faced by them appropriate of their age. Students at all ages need counseling now that they are deprived of joint families. The purpose of adjustment and sharing can be brought about by various group games which instill cooperation and a sense of brotherhood.

The role of a teacher in the changing social scenario has becoming very challenging. In the earlier times teacher was the only source of information and commanded respect on this count. Any one desirous of gaining knowledge had to bow down to him. Today, we live in a Globalised world where the whole world has shrunk into a small village. Knowledge is transferred by just a click of the mouse. There are books, coaching centres, the audio visual aids such as audio cassettes, video tapes, microfilms and internet services that provide a flux of information to those who need it. Thus teacher's role as the only source of information is marginalized. The teacher is expected to be skilled enough to tackle the problems faced by the children through talk and walk methodology, which requires ample patience and commitment.

Chapter 49

EDUCATION OF MIND: MAKES LIFE WORTHY LIVING

Dr. S. Guru Alias Vasuki* and Dr. V. Thamodharan**

INTRODUCTION

Education is referred to the act of developing the intellect, critical thinking abilities, social and cultural understanding and understanding of one's own self. Education is not limited to a classroom or a school only. It is considered to be a lifelong process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally).Students will be guided through their reading of various classical and contemporary works on the mind-body problem, and encouraged to think for themselves about the problems addressed. They will engage in various optional activities to stimulate personal reflection and will contribute to group discussions designed to create a supportive online community with the common task of acquiring an understanding to lead a better life.

HIGHEST STATE OF KNOWLEDGE

Socrates quoted that "Education means bringing out of the ideas of universal validity which are latent in the mind of every man." A skill cannot be learnt instantaneously by just seeing somebody performing it. It requires a kind of drill or constant practice, especially under the supervision of the instructor or the teacher who is teaching the skill. The teacher who

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is teaching a skill also provides a model of the performance and corrects it to bring it to perfection. Creating appropriate learning environment to develop logical thinking and critical thinking is a part of educative process. Mind consists of Reasoning, Rational Knowledge, Conceptual Knowledge, Causal knowledge, Knowledge of Relationships and Interpretative Knowledge. Cognitive well-being is developed through assessing one's interactions with their environment and other people. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management.

OPEN TO CHANGE

As we travel in the global village, we should take into account all points of view and will be willing to change a policy, program, cultural tradition that is out-dated, or no longer beneficial to the group as a whole. Work to be well educated on community policies, procedures, organizational norms, etc. Further, our knowledge of issues and information will only increase our success in leading others. Work to consider all options when making decisions. A strong person will evaluate the input from all interested parties and work for the betterment of the whole. Treating others with respect will ultimately earn respect. Excitement is contagious. When a person is motivated and excited about the cause people will be more inclined to follow. An effective leader in their life will adapt to new surroundings and situations, doing his/her best to adjust. Utilize the resources available to us. If we don't know the answer to something find out by asking questions. View feedback as a gift to improve. Evaluation of events and programs is essential for an organization/group to improve and progress. An exceptional leader will constantly evaluate and change programs and policies that are not working. Confidence and respect cannot be attained without our leadership being consistent. People must have confidence that their opinions and thoughts will be heard and taken into consideration.

HUMANE AND CARING SOCIETY

National Commission on Teachers (1983-85) reported that today's world is, by and large, governed by the principle of 'survival of the fittest'. The richer and powerful individuals and nations endeavour to utilise maximum resources for their personal ends leaving very little for the majority of weaker individuals and nations.Good leaders of life must be able to tolerate frustration and stress. Overall, they must be well-adjusted and have the psychological maturity to deal with anything they are required to face. Some human beings are often dominated by a sense of duty and tend to be very exacting in character. They usually have a very high standard of excellence and an inward desire to do one's best. They also have a need for order and tend to be very self-disciplined, tend to be spontaneous risk-takers. They are usually socially aggressive and generally thick-skinned. Overall, they are responsive to others and tend to be high in emotional stamina. They are practical, logical, and to-the-point. They tend to be low in sentimental attachments and comfortable with criticism. They are usually insensitive to hardship and overall, are very poised. Self-confidence and resiliency are common traits among them. They tend to be free of guilt and have little or no need for approval. They are generally secure and free from guilt and are usually unaffected by prior mistakes or failures. Rapid changes in the world today combined with information overload result in an inability to "know" everything.

HANDS-ON' EXPERIENCES

Some theorists of constructivism believe in learning by doing. For example, we cannot learn swimming by theoretical classes, we have got to jump into the water. It may, however, be noted that constructivism does not essentially mean learning by doing something physically only. It could be learning by doing mentally as well.Many students have paid work that builds their career-related skills. Students work at summer camps and in day care centers. They do office work in non-profit organizations and serve meals at nursing homes. These work experiences can expose us to organizations and fields we may want to work in, help us build transferable skills, and develop strong references. Many students are learning valuable career-related skills such as organizing, event planning, leadership, budgeting, mentoring, and communications through extracurricular activities. Use these experiences to figure out what we are good at doing. If we care passionately about an organization or a group, pick what we will spend our time doing for that group very carefully. According to Lyubomirsky,

the secret of lasting happiness is to turn our attention mainly to that 40% and constantly maintain our inner happiness. We should exercise regularly, avoid negative thoughts and encourage positive thoughts, maintain our social relationships and have a positive task in our lives. Many studies demonstrate the positive effects of meditation on our happiness, Meditate every day. Begin with five minutes and increase to up to 20 minutes a day.

LIFE AS A CHALLENGE

Our life is our own. We like and dislike, tastes, expectations and standards are our own. Our neighbour or our colleague need not be a bench mark for us to compare ourselves or compete with. Their level of education, financial status, social status or spending pattern need not be ours. If at all we have to compare, compare ourselves with those who are less privileged than us; those whose lives are more peaceful and less complicated than us. Life essentially consists of certain ways and means within our control and certain happenings and circumstances beyond our control. By acting on those within our control we can strive for leading a peaceful life. A spiritual and philosophical mindset would add fillip to our efforts. Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities. Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities. Most importantly, the lifestyles of the rich imperil the survival of the poor. Human-induced climate change is already hitting the poorest regions and claiming lives and livelihoods. It is telling that in much of the rich world, affluent populations are so separated from those they are imperiling that there is little recognition, practical or moral, of the adverse spillovers (or "externalities") from their own behaviour.

And finally, there is one further word of warning to those who expect to become happier by becoming richer. Even if gains in well-being can be eked out by further income gains, the evidence is quite overwhelming that after a certain point, the gains are very small. The key idea is known as the "diminishing marginal utility of income." (John Helliwell et.al.).

LAW OF KARMA

It refers to the principle of causality where intent and actions of an individual influence the future of that individual. As life undergoes the eternal repetitions of birth and death, it expands in a free and dynamic

fashion, always charged with limitless potential for self-improvement. This view of eternal life accords with the Buddhist philosophy of causality. Good intent and good deed contribute to good karma and future happiness, while bad intent and bad deed contribute to bad karma and future suffering (Halbfass, Wilhelm). All actions have consequences and produce specific results, as do all inactions. The choices we make are causes, whether they are conscious or unconscious, and will produce corresponding outcomes or effects. The Law works the same for everyone at all times. Distilled down to the simplest possible terms, this Law states that for every outcome or effect in one's life, there is a specific cause; poor diet and exercise habits result in poor health, constant and uncontrolled spending results in debt and money worries, not putting effort into your key relationships results in poor relationships and all of the associated issues. If we take action and do the things that others have done, we will eventually get the desired results. Rome was not built in a day and it has taken a lifetime to get into the position in which we now find ourselves. Success takes time, so if it doesn't seem to be working immediately, don't give up! Stay focused, analyse our causes to ensure us that we are doing the right things; tweak our approach if necessary – we will get the desired results!. If people apply this simple law to their lives, it is possible for them to develop a constructive, hopeful attitude toward their daily activities and to recognize the true value of life in this present world. The future does not exist apart from the present, nor will it remain fixed in a single plane.

FREEDOM FROM SORROW

To an individual caught in worldly life, the experience of joy and sorrow is unavoidable, say the scriptures. But they also show the way to be free from this experience and to learn to live in peace with oneself and the world, pointed out Sri Krishnamurthy Sastrigal in a lecture. For instance, the oft-quoted analogy of the snake and the rope is used to explain the mental and emotional experience arising from false perception followed by recognition of the actual state of things. The Katopanishad states that there in no bondage and hence no release to one who realises that the self is already free. Such a realised soul does not find the body and the attendant constraints as binding. A child gets involved in a game of carom and desires to win at all costs, or enjoys the thrill of the brilliance of sparklers. But the experience of the grandparent who plays with him or holds the sparklers along with him is

different since he is only too well aware of the ephemeral thrill of these experiences(Lc,Mulund). In our relationships with each other, with our families, we can begin to use wisdom as our refuge. That doesn't mean that we don't love, that we don't grieve for our loved ones. It means that we're not dependent on our perceptions of our mother and father, children or close friends. We're not dependent on them being who we think they are, we no longer believe that our happiness depends on their love for us, or their not leaving, not dying. We're able to surrender to the rhythm of life and death, to the natural law, the Dharma of birth, ageing, sickness and death.

LIFE SATISFACTION

People hate inequality much more when they think it is unfair. For example, in some transition countries, particularly Poland, income inequality, initially perceived as a positive signal of increased opportunities, started to undermine people's life satisfaction when individuals became skeptical about the legitimacy of the enrichment of those who won out in the reform process (Grosfeld & Senik). The conclusion must be that, other things equal, equality is desirable for two reasons. First the value of extra income is greater for the poor than the rich. And second, greater equality can be associated with reduced social tensions, especially when inequality is perceived as unfair. But greater equality is unlikely to come about without some greater pre-existing ethos of mutual respect and solidarity. Marriage is one of the unambiguous, universally positive and statistically significant correlates of life satisfaction. Basic estimates of happiness always reveal that being married rather than single, divorced or widowed, is strongly associated with higher self-declared happiness, in all countries that have been under study, e.g.the United States and the countries of the European Union, Switzerland, Latin America, Russia, Eastern Europe and Asia (Knight et al. (2010); Knight & Gunatilaka (2010)). In most countries married people are also happier with their life than those who cohabit with a partner. However, as for any social group, couples may also suffer from inter-personal comparisons and relative deprivation. The leisure and social activities of one's spouse cause reduced life satisfaction in the other spouse. Intra-household comparisons of happiness can be a cause of marital instability. Surprisingly, the presence of children in the household appears not to be associated with higher life satisfaction. This is found in the World Values Survey and in panel data for U.K. and Germany. Several surveys of the literature acknowledge this surprising absence of a relationship and in

particular single parents with more children are less happy than those with fewer children. Richer people are on average happier with being parents, and parenthood is also less problematic in the social democratic countries of Northern Europe, where there is more child-support from the state. The conclusion is that education may have some non-income benefits to the individuals who get an education, especially in poor countries(Hartog & Oesterbeek (1998) p. 247). But this is smaller than is often claimed by educationalists. On top of that there may be important social effects through an informed electorate and in poor countries through reduced birthrates and mortality.

CONCLUSION

Education in the true sense is of helping the individual to be mature and free, to flower greatly in love and goodness. Learning takes place when there is communication and when the whole mind and heart are involved in the process. To be an integrated human being, one should understand the entire process of one's own consciousness. Research has shown that adults with children are less happy (McLanahan & Adams 1987) due to less life satisfaction, less marital satisfaction, more anxiety and more depression. Socrates chose to honor his commitment to truth and morality even though it cost him his life. Personal religious identity is positively associated with life satisfaction throughout the world, but the association increases in size under conditions of greater governmental regulation; and the association between participation in organized religion and life satisfaction, is attenuated as government regulation increases, and becomes negative when government regulation is high. Research findings on Self-concept Enhancement and Learning Facilitation Suggests that relationships with others, through the mechanisms of care, congruence, and comparison, profoundly influences both the initial state and the ongoing development of the self-system and its composite elements. To understand life is to understand ourselves and that is both the beginning and end of education. Studies have proven that religious people are more satisfied with their lives than nonbelievers. In people who attended a religious service weekly, many were "extremely satisfied" with their lives. People with more than ten friends in their congregation were reported to almost be twice as satisfied with life as people with no friends in their congregation. So religious, social, personal and spiritual values makes life worthy via education of mind.

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Chapter 50

A STUDY ON SYNTACTIC ERRORS EXPERIENCED BY FIRST-GRADUATE STUDENTS OF ENGLISH IN THE SELECTED COLLEGES OF COIMBATORE WITH REFERENCE TO DIRECT AND INDIRECT SPEECH

P. Jayakumar*

INTRODUCTION

The major reason for choosing this area is to analyse and offer suggestions for first-generation graduate students in transformation forms of grammar especially in Direct and Indirect Speech. The reason behind is the students cannot understand the rules. They simply memorising instead of understanding. This influence attempts in searching about first-generation graduate students learning problems in transformation forms of grammar. This study intends to focus on the problems in Direct and Indirect Speech.

Definition of Transformation

The root 'trans' refers to change from one level or shape or pattern to other. It simply means change. It also suggests converting from one linguistic feature into another. In grammar transformation refers to morphological, structural or syntactical change.

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First-Generation Graduate Students

They are the first members in their families to attend college referred to as first- generation graduate students. Educational analysis reports undergraduates whose parents never enrolled their higher education in colleges, whose parent's highest level of education is a high school or Diploma or less than that.

Aim of the Study

The study aims to encounter and analyse the problems of the students on the transformational skills with reference to Direct and Indirect Speech.

OBJECTIVES OF THE STUDY

1. To know the learning difficulties in Direct and Indirect Speech among the first-generation graduate students.
2. To measure the level of achievement in Direct and Indirect Speech among the first-generation graduate students.
3. To offer suggestions for rectifying the learning difficulties in grammar especially in Direct and Indirect Speech.

METHODOLOGY ADAPTED FOR THE STUDY

The population of the study includes the students pursuing under graduation in Arts and Science colleges of Coimbatore district. In order to achieve the objectives framed for this study 120 students have been chosen for data collection by adopting purposive sampling method.

Hypothesis

The selection of the informants is varied from one another with different kinds of location, age, gender, mother tongue, parental education and occupation.

Errors Committed by the Learners in Direct Speech and Indirect Speech

Problems in Identification of Sentences

A group of words, which makes complete sense, is called a sentence. Sentences are of four kinds:

- A sentence that makes a statement or assertion is called a Declarative or Assertive sentence.

- A sentence that asks a question is called an Interrogative sentence.
- A sentence that expresses a command or an entreaty is called an Imperative sentence.
- A sentence that expresses strong feeling is called an Exclamatory sentence. (Wren and Martin,2007:P.1).

Problems in Identification

Before making an attempt at changing the speech from Direct to Indirect, or Indirect into Direct student should know how to classify into transformation namely speakers, listener, Reporting and Reported sentence etc...

E.g.: Kamal said to Vimal, 'I like music'
Speaker- Kamal
Listener- Vimal
Reporting verb- said to
Reporting verb- like
Reporting sentence- Kamal said to Vimal.
Reported sentence or message- I like music.

The above example emphasizes the problems in finding out the classification.

Problems in Transformation of Reporting Verb

When the students try to change the speech from Direct into Indirect, they must know initially what kind of sentence it is, then only they can use appropriate Reporting verb according to the kinds of sentence.

Sentence	Reporting verb in Direct	Reporting verb in Indirect
Statement	Said to -	Told
	Say, says, said, will say etc..	Remained unchanged

E.g.**:** Karthi said to me, "I don't believe you."

Karthi told me that he did not believe me.
Note: Here, the reporting verb 'said' to change into told.

Sentence	Reporting verb in Direct	Reporting verb in Indirect
Interrogative	Said to, said etc…	Asked, questioned, enquired, inquired, interrogated etc…

E.g.: He said to himself, "Am I a mad man?"

He questioned himself whether he was a mad man.

Note: Here, reporting verb said to change into questioned.

Sentence	Reporting verb in Direct	Reporting verb in Indirect
Imperative	Said to, said etc…..	Commanded, ordered, requested, advised, warned etc…

E.g.; Prince said to Niranjana, "Don't touch the live wire."

Prince warned Niranjana not to touch the live wire.

Note: Here, the reporting verb 'said to' is changed as warned.

Sentence	Reporting verb in Direct speech	Reporting verb in Indirect speech
Exclamatory	Said, said to etc…	Exclaimed, exclaimed with joy/ happiness/sorrow/wonder/surprise etc….

E.g.; "What a handsome boy Dinesh is! Suresh said.

I exclaimed with wonder that Dinesh is very handsome boy.

Note: Here, the reporting verb said changed into exclaimed with wonder.

Problems in Employment of conjunctions

When the students have to change sentence from Direct to Indirect speech, they must remove comma and quotation marks. Instead of removing punctuation marks in the Direct speech, they should use appropriate conjunctions according to the kinds of sentences.

Sentence	Punctuation marks in Direct speech	Conjunctions in Indirect speech
Statement	Comma& quotation	That
Interrogative	Yes/no with quotation Wh questions with quotation	If/ whether No conjunction(it itself transformed as conjunction)
Imperative	Positive with comma & quotation Negative with comma & quotation	To Not to
Exclamatory	Comma& quotation	That

Example of Statement sentence:

Janani said, "I like chocolates."

Janani said that she liked chocolates.

Note: Here, the Punctuation marks removed and changed into Conjunction 'that' and finally, place the full stop at the end of the sentence.

Examples in Interrogative sentence:

1. Sathya said to Suguna, "Was your brother married?"

   Sathya asked Suguna whether her brother had married.

   Note: Here, the punctuation marks removed and changed into conjunction 'whether' and finally, place the full stop at the end of the sentence.

2. Anand said to Durai, "What do you expect from me?"

   Anand wanted Durai to know what I expected from him.

   Note: No conjunction because WH question sentence itself work as a conjunction. The sentence whatever it may be but the students change it into Indirect, it should be statement sentence.

Examples in Imperative sentences:

Priya said to me, "Don't be foolish."

Priya advised me not to be foolish.

My sir said to me, "Study well."

My sir advised me to study well.

Examples in Exclamatory sentence:

Anish said, "What a beautiful university is this.!"

Anish said that University was very beautiful.

Problems in Transformation of Reported verb

The student should have thorough knowledge in tense forms. The verb which is inside the quotation is called Reported verb. The following table shows how the tense of the Reported verb changes from Direct to Indirect.

S. NO.	DIRECT	INDIRECT
	Simple present	Simple past
	Present continuous	Past continuous
	Present perfect	Past perfect
	Present perfect continuous	Past perfect continuous
	Simple past	Past perfect
	Past perfect	Past perfect continuous
	Past continuous	Past perfect
	Past perfect continuous	Past perfect continuous
	Will go	would go
	May rain	might rain….etc

(David green, 2009:P.184-185)

Problems in Transforming of Adverbs and Adjectives

There are many problems in changing Adverbs and Adjectives. Student must know what Adverb and Adjective are. Then only it is somewhat easy to change the sentence from Direct and Indirect forms. Some of the examples are shown in the following tables.

S.NO	DIRECT	INDIRECT
	This	That
	These	Those
	Here	There
	Hence	Thence
	Hither	Thither

(David green, 2009:P.186)

Exceptional problems in Direct and Indirect speech

1. He says, "I am not ready."
He says that he is not ready.
Reporting verb- says- present tense
Reporting verb-am-present tense

2. Raja will say, "I am studious."
Raja will say that he is studious.
Reporting verb- will say- future tense
Reported verb- am – present tense
Note: There is no changes in the case of Reported verb comes as present tense or future tense in the statement sentence.

3. "I know your friends", said vidhya to nithya.
Vidhya told nithya that she knows/knew her friends.
Note: There is no change in the tense of Reported verb when nithya's friends is known to vidhya still now means 'knows' is correct, but not now means 'knew' is correct. According to the two definition, we can use both knows and knew are correct.

4. Anand said to Ram, "My father reads a newspaper every morning."
Anand told Ram that his father reads a newspaper every morning.
Note: In case of reported sentence having "habitual actions", the tense of the Reported verb remains unchanged in Indirect speech.

5. The teacher said, "The Earth goes round the Sun."
The teacher said that the earth goes round the Sun.

Note: Incase of Reported sentence saying "universal truth", the tense of the Reported verb will remain unchanged in Indirect speech.

6. John Keats said, "A Thing of beauty is a joy forever."
John Keats said the thing of beauty is a joy forever.
Note: If the Reported sentence has a famous quotation said by famous author", the tense of the Reported verb will remain unchanged in Indirect speech.

7. Master said, "India got Independence in 1947."
Master said that India got Independence in 1947.
Note: If the Reported sentence has a past historical fact". The tense of the Reported verb will remain unchanged in Indirect speech.

8. Teacher said, "If you study well, you will pass."
Teacher said that if you studied well, you would pass.
Note: if the Reported sentence has "If clause", the verb in the main clause will change according to the If clause.

9. Sindhu said, "My father was watching t.v, while my mother was cooking."
Sindhu said that her father was watching t.v, while her mother was cooking.
Note: If two simultaneous order or actions takes place in a sentence, the tense will remain unchanged in Indirect speech.

CONCLUSION

The purpose of the study is to investigate the problems of the first-generation students and syntactic errors which they committed and faced in transformation forms of grammar especially in Direct and Indirect Speech. The study of literature is more focused than grammar, even though they have 45% of grammar part in their syllabus. In findings the researchers analysed the problems and found that tertiary level student gave less importance to transformation forms of grammar.

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Chapter 51

TRANSFORMATION OF LIFE SKILLS GRADUATE EMPLOYABILITY SUPPORT PROGRAMME IN INDIAN HIGHER EDUCATION FOR GLOBAL EMPLOYABILITY

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INTRODUCTION

India's higher education system is the third largest in the world, next to the United States and China. It has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning and open education is also a feature of the Indian higher education system, and is looked after by the Distance Education Council. Indira Gandhi National Open University is the largest university in the world by number of students, having approximately 3.5 million students across the globe.

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EMPLOYABILITY AT GLOBAL LEVEL

The attention of education policy-makers and the international education community is moving away from raising literacy levels and increasing access to secondary and higher education, towards skills required by the workforce to promote economic growth. Recognition of the issue is also growing in emerging economies and middle-income countries, and is likely to be a major debate in developing nations as discussion on what should succeed the Millennium Higher education experts say that universities are coming under increasing pressure to ensure that their graduates are 'employable', although preparation for 'employability' is still only rarely incorporated in university courses, and the skills that could make a difference in finding "There is growing awareness of the need to link education to employment," said Nicholas Burnett, managing director of the Results for Development Institute in Washington, DC, and a former assistant director general for education at UNESCO where he was head of the Education for All (EFA) Global Monitoring Report."The global recession or slowdown is provoking a reaction that there may be a problem on the supply side – that we've got all this unemployment because people don't have Deborah Roseveare, head of the Skills Beyond Schools Division of the OECD's Education Directorate in Paris, said there was a shift towards looking at skills and their effective utilization.

REQUIRE COMPETENCE AT GLOBAL LEVEL

In today's increasingly global market place and the internet making the inaccessible accessible employers are increasingly seeking employees with soft skills which can only be gained by working overseas. Overseas work experience demonstrates to prospective employers your adaptability, independence, resilience, flexibility, multicultural and global awareness. The skills and knowledge acquire through academic work are important, but we must also be able to work with multicultural teams, accept differing work practices and have an awareness of how businesses operate globally. A recent report from the British Council stated that employers are looking for "candidates who can navigate a workplace that transcends national and cultural borders, particularly for positions that require interaction with individuals and organizations from nationalities and cultural backgrounds different from their own". In addition, grants are available to students who work overseas. This can be in the form of Erasmus + mobility funding, Santander Travel Grants or through the Global A2I scheme. Unlike student loan, these do not need to be repaid.

STATUS OF INDIAN GRADUATE (2012–2013)

The higher education landscape of the country is characterized by 299 state universities, 140 private universities, 130 deemed universities and 44 central universities (as per the latest records released by Universities Grants Commission in September 2012). Along with these universities, the country houses 39 Institutes of National Importance (INI) that specialize in the fields of engineering & technology, management, medical sciences, languages, information technology, statistical research, pharmaceutical education & research and petroleum studies. In total, the country has 652 universities and university level institutes that impart higher and technical education and provide affiliation to more than 33,000 colleges and institutes in the country. Enrollment of Indian Students by Level of Education is Graduate-86%, Post graduate- 12%, research 1 % and diploma certificate- 1%. Enrollment of Indian Students by fields of study Arts- 37%, Science- 19%, Commerce and management-18%, Engineering and technology—16%, Education-4%, Medicine-4%, Law- 2%, others-1% and agriculture and veterinary science less than 0.25%.

EMPLOYABILITY GAP IN HIGHER EDUCATION

Global Higher Education Employability faces an opportunity gap. Those born in the bottom ranks have difficulty moving up. First, encourage more low-income children to go to college; and second, finance their education in order to narrow the opportunity gap — a strategy that policymakers have been pursuing for the past few decades. This lack of preparation is not the fault of institutions of higher education. Most colleges, especially the less selective schools at the community college level, have poured time and money into providing remedial courses to help underprepared students succeed, but the effort has done little to overcome the dropout problem. There have also been experiments with providing community college students with various supports such as counseling, the creation of "learning communities" that keep students together for mutual support, or providing extra financial resources to help meet living costs. However, these programs are costly and have had only modest success (Bettinger, Boatman, & Long, 2013).

YOUTH STATUS AND NEED FOR LIFE SKILL IN HIGHER EDUCATION

Youth are considered as the most productive members of the society, due to their physical and intellectual capacity. But it is sad to recognize the fact that most of the youth are unable to utilize their potential in an

appropriate way due to lack of guidance and motivation. Now a day a large number of youth engaged in antisocial activities which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. These habits deteriorate their physical and intellectual capabilities and also seem to be a burden to the society. Youths are engaged in many antisocial activities and which adversely affecting other members of the society. These high risk behaviors affecting society in a large extend. This new challenge requires immediate and effective responses from a socially responsible system of education. It may be noted that to date, no university or board of school education has come forward to initiate such a programme in the country which may be beneficial to our young people. In this connection life skill education plays a very vital role to increase the awareness among the youth about all social problems and to alleviate social evils from the society. Life skill education helps the individual to improve the decision making skill, ability to take every thing in the right sense and also improve their contributions to the society. A skill is a learned ability to do something well. Life skills are abilities, individuals can learn that will help them to live a fruitful life. Life skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as "Skills that help an individual be successful in living a productive and satisfying life."

LIFE SKILL AND EDUCATION

The ability for adaptive and positive behavior enables individuals to deal effectively with demands and challenges everyday life (WHO) in an effective way. It further encompasses thinking skill, social skill and negotiation skill, it is life skill. It also helps the young people to develop and grow into well behaved adults. Life skill education aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect them selves and to promote health and meaningful social relationship. Life skill facilitates a complete and integrated development of individuals to function effectively as social beings.

Skill based approach in life skill education follows well established mentoring techniques to develop students innate quality and also motivating them to adopt socially acceptable pattern of life style's particularly, strategy consisting of a group of people combined together to help themselves by identifying their talents and directing them to choose an appropriate

steps to enhance their skill and abilities as a part of development. Proper feed back are necessary from the trainer as well as the peer groups to an individual to improve their confidence. Through the experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

PROGRAMME FOR GETTING EMPLOYMENT

In Indian Graduate Employability Support Programme was a partnership, through the universities. The programme was initially to develop, test and pilot a range of activities to support graduate employability in the region. At its conclusion the project has supported over Global graduates, has built lasting relationships with its partners and stakeholders, mainstreamed best practice and brought learning into the world from the programme's transnational partners based in India .

CONCLUSION

To be need to re-examine our narrow notion of higher education system currently existing as paper work. Whole academic community needs to take a more proactive role – shaping the newly emerging 21st-century educational world. Require a more effective response to borderless Higher education. Promote a debate between national and international stake holders to develop a coordinated policy on the implications of transnational education (imported and exported) for the global employability to our youths from world knowledge hub. The incorporation of life skills is the key to remove the barriers of the Indian younger generation and it will fetch more opportunities in the global employment. This kind of Graduate Employability Support Programme is made Indian youth as global competitive personalities and save them from the clutches of present under employability.

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Chapter 52

PROFESSIONALIZING THE TEACHER AND TEACHER EDUCATION FOR GLOBAL WORLD

S. Karthikeyan* and E. Madhavan**

INTRODUCTION

Indian Education Commission's Report (1964) mentions that education is a powerful instrument of social, economic and political changes and therefore is to be related to the long term national expirations and the short-term national aspirations and the short-term problems it is called upon to face. Through education, the potentials of everyone are to be developed instilling the feeling of one's social obligations. From the very beginning of human race, 'teaching' and 'learning' continue to be practiced in all societies is some way or other. Initially the family served as the agency of education. Thus was born the formal agency of education called 'school' and people trained in the teaching-learning process were appointed as teachers. The first revolution in the history of education occurred when the task of educating the young was shifted, from parents to teachers and from home to school. In this system of formal education too, changes took place with the passage of time in aims, structure and activities; changes continue to take place even today.

GLOBALIZATION

Globalization is a much talked about term today and has become a phenomena, which is greatly affecting the society in general and different nations in particular. Globalization is the integration of economic, political

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and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. Globalization is the comprehensive term for the emergence of a global society in which economic, political, environmental, and cultural events in one part of the world quickly come to have significance for people in other parts of the world.

Globalization can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. Hence globalization gives rise to the terms like "*One World*" and "*Global Village*" and lays emphasis on decreasing the importance of national borders and increased flow of people, ideas, knowledge, capital, technologies, etc throughout the world.

FEATURES OF GLOBALIZATION

- Growth of transnational corporations and multinational corporations/ organizations.
- International division of labor.
- Encouragement of markets rather than government central planning.
- Growth of offshore finance and telecommunication that can link banks, stock markets, companies and organizations together in a global network.
- Increasing migration of peoples within and across national boundaries in search of work.
- The growth of media by satellite that ensures programs to be beamed across the globe regardless of national boundaries.
- Growth of national and international Non-Governmental Organizations (NGOs)

GLOBAL EDUCATION

The purpose of globalization and global education is to develop a 'global perspective' and sensitize the youth for understanding the multicultural world and maintaining peace and harmony in the world. People in general and the youth in particular has to be aware of the global happenings and issues and the interdependence of people. Global perspective means *sharing and cooperation* with others allowing them to use whatever resources are available to attain individual as well as common goals. Further, *empathy* towards others, i.e. understanding and sharing feelings, *communication ability* in order to express and exchange thoughts, feelings and information

and *resolving conflicts* by finding satisfactory ways of dealing with disagreement or argument between people, groups, societies or nations.

PROFESSIONALIZING THE TEACHER AND TEACHER EDUCATION FOR GLOBAL WORLD

There are many challenges before the teaching profession. Firstly, teachers need to radically adapt to the new skills, techniques, methods and demands and secondly a change in the mind set to take up new responsibilities. It is only then that the teacher can be professionalized. Teaching is a profession with competing demands. In spite of a high demand for teachers the profession has not attracted the best with adequate qualifications, training and desire the world over. As such, the following steps will help in professionalize the profession and the teacher.

- No devaluing of teacher functions
- Good salaries
- Good working conditions
- Flexible hours
- Individualized training to meet the needs of heterogeneous group of teachers catering to heterogeneous students.
- Constant training in use of new methods of teaching, counseling, meeting curricular demands, computers, finding and interpreting information
- Autonomy to teachers in classroom management, teaching strategies, arrangement of furniture and work spaces,
- Standardize the skills and their certification, to be acquired by a teacher enabling it to be used world over.

In order to prepare the new age teachers, the system of teacher education has to adapt new challenges faced by the system. Systemic changes have to be made to prepare the global teacher. These could be in the form of infrastructure, facilities, selection, recruitment and retention of competent human resources, adopting and training in new technologies, and upgrading the curriculum.

CONCLUSION

Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world

economy for economic liberalization. Acceleration in this trend can be characterized by three essential factors, economic activity spreading worldwide, increase in technological innovations especially in the areas of communication and transportation and interdependence between people and nations. Globalization can be associated with three aspects, deterritorization, interconnectedness and speed and velocity. Globalization has also resulted in the emergence of two contradictory phenomena, standardization and diversification.

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Chapter 53

AN ANALYSIS OF HIGHER SECONDARY STUDENTS' LOGICAL THINKING SKILL IN MATHEMATICS

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ABSTRACT

The aim of this study is to investigate whether the logical thinking level of higher secondary students were being affected by the variables of gender and school type. The study was conducted using survey method and the sample included 200 students who have chosen mathematics as one of the subject at the higher secondary level. The data were collected through a questionnaire consisted of 45 questions which was developed by the investigator for measuring logical thinking level. The students were required to choose the best possible answer among the given alternatives. Pearson Correlation, Multiple Regression and t-test were used for analysis of data. The results of the study indicated that the logical thinking ability of higher secondary students was significantly affected by both the variables gender and school type.

Keywords: *Logical Thinking Ability, Gender, School Type.*

INTRODUCTION

The development of logical thinking abilities had considerate interest in the world of education. Cohen (1980) stated that the ability of logical thinking is positively correlated with the ability of performing the rules in the society. Hence, being responsible for preparing individuals for their future positions in the social life, schools aim to improve the logical thinking

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skills of their students. The ability of logical thinking has a fundamental role in students' academic performance in mathematics. From the related literature, it has been pointed that among the priorities of the mathematics and science education was developing students' logical thinking abilities (Lawson, 1982).

SIGNIFICANCE OF THE STUDY

Logical thinking ability in mathematics is an indispensable skill needed for each and every student at the higher secondary level. As the students are in the gateway to enter into higher education, they should excel in logical thinking skill so as to achieve better in whatever course they are going to take in their higher education. Hence, the investigator felt the importance of this study and chosen the sample as students at the higher secondary level. Nonetheless, not many studies have been conducted to gauge the higher secondary school students' logical thinking abilities in the Indian context.

Research Questions

The following research questions were framed to guide this study.

1. Are there any relationship between gender, school type and logical thinking ability in mathematics?
2. What is the contribution of each of the two predictor variables: gender and school type to logical thinking ability?
3. Is there any difference in logical thinking ability of higher secondary students based on their gender and school type?

Operational Definition

Piaget (1969) defines logical thinking as mental operations used by individuals when the encounter specific problems. According to Demirel (2003), logical thinking includes the abilities of using numbers effectively, providing scientific solutions to problems, detecting the separations between the concepts, classifying, generalizing, representing with a mathematical formula, computing, providing a hypothesis, testing and stimulating.

METHODOLOGY

This study adopted a normative survey method in collecting data from the proposed sample of this study. This research study involves the determination of the effect of variables namely gender and school type

to logical thinking ability of higher secondary school students. Based on Cognitive Development Theory proposed by Jean Piaget, higher secondary students those who are at the formal operational stage (15-16 years) which they can think logically about abstract propositions and test hypotheses systematically were constituted as sample. Hence, a total of 200 first year higher secondary school students i.e. 100 students from Government schools and 100 from Government Aided schools were chosen as the sample for this study. The data were collected through a questionnaire which consists of 45 questions to test the logical thinking ability of higher secondary school students was developed by the investigator.

The students were instructed to choose the best possible answer from the given alternatives. In scoring of the participants' score on the instrument, for the multiple choice items, students received 1 point for providing the correct answer with the correct reasoning behind it and 0 point for the wrong answer. Using Cronbach Alpha Co-efficient method, the reliability of the tool was found to be 0.871 which is highly reliable for the targeted sample of this study.

Data collected was analyzed by using SPSS 16.0. In order to determine individual and combined contribution of gender and school type to logical thinking ability of higher secondary students, multiple regression analysis was performed. To test the mean score differences between independent samples, the researcher utilized independent samples t test.

DATA ANALYSIS AND RESULTS

Research Question 1

Are there any relationship between gender, school type and logical thinking ability in mathematics?

Table 2: Correlation between gender, school type and logical thinking

Variable	Gender	School type
Logical Thinking	0..472**	-0.383**

**** Significant at 0.01 level**

Results from Table 2 revealed that gender correlated positively with logical thinking whereas school type correlated negatively with logical thinking and the correlation co-efficient were significant at 0.01 level.

Research Question 2

What is the combined contribution of each of the two predictor variables: gender and school type to logical thinking ability?

Table 3: Summary of the Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608[a]	.369	.363	5.834
a. Predictors: (Constant), gender, schooltype				

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3923.540	2	1961.770	57.637	.000[a]
	Residual	6705.240	197	34.037		
	Total	10628.780	199			

a. Predictors: (Constant), gender, school type

b. Dependent Variable: logical thinking

Results from table 3 shows that the predictor variables jointly account for 36.9% of the variance observed in students' logical thinking ability and it is inferred that the result is significant at 0.01 level.

Research Question 3

Is there any difference in logical thinking ability of higher secondary students based on their gender and school type?

Table 4: Mean Difference in logical thinking ability based on gender and school type

Variable		N	Mean	Std. Deviation	t-value	Significance
Gender	Boys	100	21.87	6.429	7.531	.000**
	Girls	100	28.75	6.491		
School Type	Govt. Aided	100	28.10	7.231	5.829	.000**
	Government	100	22.52	6.272		

** Significant at 0.01 level

From the above 't' values, it is inferred that there is significant difference between boys and girls in their logical thinking at 0.01 level. The mean scores revealed that girls were higher in logical thinking abilities when compared to boys. This result might be caused due to the fact that girls are more confident and hard working than boys. This finding was contradictory with the previous researchers (Lay Yoon Fah, 2009; Tuna et al., 2013) who found that there was no significant difference in logical thinking abilities based on gender.

It is also found that there is significant difference between the students' logical thinking ability studying in Government Aided and Government higher secondary schools at 0.01 level. Similar result was also evident from the study conducted by Tuna et al. (2013) where significant difference was found between the students based on their school type. From the mean scores, it was found that the students who are studying in Government Aided schools performed better in logical thinking test. A cause for this result could be the fact that students with higher scores might have chosen mathematics as one of the subject in Higher Secondary level because of their own interest and were selected on merit basis than those who placed in Government schools.

CONCLUSION

From the light of above results, it has been concluded as follows. As research indicates that teaching methodologies significantly contributes on one's ability of logical thinking (Yenilmez, Sungur & Tekkaya, 2005), use of special teaching techniques and activities requiring critical skills such as problem solving, creative, critical and reflective thinking would improve students' logical thinking abilities. Hence, teachers should strive to improve upon these skills among students so as to ensure better future for them.

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Chapter 54

TECHNO-PEDAGOGICAL SKILLS IN TEACHER EDUCATION

D. Latha* and Dr. D. Vinodh Kumar**

INTRODUCTION

Indian educational system has undergone several reforms from Vedic age to post modern age. All reforms were to bring quality in education. The development in technologies has changed the world more and that changes enter the classroom. The oldest methods in teaching profession are evolving from an emphasis on teacher-centered, lecture-based instructions to student-centered interactive learning environments. United Nations Educational Scientific and Cultural Organization *(UNESCO 1998)* in World Education Report, "Teachers and Teaching in a Changing World", describes the radical implications, the new information and communication technologies for conventional teaching and learning.

TECHNO-PEDAGOGY SKILLS

Techno-pedagogy is a key factor in the 21st century of education. What exactly is meant by this term? Literally, 'pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handcrafting, derived from the Latin 'texere' (to weave or fabricate). Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment.

Recent developments of innovative technologies have provided new possibilities to teaching profession but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching

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(Robinson and Latchem, 2003). One of the main aims of teacher education program is to develop skills and appropriate knowledge among trainees. Usage of technology, pedagogy and subject content effectively in the classroom teaching is known to be techno-pedagogical skills.

AREAS OF TECHNO-PEDAGOGICAL SKILLS

The challenge for higher education institutions, particularly teacher education, has been to create a new generation of teachers capable of employing a variety of technology tools into all phases of academic, administrative, research, and extension functions.

In techno-pedagogical skills there are three areas of knowledge which were emphasized by Koehler and Mishap (2005). These three areas are:

1. Subject knowledge: the content of the subject to be taught.
2. Technological knowledge: modern technology like computer, internet, mobile and etc.
3. Pedagogical knowledge: methods and strategies of teaching and learning processes.

INTEGRATION OF TECHNOLOGY IN TEACHER EDUCATION PROGRAM

Integration of technology in teacher education program has been approached in several institutions around the world and the approaches are refined into four major categories.

They are as follows:

1. ***Technology skill development approach:*** In this approach, importance is given to provide training in the use of technology. Teacher trainees are expected to be skilled in use of technology in day-to-day activities.
2. ***Technology pedagogy approach:*** In this approach, importance is given to the integration of technology into subject content.
3. ***Subject specified approach:*** This approach, emphasizes the subject content of the teacher trainees. This approach also expose to innovative ways of learning and also to provide practical understanding of learning.
4. ***Practice-driven approach:*** This approach helps in understanding the use of technology in practical aspects, like developing lesson plans, assignment and more.

IMPACT OF TECHNOLOGY IN TEACHER EDUCATION

- Technology in teacher education is a gate way to the global society of information.
- Knowledge about learning and create more effective learning.
- The technology competencies required by teachers related to content, pedagogy, technical issues, social issues, collaboration, and networking.
- Awareness about innovative trends in instructional strategies.
- Helps to present ideas more effectively and interestingly.
- Teacher trainees are motivated for self learning.
- The latest research trends and methodologies can be updated.
- Enroll for the professional development.
- Promotes higher order thinking.
- Promotes interpersonal skills.

ROLE OF TEACHER EDUCATOR

- Teacher educators can encourage the trainees towards technology integration.
- Teacher educators can be updated with latest technological developments in teaching and learning process.
- Examine a variety of evaluation and assessment tools including electronic portfolio assessment.
- Plan, design, and demonstrate the use of multimedia applications for instructional use through multimedia projects.
- Interact through e-mail/forum/communities/blogging with trainees, participating schools, and parents.
- Aid the implementation of technology plans at institution level.
- Address issues related to acceptable user policies, student safety, ethics, security, copyright, etc.
- Use information literacy to access, evaluate, and use information from a variety of sources.

CONCLUSION

As per the report published by UNESCO in 2003 the advanced countries including Australia, South Korea and Singapore have integrated technology into their educational system. Countries using technology but have not

fully integrated technology in education include China, Thailand, Japan, Malaysia, Philippines and India.

The best use of information communication technologies in India i.e. Video conferencing facility which was introduced to import knowledge about the new technologies by UGC-CEC network with the help of ISRO and Doordarshan in the year 1994. CEC (Consorting for educational communication-an inter university centre of University Grants Commission) is responsible for maintaining the quality of e-content material in higher education. All the CEC material will be available on website through internet all over the world which can be accessed and used for educational purpose in most of the subjects taught in the country in two to three years time.

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Chapter 55

DO UNDERACHIEVING COLLEGE STUDENTS COGNITIVELY DISTORTED?

A. Linsey Cranab* and Dr. B. William Dharma Raja**

ACADEMIC PERFORMANCE

Academic performance is a paramount importance now-a-days, not only for the students but also for national interests. Low achievement and poor performance are often associated with dropping out (Weiner, 2003). These poor grades may highly impact on the entry to higher education and also spawn some cognitive distortions.

Dr. Beck has written extensively about the many different kinds of cognitive distortions that people commonly fall victim to (Grohol, J.M,2013). The following section lists some common cognitive distortions. Personalization, Filtering, Polarized thinking, Overgeneralization , Mind reading, Control fallacies, Perfectionism, Emotional Reasoning , and Blaming.

Among these cognitive distortions, *Perfectionism* and *Blaming* highly influence on academic performance and vice-versa (Sharma, Kalia & Yadava, 2008). When these distortions occurred over a long period of time, and to a marked degree and must adversely affect the individual's educational performance. Besides experiencing academic difficulties, college students with anxiety disorders experience poor peer relationships (Salkind, 2008). Cognitive distortions increase their sense of skill and mastery and address problems such as lowered academic achievement, poor peer relationships, poor self-esteem and poor behavioural problems (Shaffer & Waslick, 2002). Because of these faulty automatic thoughts, an anxious college student

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may have the maladaptive thought process of catastrophizing. This could negatively impact their ability to engage effective, rewarding interpersonal relationships and may also negatively impact their academic performance (Worchel & Gearing, 2010).

Cognitive Distortions are habitual ways of interpreting information that alter reality so that an unnecessarily negative view of one's self, circumstances or future is generated (Wilkes, Belsher, Rush & Frank, 1994).

PERFECTIONISM INFLUENCING POOR PERFORMANCES

One of the major characteristics of perfectionism include fear of failure or fear of making mistakes. Some individuals motivated by a need for achievement, others may motivated by a fear of failure. In fact, the fear of failure is a good predictor of poor performance. The greater a student has fear of failure, the poorer his or her performance (Plotnik & Kouyoumdjian, 2011)

Combined with increasing pressures to succeed at their academic, perfectionism may adversely affect individual's sense of accomplishment and their actual achievements (Janes, 2007). Due to perfectionism, students feel anything that comes from within them is suspect worth, and on exams, they tend to doubt on their own memory. Test-anxious will focus on their anxiety and self-doubt instead of attending to the test itself. Self –doubt and perfectionism often lie at the roots of test anxiety and poor academic performance (Whitley, 2001).

The underachiever's belief that only perfection can compensate for their inferiority further inhibits their productivity. Because of having perfectionistic goals, an underachiever only focuses on the product rather than the process of learning. But at the end, their failure to attain perfectionistic goals further confirms their belief in themselves as powerless individual (Rathvon, 2010).

BLAMING - A COROLLARY OF UNDERACHIEVEMENT

Blaming gives us a moment of respite, and that brief moment it feels good. Some underachievers blame them, not making the desired effort and gaining the marks that they were capable of achieving (Wiggins, 2012). They also offered the blame to the possibilities including teachers, friends, parents, siblings and themselves, or a combination of these. But most of the time underachievers fail to accept responsibility for themselves. They almost always blame everyone beyond their control for their lack of effort and follow-through the work (Pomerantz & Pomerantz, 2002).

The blaming nature also moves on to parents by blaming their wards and the school for underachievement. Some parents often blame that the school is inadequate and produce a list of complaints about it. There is a little attempt to see the college students as they are; the deficits are so threatening that the parents must find someone or something to blame (Whitley, 2001).

The underachiever blames others for his problems and often brings home tales of unfair treatment by his teachers. But criticizing the teacher not only hinders the development of a cooperative spirit between parent and teacher but reinforces the college students themselves as helpless and irresponsible by rescuing themselves from the consequences of his behaviour.

STRATEGIES TO OVERCOME COGNITIVE DISTORTIONS

1. *Identifying strength and ability of self:* Every child has unique aptitude in every area. It helps to explore their talent in that particular area.
2. *Burying the judge within you* (Butler & Hope, 2007): The self may compare activities with others and judge prejudice about self. When the 'wrong judge' gets buried, it helps to learn how to replace the judgements with facts.
3. *Identifying the distortions which exhibit low self esteem:* Using Cognitive Behavioural Therapy technique one can identify their own cognitive distortions.
4. *Being positivist:* By focusing on the positive features of their own personality and expertise, rather than on the negative ones, brings a positive approach in life ensures success and happiness.
5. *Nurturing the self esteem of others* (Branden, 1998): By the way of encouraging the self esteem of others also support our own.Top of Form

ROLE OF TEACHERS TO MITIGATE COGNITIVE DISTORTIONS AND UNDERACHIEVEMENT

By viewing students' entry level skills, home environments, level of effort expenditure by the students, and help the students with inferiority. (Tollefson, 2000). Provision and teaching approaches need to be flexible to meet the needs of underachieving students (Vahid et al., 1998). For the reason that underachievement generate severe cognitive distortions and vice-versa, recommending underachieving students for counselling gives

better solution (Pagnani, n.d). In helping the students to understand the impact of such cognitive distortions in their academic performance, the teacher should employ a variety of directive, dialectic teaching methods, including presenting prepared written descriptions or illustrations of each of the distortions.

FINALLY...

Teachers can use the strategies mentioned above to create an environment in which their college students feel confident about themselves and value achievement. By helping them realize that they have a role in their own talent development, teachers can promote their students' motivation and self-determination. Though the thoughts, feelings and emotions may have correlate with underachievement, it is very imperative to strengthen the cognitive domain through education.

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Chapter 56

USING ICT TO IMPROVE THE LEARNING SKILLS OF STUDENTS WITH LEARNING DISABILITIES IN HIGHER EDUCATION

Dr. V. P. Matheswaran and R. Radha***

INTRODUCTION

With the advent of information and communications technology (ICT), new hopes are emerging for Learning Disabilities (LD). Despite the huge challenges, sincere efforts are being undertaken to implement the use of ICT to counter obstacles related to disability. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc. Information and communications technology and assistive technology offer new opportunities for everyone, but these opportunities are specifically more significant for LD, who uses assistive technology for their daily activities to a higher extent than people in general. It is vital that people are able to benefit on an equal basis from the rapid development of ICT, to enable them to partake in an inclusive and barrier-free information society. ICT has the potential to make significant improvements in inclusion, development, e-learning and education for students with learning disabilities.

LEARNING DISABILITIES

Learning disability (LD, sometimes called a Learning Difference, Learning Disorder, or Learning Difficulty) is a classification including several disorders in which a person has difficulty learning in a typical

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manner, usually caused by an unknown factor or factors. The unknown factor is the disorder that affects the brain's ability to receive and process information. Learning disabilities affect every person differently and they present differently at various stages of development. Learning disabilities can affect a person's ability in the areas of Listening, Speaking, Reading, Writing, Spelling, Reasoning and Mathematics. The National Joint Committee on Learning Disabilities (NJCLD) defines learning disabilities as "…a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span…." (1990, p. 65).

Types of Learning Disabilities

Specific types of learning disabilities include the following:

Dysgraphia-An individual with Dysgraphia has a difficult time with the physical task of forming letters and words with a pen and paper and has difficulty producing legible handwriting.

Dyscalculia-A person with Dyscalculia has difficulty understanding and using math concepts and symbols.

Dyspraxia-Language comprehension of a person with Dyspraxia does not match language production. She may mix up words and sentences while talking.

Dyslexia-An individual with Dyslexia may mix up letters within words and words within sentences while reading. He may also have difficulty spelling words correctly while writing; letter reversals are common. Some individuals with Dyslexia may also have a difficult time with navigating and route finding using right/left and/or compass directions.

The Prevalence of Learning Disability

In India, around 13 to 14 per cent of all school children suffer from learning disorder. According to SSA (Sarva Siksha Abhiyaan) statistics, one in every six students has some form of learning disability.

LEARNING DISABILITIES IN HIGHER EDUCATION

Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. In the Ninth five-year plan, the University Grants Commission (UGC) has stated that persons with disability should not be ignored in the higher education system. It has recommended a scheme to provide special assistance to disabled persons to

facilitate better accessibility in higher education. According to Article 26.1 of the University Declaration of Human Rights, higher education shall be equally accessible to all on the basis of merit. They may be generally less mature and have more problems in making social relationship Children with Learning Disabilities. The aim of the Educational Policy in India should be such that, it can provide access to disabled students in higher educational institutions and the existing structure should be made disability friendly. The UGC initiated scheme called "ICT for teaching and learning process" for achieving quality and excellence in higher education. Students at Higher Education with dyslexic difficulties can apply for the Disabled Students Allowance.

ICT AND LEARNING DISABILITIES

Today, technology has made it possible for persons with disabilities to read and work independently. Some institutions for higher learning around the country, like St Xavier's College, Mumbai, Delhi University and Loyola College in Chennai have already set up ICT centers which facilitate reading and working students who are print impaired. They offer support through digitization, training, and facilities. Organizations like National Association for the Blind and other Daisy organizations convert study materials for blind students and make them available in formats and media of the students' choice. Students with learning disabilities often need ICTs that help with reading, outlining and writing more effectively.

Students with visual impairments, too, need to be able to read their textbooks and other types of course materials. Recently, a trend has emerged towards the use of universal design in higher education. At present, many students with different disabilities need specific types of adaptive technologies that allow them to access the ICTs they need. ICT and AT have the potential to make significant improvements to the lives of students, promoting equality and fostering the development of students with learning disabilities. Including these students in the use of ICT and AT improves their social skills, learning and ultimately their employment opportunities, by providing the best education possible, building their capacities and developing important life skills.

Overall Goal(s) of Empowering Students with Learning Disabilities Through Technology

Information and communications technology (ICT) has been identified as an important aspect of the wider strategy for the social inclusion of students with disabilities. The following are some of the common approaches utilized.

Distance e-Learning: The distance learning home is accessible to students with learning disabilities. Distance courses allow students with disabilities to continue living at home while they are studying, to share documents, lessons, exchange ideas and make presentations.

Reading digital and audio libraries: Students with reading disabilities, impaired sight, dyslexia and other disabilities are now able to follow educational courses via digital and audio libraries, accessing their material, content and resources via the Internet**.**

Internet, broadband for persons with disabilities: People with disabilities are today using the Internet, which builds their capacity to communicate with each other at a distance**.**

WINNING COMMUNICATION

Students with learning disabilities are now able to communicate with others online, taking e-learning courses and interacting with the instructor and other students through online discussion forums**.**

ROLE OF ICT IN HIGHER EDUCATION

The new digital ICT is not single technology but combination of hardware, software, multimedia, and delivery systems. Today, ICT in education encompasses a great range of rapidly evolving technologies such as desktop, notebook, and handheld computers, digital cameras, local area networking, Bluetooth, the Internet, cloud computing, the World Wide Web, streaming, and DVDs; and applications such as word processors, spreadsheets, tutorials, simulations, email, digital libraries, computer-mediated conferencing, videoconferencing, virtual environment, simulator, emulator etc. They have emerged as powerful tools for diffusion of knowledge and information. For educational purposes, much of the power of the Internet lies in is its ability to foster virtual learning communities, and LD students are no exception to this. ICT certainly offers students the capacity to construct their own learning experiences, and this applies also to students with Learning Difficulties.

DIFFICULTIES OF DISABLED IN USING ICT

Some of the difficulties which are generally faced by different types of a disabled are:

- A physical impaired user may have difficulties in using input devices.
- A visual impaired user may have difficulties in seeing display devices.

- A hearing impaired user may have difficulties in hearing audio information.
- A person with learning/cognitive disability may have problem in understanding system operations.

To solve above mentioned problems assistive technologies are used. Assistive technologies usually refer to those products, devices or equipment's, which are used to increase or improve the functional capacities of individuals with disabilities.

LEARNING DISABILITIES AND ASSISTIVE TECHNOLOGY

Assistive technology (sometimes referred to as "adaptive technology") is a general term that describes the types of tools and devices that assist people to achieve greater independence. As defined by the Individuals with Disabilities Education Act Amendments of 1997 (IDEA), an assistive technology device is "any piece of equipment, or product system . . . that is used to increase, maintain, or improve functional capabilities of individuals with disabilities" [Part A, Sec. 602(1)]. ICT and AT for the development of disabled persons involve adopting appropriate techniques to obtain maximum benefit. For individuals with LD, assistive technology can include such things as scanners and screen reading software, voice recognition software, calculators, highlighting and note-taking programs, electronic/digital organizers and much more**.** Complex, high-tech tools as well as common, more low-tech devices are all examples of assistive technology. Complex or high-tech, assistive technology devices include:

- computers with print-recognition software that "read" text aloud,
- speech recognition systems that turn oral language into written text,
- talking calculators that assist people with math difficulties, and
- software that predicts and edits words for people who are prone to spelling difficulties

Assistive technology is an umbrella term, which can be divided into two main groups: hardware and software. Hardware refers to actual equipment. For example, tape recorders and calculators are two common types of hardware. Software refers to the programs that run on computers, telling the computers what to do. Some examples are:

Kurzweil 3000 is a comprehensive reading, writing, and studying program for students with learning disorders and for English-language learners. Kurzweil 3000 will read text aloud while highlighting each spoken word. It offers students tools to increase reading speed and comprehension, as well as features to improve writing skills, such as spell checking, word prediction, help with homophones, and a dictionary, to name a few.

Dragon Naturally Speaking Professional is a speech-recognition program, which is useful for students with motor disorders and/or learning disorders—or for anyone who prefers talking to typing. Dragon converts speech to text in many mainstream programs (e.g., Microsoft Office suite, Web browsers) and allows students fulfill assignments; send e-mail; use the Web; and command and control their computers—all by voice.

Text Help System provides literacy software solutions. This software is developed to help struggling readers and writers, those with literacy difficulties, learning disabilities such as dyslexia, mild visual impairments, and also those for whom English is a second language. It helps to improve users reading, writing and research skills at school, in the workplace, and at home.

ACCESSIBILITY AND W3C RECOMMENDATIONS

Accessibility is the quality of a system that makes it easy to learn, easy to use, easy to remember, error tolerant, and subjectively pleasing .Web Accessibility Initiative (WAI) guidelines are the result of the negotiations that the World Wide Web Consortium (W3C) adopted for promoting the use of ICT for people with disabilities.

Web Content Accessibility Guidelines (WCAG) 2.0 has given wide range of recommendations for making Web content more accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, and photosensitivity.

CONCLUSION

The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems (HES) leading to quality enhancements.. There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment. ICT enabled education will

ultimately lead to the democratization of education. ICT means new digital technologies (hardware and software) and of course new hope for students with learning disabilities for their teaching and learning. ICT certainly offers students the capacity to construct their own learning experiences, and our investigations suggest that this applies also to students with learning difficulties. One of the problems that this group face, however, is not being a big enough political lobby to be able to obtain the funding and support that they deserve and that could make a huge difference to their education.

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Chapter 57

DEVELOPING EFFECTIVE COMMUNICATION FOR IN-SERVICE TEACHER TO OVERCOME COMMUNICATION DISORDER OF STUDENTS IN ENGLISH

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INTRODUCTION

India is a multilingual country. After independence English language is considered as the international language and also the lingua franca of literate. For effective communication language must be flawless. Effective communication should generate the desired effect and maintain the effect, with the potential to increase the effect of the message. Teacher is a source of effective communication, a motivator, a guide and friend to students. The ability to participate in active and interactive communication with peers and adults in the educational setting is essential for a student to succeed in school.

According to Finochhiaro (1973) a good teacher recognizes the importance of communicative situations, which simulate or duplicates the real situations in which students will need to use foreign language. Harmer (1983) has pointed out that one of the teacher's responsibilities is that students should practice correct language. Communication is the activity of conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands,

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as by speech, non-verbal gestures, writings, behavior and possibly by other means such as electromagnetic, chemical or physical phenomena and smell. Communication requires a sender, a message, a medium and a recipient, although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver understands the sender's message.

TEACHER'S ROLE IN COMMUNICATION PROCESS

Hubley (1993) has shown us that communication is *a complex process*. At any stage of this process things may go wrong, making the communication less effective. For instance, the sender may not express what s/he wants to say clearly; or the room may be noisy; or the receiver may not understand the words the sender is using. To be effective, teachers have to try to identify the *barriers to communication*. However, the most important way to identify the barriers is *two-way communication*. Recent researches prove that there is lot of language impairments which is responsible for less effective communication. "A communication disorder is impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems." (Pinborough-Zimmerman, et al, 2007)

DEFINITION FOR COMMUNICATION DISORDER

According to the DSM-IV-TR, communication disorders are usually first diagnosed in childhood or adolescence though they are not limited as childhood disorders and may persist into adulthood. They may also occur with other disorders. Diagnosis involves testing and evaluation during which it is determined if the scores/performance are "substantially below" developmental expectations and if they "significantly" interfere with academic achievement, social interactions and daily living. This assessment may also determine if the characteristic is deviant or delayed. Therefore, it may be possible for an individual to have communication challenges but not meet the criteria of being "substantially below" criteria of the DSM IV-TR. A communication disorder is any disorder that affects somebody's ability to communicate. It is impairment in the ability to receive, send, process and comprehend concepts or verbal, nonverbal and graphic symbol systems. It may range in severity from mild to profound. It may be developmental or acquired. Individuals may demonstrate one or any

combination of communication disorders. A communication disorder may result in a primary disability or it may be secondary to other disabilities. In normal students two expressive forms of disorder are found. They are speech disorder and language disorder.

TYPES OF COMMUNICATION DISORDER IN NORMAL STUDENTS

A speech disorder is impairment of the articulation of the speech sounds, fluency and voice. An articulation disorder is the typical production of speech sounds characterized by substitutions, omissions, additions or distortion that may interfere with intelligibility. Fluency disorder is an interruption of the flow of speaking characterized by a typical rate, rhythm and repetitions in sound, syllables, words and phrases. This may be accompanied by excessive tension struggle behavior and secondary mannerism. A voice disorder is characterized by the abnormal production and absence of vocal quality, pitch, loudness, resonance and duration, which is appropriate for an individual's age and sex.

Language disorder is impaired comprehension and use of spoken, written and other symbol systems. The disorder may involve the forms of language (phonology, morphology, and syntax), the content of language (semantics), and the function of language in communication. Form of language- phonology is the sound system of a language and the rules that govern the sound combinations; morphology is the system that governs the structure of words and the construction of word forms. Syntax is the system governing the order and combination of words to form sentences and the relationship among the elements within a sentence. Content disorder – semantics is the system that governs the meanings of words and sentences. Function of language is the system that combines the above language components in functional and socially appropriate communication.

SYMPTOMS OF COMMUNICATION DISORDER

American Speech Language Hearing Association (2013) identifies the following signs and symptoms of Communication Disorder among Adulthood

- Struggles to say sounds or words (stuttering)
- Repetition of words or parts of words (stuttering)
- Speaks in short, fragmented phrases (expressive aphasia)
- Says words in the wrong order (expressive aphasia)
- Struggles with using words *and* understanding others (global aphasia)

- Difficulty imitating speech sounds (apraxia)
- Inconsistent errors (apraxia)
- Slow rate of speech (apraxia)
- Slurred speech (dysarthria)
- Slow or rapid rate of speech, often with a mumbling quality (dysarthria

NEED FOR EFFECTIVE COMMUNICATION TO TEACHERS

Effective Communication is the heart of Education. The effective communication of teachers can directly affect the success of students. Teachers are inevitably spending 7 hrs a day with students in the classroom, their communication is honed to being effective and it is vital in shaping one's personalities. Proficient communications make teachers excellent because they are able to transmit knowledge, skills and values at the same time they communicate with care for the students entrusted to their care. Those teachers who are effective in communication alone could identify the communicative disorder in students. Identifying communicative disorder at school level prevent the student from facing the adverse situation in the future.

PREPARATION PROGRAMS FOR TEACHERS'

Improving teacher quality has emerged as a key strategy to increasing global competitiveness, but teacher preparation programs are often criticized for being too easy to get into and too easy to complete. Putting high quality teachers in the classroom will not eliminate low achievers among students nor guarantee equally high achievement from all children, but ignoring students with communication disorder in the classroom environment represents a missed opportunity to promote children's potential in school and their success in life. So a drastic change has to bring in the educational field. The following suggestion has to be taken into consideration (1) add in the syllabus communicative strategies and give more scope for language practice in language lab. (2) In-service teachers sensitized to identify communication disorder in students like causes and characteristics, associate factors and remedial measures. (3) Include certain add and course for effective communication at the U.G. level. In addition to that in order to remove English language impairment from in-service teachers self assessment is very much needed, can get the feedback by asking an experienced colleague to sit in on during teaching time and provide with correct feedback. Or else provision should be made to record on a videotape

the entire class that will give exact image which help to take appropriate self correction in the usage of language.

HIGHER EDUCATION MATCHES WITH SCHOOL EDUCATION

Communication disorders are potentially disabling conditions which have widespread and lifelong implications due to their impact on social and emotional well-being, cognition, behavior, and academic achievement in the school years; they also affect vocational choices later in adulthood. Higher education has its root in the school education. Now a day's many researches proved that lack of identification at school level prone to communication disorder. Since the process of language disability identification is not a common procedure for teachers, nobody concerned about the real difficulties faced by students. This outlook has to be changed and help the students with commitment. Students with communication disorders frequently perform at a poor or insufficient academic level, struggle with reading, have difficulty understanding and expressing language, misunderstand social cues, avoid attending school, show poor judgment, and have difficulty with tests.

Difficulty in learning to listen, speak, read, or write can result from problems in language development. Problems can occur in the production, comprehension, and awareness of language at the sound, syllable, word, sentence, and discourse levels. Individuals with reading and writing problems also may experience difficulties in using language strategically to communicate, think, and learn. Such students require additional support and teachers are supposed to spend time with them and help to improve their achievement in order to lead a meaningful life in the future.

FUTURE TEACHER'S RESPONSIBILITY

The evaluation of language competence can obviously not be made in respect of each individual. This would be unfeasible for many reasons. The teacher training should try to provide quality education to the future teachers. But limitations are there to concentrate on the construction of sophisticated statistical system. The future teachers need is to get correct idea of school students' ability to understand and impart the correct English usage. The language used by the students in the best interest of students' harmonious development at each psychomotor, affective, psychological and intellectual stage and his smooth insertion in tomorrow's society.

CONCLUSION

This paper explores the performance teachers' role in communication process and its impact on students. It pointed out the sharp link with the higher education. It also emphasis the communication disorder and its types and symptoms and how it badly affects the future of students. This paper also gives some suggestion to overcome the difficulties, suggestion to improve communication strategies at school and UG level, preparatory program for teachers and also how effectively the future teachers can impart education to future students.

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Chapter 58

IMPROVING QUALITY OF EDUCATION BY ENHANCING CREATIVE THINKING IN HIGHER EDUCATION

S. Muthulakshmi*

INTRODUCTION

Although some of the international treaties, by specifying the need to provide education on human rights, reproductive health, sports and gender awareness, touched on educational quality, they were generally silent about how well education systems could and should be expected to perform in meeting these objectives. This remained true as recently as 2000, when the United Nations Millennium Declaration's commitment to achieve UPE by 2015 was directly and simply set out without explicit reference to quality. Thus, in placing the emphasis upon assuring access for all, these instruments mainly focused on the quantitative aspects of education policy.

It seems likely, however, that the achievement of universal participation in education will be fundamentally dependent upon the quality of education available. Furthermore, whether parents send their children to school at all is likely to depend on judgments they make about the quality of teaching and learning provided – upon whether attending school is worth the time and cost for their children and for themselves. The instrumental roles of schooling helping individuals achieve their own economic and social and cultural objectives and helping society to be better protected, better served by its leaders and more equitable in important ways will be strengthened if education is of higher quality. Schooling helps children develop creatively

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and emotionally and acquire the skills, knowledge, values and attitudes necessary for responsible, active and productive citizenship.

QUALITY OF EDUCATION

In education we know quality occurs when:

- Students are learning.
- Schools and universities create value for those they serve and those who serve them.

These broad concepts can guide improved teaching and teach in ways that student, teachers, administrators and the community will notice and appreciate on a daily basis.

THE MOST IMPORTANT ASPECTS OF QUALITY

The current understanding of education quality has considerably benefitted from the conceptual work undertaken through national and international initiatives to assess learning achievement. These provide valuable feedback to policy-makers on the competencies mastered by pupils and youths. But there is also a growing awareness of the importance of values and behaviours, although these are more difficult to measure.

"Defining and measuring the quality of education: Is there an emerging consensus?" The topic was approached from the point of view of two cross-national surveys: **The Program (PISA)** and **the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ).**

"Students' capacity to extrapolate from what they know and apply this **creatively in novel situations** is more important than what the students **know**", said Andreas Schleicher(1996), Head of the Indicators and Analysis Division at the Directorate for Education, and in charge of PISA. This concept is reflected in current developments taking place in workplaces in many countries, which increasingly require non-routine interactive skills. When comparing the results obtained in different countries, **PISA'**s experience has shown that "education systems can creatively combine the equity and quality agenda in education", Schleicher said. Contrary to conventional wisdom, countries can be both high-average performers in **PISA** while demonstrating low individual and institutional variance in students' achievement. Finally, Schleicher(1996) emphasized that investment in education is not the only determining factor for quality, since good and consistent implementation of educational policy is also very important.

The learning environment must be pleasant of the student. And also develop the cognitive aspects through active learning. This active learning will enhance the students' creative thinking.

First, cognitive development is identified as a major explicit objective of all education systems. The degree to which systems actually achieve this is one indicator of their quality. Thus, if quality is defined in terms of cognitive achievement, ways of securing increased quality are neither straight forward nor universal.

The second element is education's role in encouraging **learners' creative and emotional development,** in supporting objectives of peace, citizenship and security, in promoting equality and in passing global and local cultural values down to future generations.

IMPORTANCE OF HIGHER EDUCATION

The importance of education in the development of a nation cannot be underestimated. It is education that develops expertise, **excellence and knowledge** that lead to the overall development of any economy. This has created a necessity to develop the strategies for the development of Higher Education (HE) in almost all the countries of the world (Ali et al., 2010).

TEACHING AND LEARNING

The teaching and learning process is closely nested within the support system of inputs and other contextual factors. Teaching and learning is the key arena for human development and change. It is here that the impact of curricula is felt, that teacher methods work well or not and that learners are motivated **to participate and learn how to learn**. While the indirect enabling inputs discussed above are closely related to this dimension, the actual teaching and learning processes (as these occur in the classroom) include student time spent learning, assessment methods for monitoring student progress, styles of teaching, the language of instruction and classroom organization strategies. If the style of teaching will creatively the students thinking also creatively. The teacher should also incorporate the creative techniques while teaching process.

OUTCOMES

The outcomes of education should be assessed in the context of its agreed objectives. They are most easily expressed in terms of academic achievement (sometimes as test grades, but more usually and popularly in terms of examination performance), though ways of assessing **creative**

and emotional development as well as changes in values, attitudes and behaviour have also been devised.

USE ACTIVE LEARNING IN CLASSROOM

Most students cannot stay focused throughout a lecture. Absolute attention begins to drift, first for brief moments and then for longer intervals, and by the end of the lecture they are taking in very little and retaining less. A classroom research study showed that immediately after a lecture student recalled 70% of the information presented in the first ten minutes and only 20% of that from the last ten minutes (McKeachie 1999).

Students' attention can be maintained throughout a class session by periodically giving them something to do. Many different activities can serve this purpose (Bonwell and Eison 1991; Brent and Felder 1992; Felder 1994a; Johnson et al. 1998; Meyers and Jones 1993), of which the most common is the small-group exercise.

These are all only possible through active learning in the classroom. That is hands of the teacher. Some of active learning exercises are given below, if the students got these type of exercise, it will improve their creative thinking.

DEVELOPING CREATIVITY

'We really need to stop considering thinking as simply 'intelligence in action' and think of it as a skill that can be developed by everyone.' Edward De Bono, 1982

In the modern world, the skills and qualities that we associate with creativity and ingenuity are required to help us work more effectively together. Being able to come up with new ideas and solve everyday problems are also important for people on a personal level. It plays a critically important role in learning and personal development, as well as building self-esteem.

CREATIVITY IN THE CLASSROOM

To foster creativity teachers must encourage learners to think laterally and make associations between things that are not usually connected. They must be able to reinterpret and apply their learning in new contexts, look at things from different points of view and experiment with alternative approaches to solving problems. Teachers must help learners to see possibilities and challenges and all of these skills can be taught.

The following approaches can help teachers to promote creativity in the classroom.

- Teacher should ensure that planning incorporates a range of teaching and learning styles.

That is teacher should use innovative ideas in teaching learning process by the way of using brain writing. **Brain writing** is simple. Rather than ask participants to yell out ideas (a serial process), the teacher ask to the students to write down their ideas about a particular question or problem on sheets of paper for a few minutes; then, the teacher have each participant pass their ideas on to someone else, who reads the ideas and adds new ideas. After a few minutes, teacher ask the participants to pass their papers to others, and the process repeats. After 10 to 15 minutes, the teacher collects the sheets and posts them for immediate discussion.

- Providing regular opportunities for student's hands-on experimentation, problem solving, discussion and collaborative work during the class hours.
- Creating opportunities where pupils are encouraged to actively do the work. The teacher should provide equal opportunities to all students, whether the students responses right or wrong.
- While solving the difficult problems the teacher may use creative thinking techniques such as **Brainstorming**, **Thinking Hats**.
- Traditional schooling has never really embraced the more divergent (creative) and lateral thinking modes. **Divergent thinking** is essential for **creativity**. It is a thought process used to generate creative ideas by exploring many possibilities. Instead of taking obvious steps and walking along a straight line, one looks at different aspects of the situation, creating different results.
- Learners have been trained to think linearly and vertically, and to work logically through a problem to reach a single solution or a conclusion. The teachers have been taught to make sense of the student by classifying and categorizing ideas. They are expected to learn facts and be able to recall them.
- There are other ways of thinking - sometimes described as divergent thinking or productive thinking - which can help to generate new ideas, although these are rarely, if ever, taught systematically in the context of a school. The foremost advocate of these techniques is

Edward De Bono who invented the term **lateral thinking**, which he defines as the ability to change perception and keep on changing perception.

- Actively encouraging pupils to question, make connections, envisaging what might be possible and exploring ideas.
- Asking **open-ended questions** such as 'What if…?' and 'How might you…?'. Open ended question stimulate the students creative thinking. Stupid answers also make some solution to the problems.
- Joining in with activities and modeling creative thinking and behaviour. The teacher can also use the mind map to solve the problem creatively. **Mind map** is one of the best ways to develop creative thinking. These activities are given to the students their power will increase.
- Facilitating **open discussion** of the problems pupils are facing and how they can solve them.
- Encouraging pupils to **share ideas** with others and to talk about their progress.
- Ensuring that assessment procedures **reflect and reward creativity**, enterprise and innovation.
- Making effective use of encouragement, **praise and positive language.** If the positive environment will be given to the students, their mind will be relaxed and their thinking and learning rate also increase.
- **Creating opportunities** to learn through the imagined experience, giving them a safe context to explore ideas using techniques. Teacher should give enough time to think and solve the problem.

CONCLUSION

Education in a globalized world is increasingly putting emphasis on the importance of values, attitudes and communication skills as a critical complement to cognitive knowledge and skills. The education community is also paying increasing attention to the relevance of education in understanding and resolving social, political, cultural and global issues. This includes the role of education in supporting peace, human rights, equity, acceptance of diversity, and sustainable development. The education should provide the confidence of the students and encourage the students' creative thinking by making use of teachers' competency. That will also improve the quality of education in higher education level.

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Chapter 59

THE EFFECTS OF BRAIN-BASED LEARNING ON THE ACADEMIC ACHIEVEMENTS OF MATHEMATICS STUDENTS WITH DIFFERENT LEARNING STYLES

Dr. P. Pandiya Vadivu and G. Beulah Gnanakumari**

ABSTRACT

The purpose of the research study is to analyze the influence of Brain-Based Learning on the achievement of mathematics with different learning styles. The sample for the present study comprising of 56 B.Ed. trainees from IASE. Experimental method is employed in the present study. The objectives of the study is to find out the significant difference among the achievement scores of the experimental group in terms of their learning style, to find out the significant difference among the ore-test scores for learning styles, to analyze the association between the two groups of learning style. The major findings of the study reveals that there is no significant association between the two groups of learning style, there is no significant difference among the achievement scores of the experimental group in terms of learning style.

Keywords: *Brain-Based Learning, Learning Styles.*

INTRODUCTION

Learning styles are factors directly affecting student's learning processes. Individual differences observed in the acquisition and processing of information during the learning process result in style difference in learning (Felder, 1996). The best way of conceiving individual differences

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is through understanding learning styles (Hall, 2005). An understanding of learning styles requires some knowledge of how the brain works and learns, and how the brain functions. As the feelings, emotions, attitudes and backgrounds of individuals are different from each other; each person acquires and learns information in different ways. It is claimed that the learning styles of the individuals are determined by the way the brain functions. Thus, the content, design and presentation of each learning activity should be developed in such a way as to cater to the different thinking and learning styles of students. Brain-Based Learning is student centered learning that utilizes the whole brain and recognizes that not all students learn in the same way. It is an active process where students are actively engaged in constructing their own knowledge in a variety of learning situations and context (Caine & Caine, 1994).

SIGNIFICANCE OF THE STUDY

The present investigation deals with the effectiveness of learning mathematics based on the characteristics of students with different learning styles and the working principles of the mind. The incorporation of traditional methods in teaching and learning cannot be effective to the present educational setup. The implementation of innovative learning style plays a pivotal role in improving learning abilities of the students. Therefore, there is an urgent need for integration of different learning models based on brain-compatible learning conditions and to synthesize Brain- Based Learning and learning styles together. This synthesis has to incorporate in experimental classroom setups. By knowing the importance of inculcating the instructions of Brain-Based Learning in learning mathematics has been developed and applied.

REVIEWS RELATED TO THE STUDY

Kolb's experimental learning theory (1984), conducted a research on "Brain Hemisphere Dominance". The objectives of the study are to assess individual learning styles. The study portrays two dialectically concrete experience and abstract conceptualization.

Howard Gardner (1999) conducted a study on Brain- Based Learning and established a theory of "Multiple Intelligence". The objectives of the study are to assess the intelligence of the individuals. The study revealed that there is not just one form of intelligence based on verbal and reasoning abilities, but rather eight different intelligences, each having a unique neurological pattern and course of development. The eight intelligences include linguistic, musical, logical mathematics, spatial, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic.

Cain and Cain (1994) found that educators did not know and understand the complexity and elegance of the way the brain learns, especially when it is functioning optimally. Their research presented this information and how it could be utilized to enhance learning for all students.

STATEMENT OF THE PROBLEM

The Effects of Brain-Based Learning on the Academic Achievement of Mathematics Students with Different Learning Styles

OBJECTIVES OF THE STUDY

1. To find out the significant difference among the achievement scores of the experimental group in terms of their learning style.
2. To find out the significant difference among the pre-test scores for learning styles.
3. To analyze the association between the two groups of learning styles

HYPOTHESIS OF THE STUDY

1. There is no significant difference among the achievement scores of the experimental group in terms of their learning style.
2. There is no significant difference among the pre-test scores for learning styles.
3. There is no significant association between the two groups of learning styles.

METHODOLOGY

The design of the study is a pre-and-post test experimental model with a control group. The present study compares the effects of a independent variables of the study i.e. brain based approach used in the experimental group and a traditional approach used in the control group on the dependent variables i.e. students achievement.

The sample for the present study comprising of 56 B.Ed. trainees with equal distribution of sample (26 each) on the experimental and control group. For this study an academic achievement test and the Kolb's learning style inventory were used. In order to determine experimental and control groups, "Personal Information Form" , developed by the researcher, and an academic achievement level test were administered.

After getting the prior permission from the Head of the Institutions experimental study has been carried out. The questionnaires have also

been distributed among the sample and the data collected as quantified and subjected to statistical analysis.

DATA ANALYSIS

Hypothesis-1: There is no significant difference among the achievement scores of the experimental group in terms of their learning style.

Table-1

	Learning styles	N	Mean Rank	Chi-Square	df	Level of sig.
Experimental Group	Accommodating	4	22.10	3.204	3	.361
	Diverging	6	12.79			
	Converging	8	17.19			
	Assimilating	10	14.12			
	Total	28				
Control Group	Accommodating	2	6.31	4.395	3	.222
	Diverging	7	17.12			
	Converging	6	14.10			
	Assimilating	13	17.42			
	Total	28				

It is seen that there is no significant difference among the achievement group students in terms of their learning styles. The same is true for the control group.

Hypothesis-2: There is no significant difference among the pre-test scores for learning styles

Table-2

	Comparison	N	Mean Rank	Sum of Rank	P
Within Learning Styles	Experimental group-Accommodating	4	6.10	28.50	.070
	Control group-Accommodating	2	3.15	7.50	

	Comparison	N	Mean Rank	Sum of Rank	P
	Experimental group-Diverging	6	7.19	46.50	.266
	Control group-Diverging	7	9.61	73.50	
	Experimental group-Converging	8	9.13	134.00	.059
	Control group- Converging	6	8.01	272.00	
	Experimental group-Assimilating	10	9.94	93.00	.766
	Control group-Assimilating	13	11.64	60.00	

The control group and experimental group, students with different learning styles are equal in terms of pre-test academic achievement scores.

Hypothesis-3: There is no significant association between the two groups of learning styles.

Table-3

Learning Styles	Experimental Group		Control Group	
	Frequency	Percentage	Frequency	Percentage
Accommodating	4	13.40	2	9.6
Diverging	6	22.60	7	24.7
Converging	8	30.57	6	22.4
Assimilating	10	33.43	13	43.3
Total	28	100.0	28	100.0

The most common learning style among the experimental group students is the assimilating learning style and the least common one is the accommodating learning style. In the same way, the most common style among the control group of students is the assimilating style and the least common one is the accommodating learning style. Chi –square analysis indicates that there is no significant difference between the two groups in terms of learning styles distribution.

FINDINGS OF THE STUDY

1. It is seen that there is no significant difference among the achievement scores of the experimental group students in terms of their learning styles. The same is true for the control group.
2. The control group and experimental group students with different learning styles are equal in terms of pre-test academic achievement scores.
3. The most common learning style among the experimental group students is the assimilating learning style and the least common one is the accommodating learning style. In the same way, the most common style among the control group of students is the assimilating style and the least common one is the accommodating learning style, Chi square analysis indicates that there is no significant difference between the two groups in terms of learning styles distribution.

EDUCATIONAL IMPLICATIONS

Traditional method teaching and learning cannot meet the demands of the students. To cater the learning abilities, innovative and modernized teaching and learning style has to be Incorporated among the learning communities. Apart from innovativeness, Brain- Based Learning has to be introduced within the classroom setup. This type of modernization in the learning environment will increase the learning aspiration of the students.

CONCLUSION

The research paper dealt with the influence of Brain- Based Learning on the achievement of mathematics with different learning styles.

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Chapter 60

THE CHALLENGES OF HIGHER EDUCATION IN KNOWLEDGE SOCIETY IN THE 21ST CENTURY

Dr. Ravi T. S.*

INTRODUCTION

We live in a world in crisis, in a knowledge society, and in an era in which time is fluid, nothing lasts, everything changes and is unstable. The diverse and heterogeneous society of the new millennium is characterised by a series of internal crises in the welfare state: the social crisis, the environmental crisis and unsustainable practices, the crisis of states, the threat posed by globalisation, and finally, the crisis of democracy. The consequences of these crises include the exacerbation of social and economic inequality; the emergence of a global form of planetary management with new decision-making centres that have undermined the decision-making power of individuals and states; and citizens' loss of confidence in the democratic system due to the perception that political decisions are distant and difficult to influence. When new forms of knowledge and symbolisation qualitatively impregnate all basic aspects of a society, or when a society's structures and processes for reproducing itself are so penetrated by knowledge-dependent operations that information creation operations, symbolic analysis and expert systems are more important than other factors of production, then we're talking about the knowledge society (Innerarity, 2010). The major challenge facing a knowledge society

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is the generation of collective intelligence: society's intelligence as a whole is more important than just having a society composed of multiple individual intelligences.

THE NEED FOR A NEW EDUCATION

In the beginning, education and the ideals it embodied aspired to create a "perfect" citizenry. Later, the objective shifted to ensuring that citizens were well-trained, and more recently it shifted once again to the awakening of the critical spirit. Today, the ideal is creativity: the capacity to learn and a lifelong willingness to face new things and modify learned expectations accordingly; there can be no learning without re-learning, without the revision that must be undertaken when we realise the weakness of what we thought we knew. In a knowledge society, education is the capacity to be creative in an environment of particular uncertainty, the capacity to properly manage the cognitive dissonance that gives rise to our failure to comprehend reality (Innerarity, 2010). Therefore, in the world of liquid modernity, we must move away from sporadic education and towards lifelong learning. This entails overcoming security-driven resistance: the pillars to which we cling because they lend us a sense of security: a mistake in a world filled with insecurities and ephemeral validities.

Conventionally, education has been understood as preparation for life, as personal realisation, and as an essential element in progress and social change, in accordance with changing needs (Chitty, 2002). Orr (2004) declares that if certain precautions are not taken, education may equip people to become "more effective vandals of the earth". He describes education of the sort we have seen thus far as a possible problem, and argues for a new type of education:

> *"More of the same kind of education will only compound our problems. This is not an argument for ignorance but rather a statement that the worth of education must now be measured against the standards of decency and human survival. It is not education, but education of a certain kind, that will save us."*
>
> (Orr, 2004)

> *"Education, in other words, can be a dangerous thing (...). It is time, I believe, for an educational 'perestroika', by which I mean a general rethinking of the process and substance of education at all levels, beginning with the admission that much of what has gone*

wrong with the world is the result of education that alienates us from life in the name of human domination, fragments instead of unifies, overemphasizes success and careers, separates feeling from intellect and the practical from the theoretical, and unleashes on the world minds ignorant of their own ignorance."

(Orr, 2004)

Education for Sustainable Development (ESD) has emerged as a paradigm for revising and reorienting today's education. ESD consists of new forms of knowing and learning how to be human in a different way. This education aims to contribute to the sustainability of personal integrity, or in the words of Sterling (2001), to the integrity of the spirit, heart, head and hands. As argued by Dewey and the educational reconstructionists, it is often not enough to do things according to custom or habit, that is, to reproduce the existing social system. Instead, new answers must be sought. If we are to imagine new ways of living and acting, then we must be capable of assessing and bringing about social change, because successfully achieving sustainable development requires the following principles: being aware of the challenge, taking action voluntarily, assuming collective responsibility and forming a constructive partnership, and believing in the dignity of all human beings without exception. These principles for lasting human development, formulated at the 2002 World Summit on Sustainable Development in Johannesburg, imply lessons that largely coincide with the four pillars of education set out in the *Delors Report*: learning to know, learning to do, learning to live together and learning to be. In the context of ESD, UNESCO (2008) suggested the inclusion of a fifth pillar: learning to transform oneself and society.

In a sense, education must lead to empowerment: through education, individuals should acquire the capacity to make decisions and act effectively in accordance with those decisions, and this in turn entails the ability to influence the rules of play through any of the available options. Thus, education consists in developing not only personal but also social qualities; it is the development of social conscience: awareness of how society works, knowledge of how it is structured, and a sense of the personal agency which allow action. This agency, however, at the same time restricts our interventions and makes it is necessary to decide our personal degree of action. (Goldberg, 2009). Essentially, it opens a dialogue between the personal and the collective, between common and individual interests, between rights and obligations.

REFORMULATION OF HIGHER EDUCATION

Einstein once said that no problem can be solved from the same level of consciousness that created it. Current needs suggest that we must learn to view the world and therefore education, in a new way. Higher education has in the past demonstrated its crucial role in introducing change and progress in society and is today considered a key agent in educating new generations to build the future, but this does not exempt it from becoming the object of an internal reformulation.

According to the *World Declaration on Higher Education for the 21st Century* (1998), higher education is facing a number of important challenges at the international, national and institutional levels.

At the international level, there are two main challenges. The first is the role of supranational organisations such as UNESCO in advancing the prospection of trends and improvements, as well as in promoting networking and twinning programmes among institutions. The European Union (EC-JRC, 2010), for example, has stressed that higher education must change and adapt to economic and social needs, that institutional change is essential to educational innovation, and that information and communication technologies must form part of the teaching and learning process. The second international challenge is to encourage international cooperation between institutions in order to share knowledge across borders and facilitate collaboration, which, furthermore, represents an essential element for the construction of a planetary (Morin, 2009) and post-cosmopolitan citizenship (Dobson and Bell, 2006): the assumption of interdependence, "deterritorialisation", participation, co-responsibility, and solidarity among all inhabitants of the planet.

States must provide the necessary financing so that universities can carry out their public-service function. States may also enact laws to ensure equality of access and strengthen the role of women in higher education and in society.

CHALLENGES FACED BY UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION

- Changes in universities as institutions and at the level of internal organisation. These changes should aim to improve the management of resources (human, economic, etc.) and be restructured to improve internal democracy. Universities must continue their mission to educate, train and carry out research through an approach characterised by ethics, autonomy, responsibility and anticipation.

- Changes in knowledge creation. Interdisciplinary and transdisciplinary approaches should be taken and non-scientific forms of knowledge should be explored.
- Changes in the educational model. New teaching/learning approaches that enable the development of critical and creative thinking should be integrated. The competencies common to all higher-education graduates should be determined and the corresponding expectations should be defined. In a knowledge society, higher education should transform us from disoriented projectiles into guided missiles: rockets capable of changing direction in flight, adapting to variable circumstances, and constantly course-correcting. The idea is to teach people to learn quickly as they go along, with the capacity to change their mind and even renounce previous decisions if necessary, without over-thinking or having regrets. Teaching and learning must be more active, connected to real life, and designed with students and their unique qualities in mind.
- Changes aimed at tapping the potential of information and communication technologies in the creation and dissemination of knowledge. The goal of such changes is to create what Prensky (2009) calls *digital wisdom*.
- Changes for social responsibility and knowledge transfer. The work of higher-education institutions must be relevant. What they do, and what is expected of them, must be seen as a service to society; their research must anticipate social needs; and the products of their research must be shared effectively with society through appropriate knowledge-transfer mechanisms.

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