Qualitative Initiatives and Best Practices in Higher Education Institutions

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QUALITATIVE INITIATIVES AND BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS

A Compilation of Papers of National Seminar

Organized by
GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana

Sponsored by
National Assessment & Accreditation Council, Bangalore

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Qualitative Initiatives and Best Practices in Higher Education Institutions

by

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MESSAGE

Every endeavour put in achieving excellence is commendable. The present publication is another testimonial of quality education being delivered to the nation by GHG Khalsa College of Education, Gurusar Sadhar. Turning the pages of this book titled Qualitative Initiatives and Best Practices in Higher Education Institutions, is an exhilarating and a proud experience for me. The insights and inputs shared by a vast array of experts from all over India during the two Days National Webinar sponsored by NAAC, have been carefully anthologized in the present publication.

My earnest felicitations to all the contributors for their adroitness in writing quality academic and research articles. Their quest for perfection is clearly reflected in their well-crafted papers.I express my bountiful pleasure and extend my sincere good wishes to the assiduous editorial team headed by Dr. Pargat Singh Garcha, Principal, in the meticulous collection and compilation of this book.

I, once again congratulate all the academicians who have pooled their wisdom and shown their concern for quality improvement in higher education. I am hopeful, such efforts will surely help in enhancing the educational standards of our nation.

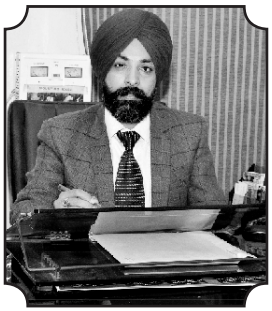
S. Manjit Singh Gill
President, Governing Council, GHG Khalsa Colleges

MESSAGE

It is very heartening to note that G.H.G. Khalsa College of Education, Gurusar Sadhar is organizing a National Webinar on "Qualitative Initiatives and Best Practices in Higher Education Institutions" sponsored by NAAC. The Indian Higher Education system is one of the largest education systems of the world. Despite the increased access to higher education in India, the challenges in it continue to plague this sector in the form of low employability, poor quality of teaching, insufficient funding to cite a few. Several proposals, committees and draft policies in the last decade and presently also have suggested the need to revamp the higher education system in India. In this background the theme of the webinar organized by the college is quite apt. Also concerted efforts on the part of the organizing committee to publish the research papers received in the form of a book are highly commendable. I believe this publication will provide a benchmark to the higher education institutions for continued improvement in the area of quality enhancement.

I hope that the institution continues its endeavor to achieve new heights of success in maintaining quality in both academics and extracurricular activities in future too. Once again I congratulate the Principal, faculty and students of the college for conducting the national webinar and bringing out the publication to dissipate the ideas which are crucial to Modern Indian Education.

Dr. Sukhcharanjit Singh Thind
Secretary, Governing Council
GHG Khalsa Colleges
Gurusar Sadhar (Ludhiana)



MESSAGE

Ensuring quality higher education is one of the most important things we can do for future generations.

— Ron Lewis

Warm and Happy greetings to all!

Quality reflects completeness in all aspects. It implies a comprehensive approach to education. It is in fact, synonymous with education for life. Quality lies in the identification of propensities of each individual and nurturing such propensities for their holistic development as we cannot have quality without a holistic approach. The aspect of quality in higher education institutions is very much embedded in their existence. Every stakeholder of higher education has a role to play in quality improvement and that too with full commitment. It is quite gratifying that we at G.H.G. Khalsa College of Education, Gurusar Sadhar are trying every bit of effort in this regard. A recent effort in this direction, by the college, is NAAC sponsored two-day webinar on the theme "Quality Initiatives and Best Practices in Higher Education Institutions" which is going to be organized on August 27-28, 2021. The theme of the webinar is not only stimulating but also pertinent to the current education scenario. The sub-themes undertaken in this academic endeavor are predominantly the most subtle issues that may contribute to the cause of quality in higher education. Also, it is a matter of extreme delight for us to share that we are publishing the farsighted ideas of the students, research scholars, professors and academicians, which they have contributed in the form of research papers and articles on the above said sub-themes in the form of a book.

Last but not the least we would like to thank the National Assessment and Accreditation Council, Bangalore for being the sponsor of such a wonderful intellectual process. We also acknowledge our sincere thanks to our worthy management under the able guidance of which we continue to march on the way to success with confidence. The sharp and clear-sighted vision of our management has benefitted the college to stay competitive in every field. In the end, I convey my sincere greetings and felicitations to the organizing committee, all the teaching and non-teaching staff for their strenuous efforts in organizing the webinar. I hope this anthology containing proceedings of the seminar, research papers and articles would prove a challenging contribution for the better promotion of the quality in the field of higher education.

Dr. Pargat Singh Garcha
Principal, GHG Khalsa Colleges
Gurusar Sadhar (Ludhiana)

PREFACE

An educational institution is characterized by reason for its existence, vision, mission, nature of stakeholders, access to resources, cultural ambience and physical location. The educational institutions operate in the context of the larger education system in the country. In recent years India has seen a tremendous growth in the number and types of institutions providing higher education. For organizations and individuals to remain competitive in a rapidly changing environment, demand for education and training has become more crucial than before. To respond to this demand, new institutions have continued to emerge in the ocean of education. The performance of higher education institutions is a growing concern.

Quality Assurance in higher education is defined as systematic management and assessment procedures adopted by a higher education institution or system to monitor performance and to ensure achievement of quality outputs or improved quality. Quality assurance aims to give stakeholders confidence about the management of quality and the outcomes achieved.

Quality Assurance mechanisms at institutional level may be implemented rigorously. Outcome-based teaching and outcome-based learning needs to be ensured at all higher educational institutions, along with training in soft skills, digital skills and other technical skills to ensure better employability. Students should be encouraged to acquire various skills through online platforms which can help students to have better employability.

For incentivising quality, Indian higher education institutions should create a supportive environment for quality research and innovations at the International level. All types of universities be it Science, Technology or Management can have collaboration with high ranked universities of USA, European Countries, Australia, etc., so that international best practices can be adopted in our higher educational institutions and India can have better chances to come under the world class ranking system

In order to be relevant to the changing national and global contexts the higher education institution has to be responsive to the emerging challenges and pressing issues. Higher Education Institutions should promote an environment that can facilitate academic and administrative functions and create a

learning environment to facilitate the overall development of students in the cognitive, physical and ethical dimensions. The institutions should develop a strong research foundation and empower human resources and develop best practices in consultancy services, which shall ultimately augment the corpus of the institution.

While quality assurance has always been a matter of concern and significance in education, in general, and in professional education and technical education in particular, the recent quantitative expansion in India has caused educators to devote careful attention to the quality.

This small volume is an initiative to sensitize the stakeholders of HEI to changing educational, social and market demands, to adopt quality management strategies in all academic and administrative aspects, to promote an ambience of creativity and innovation and to promote value-based education, social responsibilities and desirable civic qualities.

The viewpoints of the scholars has been compiled and presented in this volume under the following subthemes

- Identification of best practices and their sustainability
- Incentives for Holistic Quality Performance
- Innovative Practices in Research, Consultancy and Extension
- Benchmarks in Higher Education for Quality Enhancement

Heartfelt thanks to the educationists for their whole hearted contribution in writing quality articles. Special thanks to President S. Manjit Singh Gill, President Governing Council, Dr S.S Thind, Secretary Governing Council, Dr Pargat Singh Garcha, Principal for their motivation and inspiration. My special thanks to the editorial team for their excellent work in reviewing the papers as well as their invaluable input and advice.

Dr. Manu Chadha
Associate Professor & IQAC Coordinator

Proceedings of Two Days
National Webinar on

Qualitative Initiatives and Best Practices in Higher Education Institutions

Organized by

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana

Sponsored by

National Assessment & Accreditation Council, Bangalore

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana organized a Two day National Webinar on the much needed issue for Higher Education Institutions i.e. Qualitative Initiatives and Best Practices in Higher Education Institutions on August 27-28,2021.The webinar was sponsored by NAAC, Bangalore.

The resource persons of the webinar were Dr. Shyam Singh Inda Assistant Adviser, National Assessment and Accreditation Council (NAAC), Prof. Amiya Kumar Rath, Adviser, National Assessment and Accreditation Council (NAAC), Dr. Krishan Kant, Principal, Aggarwal P G College, Ballabgarh, Faridabad, Dr. Lydia Fernandes Former Dean, Faculty of Education, Mangalore University, Mangalore, Prof. R G Kothari Former Dean of Faculty of Education and Psychology, M.S. University, Vadodara, Gujarat, Former VC, VNSG University, Surat & President, CTE Gujarat Chapter, Dr. Ashwani Bhalla Professor, Department of Commerce, SCD Government College for Boys, Ludhiana.

DAY 1
SESSION 1

The Webinar commenced with seeking the blessings of Almighty; the College Shabad followed by a formal Welcome by Principal Dr Pargat Singh Garcha who gave an overview of the need of bringing quality management strategies in all academic and administrative aspects of higher education institutions.

The session began with the IQAC Coordinator Dr Manu Chadha deliberating upon the Need, importance & Objectives of the Webinar. Dr Manu stressed that in this competitive and rapidly changing world, the performance of higher education institutions is a growing concern. Quality Assurance mechanisms at institutional level may be implemented rigorously. There is a need of Outcome-based teaching and outcome-based learning in all higher education institutions, For incentivising quality, Indian higher education institutions should create a supportive environment for quality research and innovations at the International level and as such the country can have better chances to come under the world class ranking system. While quality assurance has always been a matter of concern and significance in education, in general, and in professional education and technical education in particular, the recent quantitative expansion in India has caused educators to devote careful attention to the quality.

Resource Person: Dr. Shyam Singh Inda Assistant Adviser, National Assessment and Accreditation Council (NAAC)

Topic of Deliberation: Qualitative Initiatives and Best Practices in Higher Education Institutions,

To facilitate the participants with the main theme of the webinar ie **Qualitative Initiatives and Best Practices in Higher Education Institutions,** the resource person was **Dr. Shyam Singh Inda Assistant Adviser, National Assessment and Accreditation Council (NAAC)**

Dr Shyam kicked his discourse by emphasizing that Quality is a habit and should be imbibed which can be evolved by continuous efforts of all stakeholders. Ensuring and maintaining Quality is everyone's responsibility, in fact a collaborative effort. Higher Education Institutions should promote an environment that can facilitate academic and administrative functions and create a learning environment to facilitate the overall development of students in the cognitive, physical and ethical dimensions. It requires international dimensions.

Dr. Shyam illustrated the concept of Quality control and Quality assurance and spoke at length about the components of Quality Assurance and the need to create its awareness among stakeholders. He stressed on Quality assurance mechanisms and its relevance in the accreditation process stating the role of Government, QA agencies, Faculty & students in Higher Education Quality.

Quality assurance aims to give stakeholders confidence about the management of quality and the outcomes achieved. IQAC is integral to the institution

Importance of traditional books irrespective of the fact that in this era there are e-books, e-pathshala.

Dr. Shyam threw light on characteristics of Education 3.0 and described a variety of ways to

integrate technology into learning. With Education 3.0, classes move away from traditional lectures and instead focus on interactive learning, with question and answer sessions, reviews and quizzes, discussions, labs, and other project-based learning, thereby changing attitudes towards learning, assessment & evaluation. Collaboration with high ranked universities of USA, European Countries, Australia, etc., so that best practices of these international universities can be adopted in our higher educational institutions.

Stressing on the genesis and emergence of Education 3.0, Dr Shyam explained that Learners can take control and manage their own learning i.e. Autogogy. The students are the head and the courses are the tail. In nut shell, the learners are important factors but not ultimately responsible for quality assurance. In fact the teachers, management, community, parents.non teaching staff need to materialize and tap the learners right path. A personalised learning environment increases the students' motivation and creates a learning situation where they can control their own learning at their own pace and allows students to actively design their own learning strategies. PLE enables better contact between student/teacher, and the education is less teacher-centred. He talked about the various platforms involved in PLE.

Concluding his talk Dr Shyam stressed that there should be no scarcity in quality standards, no institutional boundaries ,learners can design their own learning mode.

The session concluded fruitfully with appropriate response to the queries put forth by the participants.

-Talking about Edu3.0 Keeping in mind the pandemic, when everything is going online what parameters should be focussed on in maintaining quality in terms of Teaching learning & assessment.

He responded that although online teaching has been imposed on us but has turned out to be most fruitful, learning technology and its appropriate usage has made us active learners. Evaluation in the form of feedback from participants as a mechanism of evaluation. However the online mode has increased the stress level of students making them more frustrated constantly sitting in front of sys for long hours. So more so it is reqd to analyze their active participation. Open book test, online testing has evolved over the traditional mode .this is a big challenge but need to cope so as to evolve and develop ourselves.

Seeking illustrations about external quality assurance, Dr. Shyam quoted instances like Academic Administrative Audit ,Green audit, Waste management, Energy audit can be done by external quality assurance agencies. He cautioned that these agencies should be recognized Government bodies (eg QCI)rather than private agencies.

Responding to a query about how gaps regarding offline activities which could not be carried out due to pandemic can be covered by NAAC giving a relaxation for almost 6 months to one year. Online activities with valid documentation are also being given due weightage. NAAC is taking into consideration various challenges.

The session ended with a note of appreciation and gratitude for NAAC officials in mentoring the higher education institutions.

DAY 1
SESSION 2

Resource Person- Prof. Amiya Kumar Rath, Adviser, National Assessment and Accreditation Council

Topic of Deliberation- Online Assessment and Accreditation Methodology in RAF.

Prof. Amiya Kumar started his discourse by focusing on the Revised Accreditation Framework. He discussed the various criteria in detail and mentioned that these criteria have been divided into various key indicators and further into qualitative and quantitative metrics. He highlighted that the various qualitative and quantitative metrics correspond to the actual task to be carried out under these metrics. He further informed that the Manuals and Metrics are different for different institutions like Universities, Post Graduate and Undergraduate institutions. Prof. Amiya Kumar suggested that although the institutions need to answer the various qualitative Metrics within 500 words yet they need to mention precisely which work has been done in the last five years related to various aspects of assessment and accreditation.

Prof. Amiya talked at length about the Student Satisfaction Survey which has been recently added in the Revised Accreditation Framework. In this regard he highlighted that the Student Satisfaction Survey consists of 1 subjective and 20 objective questions. An institution needs to upload data (contact numbers and e-mail ids) of all currently enrolled students and the NAAC assessors will initiate a maximum of two attempts to reach the desired level of responses. For undergraduate and postgraduate colleges responses will be sought from at least 10% of the total students enrolled or 100 students for collecting data related to student satisfaction. For universities the data is collected from 10% or 500 students.

Further Prof. Rath gave a detailed account of the timeline for Assessment and Accreditation where he emphasized that the institution must prepare a Self-Study Report before submitting the Institutional Information Quality Assessment.

Prof. Rath advised that before finalizing the SSR the institutions must consult SOP so that they could know what exactly to be filled or not to be filled in a particular metric. Apart from the above aspects Prof. Amiya threw light on the process of validation of data on the part of officials from National Assessment and Accreditation Council. Regarding this he stated that data validation starts within a week of submitting a Self Study Report. The officials from the NAAC go through the uploaded data and ask for clarification from the institution if any discrepancy arises. In that case the institution needs to submit the supporting document. While concluding the session Prof. Amiya Rath stressed that before going for the assessment and accreditation process, institutes must ask themselves that Why they are going for NAAC just for the sake of grades or get a CGPA or really improve the quality of the education. He also remarked that the thorough study of the manual is very important before preparing and submitting the Self Study Report.

DAY 1
SESSION 3

Resource Person- Dr. Krishan Kant, Principal, Aggarwal P.G. College, Ballabgarh, Distt. Faridabad, Haryana

Topic of Deliberation- Identification of Best Practices and their Sustainability.

Dr. Krishan Kant started his discourse by focusing on the various aspects such as identification, implementation, institutionalization, internalization and dissemination of best practices. He discussed how these best practices must be sustainable in higher education institutions. He emphasized the changing role of teachers as well as students in the present competitive world as specified in the recently revised NEP. He highlighted that for raising the standard of education in higher education institutions we need to improve the quality of education. With the advent of NEP, a new era of education with a strong foundation on rich Indian core values, Global standards is dawning in India. It has seeds of a total paradigm shift of education as a result of NEP. Also there is a complete transition from face to face teaching-learning to online teaching due to COVID 19. In the next phase of his talk sir explained about how our needs transform into challenges so that they become opportunities in the future for learning society. He further discussed about currents themes of Best Practices as per global perspectives :

- Call for new teaching methods
- Value based skill education with human touch
- Modern technologies have been entered into the classroom.
- More stress on soft skills than domain knowledge
- Instill strong character, integrity, nationalism and concern about society
- Focus on innovation, entrepreneurship
- Value based, Market oriented education

Sir explained that forces of change in the university/HEIs need to be focused on the basis of Evolution, Revolution and Extinction. So HEIs must be relevant in changing national and global contexts and must respond to the emerging challenges and pressing issues such as

- Value based skill education
- Employment not placement
- Gender equity
- Human values and professional ethics
- Environmental consciousness and sustainability
- Inclusiveness etc.

Afterwards sir discussed expectations to develop ECO systems in HEIs like 3Es, Promotion of Research, Good leadership and governance, institution-industry integration, Management of Human Resources etc. For this purpose capable, committed, dedicated and strongly determined teachers must be part of this system and for training these teachers institutions need to arrange FDPs with special focus on the aspects like domain knowledge, technology, and research etc. Dr. Krishan Kant highlighted the various aspects that are helpful for institutional excellence to promote best practices in different areas.

Further Dr. Kant provided an overview of 3Es i.e efficiency, effectiveness and enrichment and seven steps of quality enhancement in NAAC through seven criteria. Sir stressed that quality notions and their realisation through various human resources as academic leaders, Policy makers, students, administrators as well as institutional as a whole. Dr. Kant mentioned the 9M(Men, Materials, Machines-equipment, Management, Methods, Measurement, Motivation, Money and Market) and 8R (Right for Qualification Framework, Infrastructure, Faculty, Learning Resources, Delivery Mechanism, Encouragement for Research and Consultancy, Program for institution specific staff development and mechanisms internal quality assurance) as factors of quality assurance in HEIs and 5Is (Innovation, intent, inclusion, investment and infrastructure) for promotion of quality and self reliance.

Dr. Krishan Kant pointed out that institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance based on a five stage strategy as identification, implementation, institutionalization, internalization and dissemination with reference to the 4,5,6,7 and 9 goals of sustainability and mainly focused on Goal 4. The planning and preparation of best practices in the HEI should be based on various goals of sustainability. Dr. Kant advised that the institutions must correlate student support and progression with best practices in the institution.

Sir concluded his session on a note that "There are many variations in innovations and best practices that are being practiced by many HEIs." There is no end to good things and no fixed time to start a good practice. ***Think, develop, adopt and sustain the best practice silently so that the success and outcomes speak and roar very loudly.***

DAY 2
SESSION 1

Resource Person - Dr. Lydia Fernandes Former Dean, Faculty of Education, Mangalore University, Mangalore,

Topic of Deliberation: Incentives for Holistic Quality Performance

Sister Dr. Lydia introduced her topic by accentuating that, today's educators are expected to balance student learning and growth with professional responsibilities of purposefully designed learning material that meets all the needs of the students , while also challenging them to strengthen already existing skills, interests and understandings and simultaneously constructing new skills and concepts leading to holistic development.

She very rightly emphasized that Holistic Development of the learner is the base for Holistic Quality Performance. Holistic development essentially means the development of intellectual, mental, physical, emotional, and social abilities, competencies and skills in a learner so that he or she is capable of facing the demands and challenges of everyday life. These abilities are numerous and are vitally important for success both in personal and professional learning aspects of a student's life.

Dr Lydia cited beautifully that it would be apt here to look at the responsibilities of teacher education to build or inculcate the competencies and attitudes that are required of teacher training towards teacher capabilities that need to be built in him or her as well as personalized by him/her.

Sister elaborated the essential aspects of Holistic Performance Competencies i.e.,

- Working towards a Personal Knowledge Base.
- Personal-emotional-social-spiritual Integration
- Professional Ethics and Obligations
- Modelling as the Effective Mode of Behavioural Changes

She illustrated that people with a high level of personal mastery, live in a continual learning mode, a process and a lifelong discipline and entails developing personal vision and a commitment to truth' When it comes to practical reality in teacher education there is a risk of it becoming totally outdated. While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies, techniques of teaching, research and attitudinal inputs, it is necessary to provide systematic and organize orientation programmes for the large number of teachers who are outdated whom Dr. Lydia quoted as 'burnt-out teachers'.

Taking Daniel Goleman (1995) theory who popularized Emotional Intelligence (EI) Dr. Lydia referred to people with high EI as emotionally competent and having greater mental health, job performance, and leadership skills. Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skills are characteristics or the traits that are needed for personal effectiveness

Relating to Professional Ethics and Obligations, Dr. Lydia deliberated that a person with professional ethics and obligation is bound to be a person with positive attitude and will be proactive in one's dealings and performance

Dr. Lydia strongly emphasized that the student learns essentially through observation whereby the educator becomes a powerful model for holistic development of the learner. Hence, the importance of the holistic performance of the teacher as a model to the learners, namely, a teacher who exhibits a strong personal knowledge base, behaviours of emotional competence/emotional intelligence and positive ethical and value orientation becomes an emphatic model for the students to develop those behaviors.

The resource person enumerated some areas of incentives that will urge the educators to pursue holistic quality performance.

- **Path Paved by the National Assessment and Accreditation Council (NAAC)** where Dr. Lydia stressed on the five core values as outlined by the NAAC forming the foundation for assessment of institutions and the seven criteria with respective key indicators that represent the core functions and activities of a higher educational institution to provide ample scope and urge for teacher education to aspire towards holistic quality performance.
- **Incentives from Administration and Management:** The learned resource person highlighted the role of an administrator and focused on making your teachers' lives easier so that they can teach and your students can learn. The teachers who have a high level of job satisfaction are the ones who remain ever motivated and contribute at the highest level.

She stressed upon the fact that keeping the teachers motivated can be a challenge but it is an essential part of the students' overall success. Great teachers are those that are motivated to excel and take pride in their students' success both inside and outside the classroom. Administration needs to take time to experiment with some of these tips to find what works best in their school!

Dr. Lydia shared that one of the problems faced in the institutions is competition among the faculty, one trying to surpass and outdo the other while the holistic growth of learners demands that we pool our energies, or combine the strength of people through positive teamwork, to achieve the goals

that no one could have done alone, and to be more effective in our vision and mission of education."

As per the resource person, Intrinsic Motivation is the key to Holistic Performance. She guided the participants that competence pertains to how much their action aligns with their capabilities i.e., knowledge and skills. There is a dire need to feel capable of achieving the desired outcome. Obligation towards one's growth is a self-understood and accepted responsibility. Hence, it is ethical that the educator takes on those personal responsibilities and holds himself/herself responsible when one succeeds as well as fails.

While incentives from all other sources are important, they are external and only the means to create in a teacher a desire and an attitude.

Sr Lydia concluded her session by a sermon that only a professional who is motivated from within, urged to perform one's best in all the aspects of his/her responsibility towards holistic education of the learners can use all other external incentives to the best advantage for what eventually matters is, 'WE TEACH WHO WE ARE'

The discourse included dynamic and stimulating concepts pertaining to higher education and more specifically ,teacher education in our country.

Responding to a query put forth by a participant Dr. Lydia cautioned the educators that the present generation i.e Z -generation is highly vulnerable and has a dire thirst for achievement. There is a need to develop requisite competencies among the learners which is possible if the teachers and the teacher educators themselves exhibit desirable professional and personal values.

DAY 2
SESSION 2

Resource Person: Dr. R. G. Kothari, Former Dean of Faculty of Education and Psychology, M.S. University, Vadodara, Gujarat

Theme: Innovative Practices in Research, Consultancy and Extension

Dr. R.G. Kothari began his discourse by describing the importance of research consultancy and extension in the NAAC accreditation, where the total weightage given to this criterion is 250 for Universities and 150 for autonomous colleges and affiliated colleges. Dr. Kothari described research as an activity born out of man's problems, thus the main purpose of research is service to mankind. Research should help in solving practical problems of human beings. He further expressed his concern about the aimless research being carried out in the field of education whereas research in the medical line according to him was purpose oriented and helped to improve the quality of life. He took an example of the Covid-19 pandemic, in which a multidisciplinary approach helped in preparing a vaccine for this deadly virus. People from the field of geology, microbiology, chemistry, medicine etc. came together and through intensive research, found a solution for this grave problem of mankind. Thus, wherever a problem arises, research should be done to solve that problem.

Similarly research in Social Sciences can also help in solving problems of the society and giving a concrete solution to them. People in the field of education should also do such research which helps in solving the problems in the field of education. Research and teaching should go together. For example a study could be done to see the real purpose and effect of seminars and webinars

being done online especially during the period of pandemic.

What is the Purpose of Research?

Research is done for three main purposes:

1. Generation of knowledge
2. Establishing functional relationship between variables
3. Solving the problems of human beings and societies

"No research is bitter than bad research". Keeping this quote in mind all the researchers should carry on their research with utmost sincerity so as to be able to give fruitful results and contribute to the generation of new knowledge and also in solving the current problems.

Research Based Alternatives

Dr. Kothari explained research based alternatives by taking an example of research done on programmed learning material in the 1980s in India. Nearly 70 to 80 studies were done to see the effectiveness of programmed learning in comparison to the traditional method. Majority of the studies concluded that the programmed teaching/ learning method was significantly better than the traditional method of teaching and learning. Similarly in the period of 1990-2010, Numerous studies were done on computer assisted instructions in comparison with traditional methods of teaching, again the studies proved that computer assisted instructions were significantly better than traditional methods of teaching. But the results of these studies were never put into practice. Similar research studies were done in America and it was found that program learning and traditional methods of teaching yielded the same results. But the educationist in America used the results in the classrooms and students were taught with programmed learning modules. When findings of research are used for practical purposes, they become innovative practices. When research findings are used to provide alternatives for solving problems of mankind, they become research based alternatives.

Extension activities

It was in 1997 when UGC introduced a policy framework for the development of Higher Education Institutions and introduced the term of Extension and communication in it. By extension activities it is meant that whatever research has been done, it should be allowed to go to the users of the field from where the research problem had originated. For example the findings of the research being done in Punjab Agricultural University should go to the farmers so that they can improve their farming practices. This attempt will be called an extension activity of Punjab Agriculture University. Any extension activity should be a regular program, for example if the teachers of a higher education institution are extending their services for adult education schemes, are educating the farmers, are creating awareness in the community and helping the community in some way or the other, such an activity is called an extension activity of the higher education institution. Educationists can attempt research on each goal of the millennium development goals of UNESCO, like research can be done on universal primary education, promoting gender equality and women empowerment, environmental sustainability efforts. Similarly the objectives of National Education Policy 2020 can be taken as a topic of research like Health Care, clean drinking water etc. While solving these practical problems a multidisciplinary approach has to be undertaken by the researcher then only a comprehensive and a concrete solution can be generated. The opinion of experts from different walks of life should be taken into consideration and a comprehensive solution should be generated. Thus extension activities

help in utilizing the expertise of the higher education institution for the benefit of the community and such an attempt could be done with or without research.

Consultancy

Dr. Kothari remarked that higher education institutions are not providing real Consultancy Services as is being done by the experts in the area of Chemistry or Chartered Accountancy. Consultancy should include outreach programs for the community in the form of NSS, NCC activities and the like, which help the community in the neighbourhood of the institution. Such Consultancy Services can be paid and help in income generation for the higher education institution. For example a teacher education institution can send its teacher educators to the neighborhood schools for training the school teachers in innovative methodologies and practices, this would be an example of consultancy being provided by the higher education institution. Such practices can be converted into best practices if done on a regular basis generating useful results for the public at large. For example if the higher education institution is engaging in an activity like planting, it would be better if the plantation is done in the neighbourhood and some useful plants like medicinal plants are planted and taken care of. These plants can then be used directly for curing disease or can be used for preparing medicines. Such a practice will be called the best practice of the Institution.

Dr Kothari then addressed the queries of the participants in which he clarified the difference between paid and unpaid consultancy, the equal consideration of both the types by NAAC peer team and the submission of documents to prove the consultancy services being given by the HEI.

DAY 2
SESSION 3

Resource Person: Dr. Ashwani Bhalla, Professor, SCD Govt. College for Boys Ludhiana.

Topic of Deliberation- 'Benchmarks in Higher Education for Quality Enhancement'

Dr. Ashwani started his discourse with the fundamental problems faced by Higher Education in India. On the basis of his personal experiences, Dr. Bhalla raised the question that whether state governments and institutions have ensured accessibility, equity, and affordability in the context of higher education in India? Sir quoted the examples of the state of Punjab in terms of its standing far behind on all the parameters mentioned above. He discussed that our state is lagging behind in Gross Enrollment Ratio (GER) as well as the issue of affordability at the higher level of education. Sir provided data based evidence to put forth his points. Dr. Bhalla pointed out various challenges being faced by higher education such as inadequate ICT facilities, improper curriculum design and its implementation, less focus on employability and entrepreneurship skills, academic inflexibility, underqualified teachers, unavailability as well as the problem of underpaid teachers. In addition to the above challenges Higher Education in India is also plagued with unfruitful research outcomes, missing link between : academia and industry; employment opportunities and student progression; governance and management; affiliations and inspections; incapability of seeking RUSA grants etc. Dr. Bhalla concluded his comprehensive talk by illustrating that these challenges need to be met in order to raise the standard of higher education. Sir also expressed the dire need of implementing NEP 2020 in its true spirit in order to bring quality at different levels of education.

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HIGHER EDUCATION AND COMMUNITY ENGAGEMENTS

Dr. Shyam Singh Inda & Dr. Vinita Sahu***

The education system in the current era of globalisation is moving towards more emphasis on online mode of teaching because of the current global pandemic. Higher education has also been affected but the benefits are also undeniable such as students have now more flexibility in terms of learning and timing and it also has helped the tutors to train thousands of students at one point simultaneously and more importantly the costs have been reduced drastically. The other important part is that giving online tutorials has also placed a mechanism to cross check and see what students indulge into during the session and it has resulted in effective monitoring and getting desirable output. But it should be seen that this is the way out. It also has a lot of demerits too. It cannot be a solution for boredom in the class. Digital divide is one of the biggest problems faced because if students are not able to complete their online assignments or login then it becomes meaningless with all the efforts taken. While this may have been difficult in the early days of e-learning, nowadays it is much easier: there are currently a number of providers offering all types of interactive teaching-learning, with challenges and adventures, videos, storytelling, gamified solutions, simulators to ensure practice and game-based learning all these have helped in economic development and has a major impact on community engagement too.

Keywords: Education, Online Learning, Community Engagement, Digital Divide

Introduction

National Community Engagement

The Association of Indian Universities is a hub of higher education activity in India that facilitates research and scholarship opportunities through workshops, seminars, meetings, publications, and through its website. The Association for the Study of Higher Education (ASHE) was established in 1976 and remains an active centre for higher education networking among scholars, students, and professionals. It is home to the review of higher education, one of the leading scholarly journals in higher education.

Community engagement can be successful and all initiatives taken only when there exists a national point of view or framework which are in relation to the aspects of the education system and territorial development which would help in development at the national level (Goddard and Puukka 2008). One of the main point of view in developing such a national framework depends on how much the government of such a country is interested and active in taking efforts which are directly or indirectly related and aids in bridging the gap between the stakeholders such as education institutes,

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industry and society or community in large and providing a suitable environment that would enable all of them to bridge their gap.

Policy Initiatives Related to Community Engagement in Higher Education

Reforms which are meant to take place as a result of policy aids or may be considered as roadblocks in initiatives of higher education for development of community engagement. Hence government plays an important role which aids in developing an appropriate environment of such development between education institutions and community at large.

There are a host of examples which can be seen from countries such as . Brazil, Russia, India, China, and South Africa where the government has played an active role in developing an appropriate environment of such development between education institutions and community at large. To cite a few Brazil government has taken initiatives in reshaping the training of the health professionals at all different layers at higher education level. It started with a programme titled as Restructuring of Federal Universities which emphasized all HEI to have more inclination towards interdisciplinary research and giving more importance to team work which had health professionals as major stake as they are more involved in community development and engagement (Meyer, Siwo, Zeevi,Sharon,Norel, Segal and Stolovitzky, 2013). This has led to some resistance and any good initiative may face resistance to change when we talk of any long history of practices to be changed but overall the HEI will play an important role in reshaping Brazil (Almeida-Filho 2011).

In the case of Soviet Russia it had its merits and demerits too because of the past going on system of more than 35 years it planned to train its graduates to have required and necessary skills and abilities which would help them in preparing as future prospects for the industry. Jacob, Sutin, Weidman and Yeager (2015). Most of the academicians put their point that there needs to be drastic changes in order to align the industry community and educational HEI. The traditional industries of Russia have been portrayed back to the Soviet Russia period but now in many aspects they are able to meet and have community engagement linked together which is most important for national and local development. But there is a vice versa scenario in terms of mobility for technical graduates which they enjoyed previously as in the current scenario (Motova and Pykko 2012).

When we talk of the Indian context the challenges are huge and impertinent in order to meet the needs of local market and international demands and creating a workforce which can compete globally with changing scenarios. Agarwal (2009) identifies areas of concerns which have created roadblocks in higher education in India which include

- Lack or inadequate training to develop skills among the graduates to cope up with the growing demands.
- Quota system paves ways in creating roadblocks for talented prospects in not getting sufficient opportunity to showcase their talents.
- Growing pressure to be globally competitive places more pressure on the higher education system and
- The Indian scenario is vice versa. The population of students seeking higher education as compared to other countries' systems is big but the population is less.

One of the latest studies done by Chauhan and Pillai (2013) reflected how the top management institutes in India have done an exemplary task in community engagement services using the online learning as a tool for e.g. Facebook was taken as a tool for helping and building local communities.

Challenges or Roadblocks

Advanced education strategy activities can help or obstruct commitment activities. Most of the time, compelling and manageable network commitment is hard to accomplish. Even with the best will and the best clearness, the ground is sloppy and difficult to work" in setting up effective associations among networks and HEIs. Numerous legislatures frequently battle to help advanced education strategy activities if there is practically no help (be it budgetary, political, and additionally partner uphold) to help with the execution of laws and guidelines. The situation is just exacerbated in provincial and distant locales, which regularly experience the ill effects of an absence of adequate government oversight and qualified administration and workforce staff to help execute fruitful network commitment.

Different purposes behind bombed advanced education network commitment activities incorporate an absence of help and purchase from at least one key partner gatherings (e.g., understudies, employees, staff, heads, graduated class, guardians of understudies, strategy producers, and network individuals). Partners ought to be associated with each part of the arranging, advancement, execution, and assessment cycles of network commitment activities. Interest is basically key to long haul maintainability and possession (Soska and Johnson- Butterfield 2004; Hart and Northmore 2011; Pike, Rodriguez-Pose and Tomaney, 2011). It is maybe the absolute most significant fixing that is time and again ignored. Alongside instructing and exploration, network commitment is presently broadly perceived as a third center capacity of HEIs. Nonetheless, it is not commonly given equivalent weight. Indeed, as a rule an excessive amount of accentuation is put on exploration, instructing or both examination and educating, with network commitment and administration arriving in a far off third, as just about an untimely idea. For what reason do they need to be so compartmentalized? On the off chance that advancement and residency rewards structures are rigid to such an extent that they just prize quality exploration and showing yields, it is profoundly improbable that network commitment will have the option to play the critical and potential job that it can and should play in advanced education. More accentuation ought to be made to interface instructing and research with network commitment activities. Thus, the three-crease mission of advanced education can profit by a synergistic relationship that reinforces one another.

Conclusion

There is a range of relationship types that exist, going from individual organizations to long haul supportable activities between foundations, governments, and industry. Network commitment and effort is talked about topographically at the nearby, state/commonplace, public, territorial, and worldwide levels, with a few achievement and disappointment models. Kinds of network commitment exercises are similarly assorted, yet are frequently connected to educating, examination, effort, and administration learning exercises. Data correspondence innovation (ICT) keeps on filling in as a fundamental switch in building up more extensive and ideal effort activities and ICT is regularly ready to contact key partner bunches at all levels and progressively in more proficient manners. Notwithstanding partner interest, purchase in, and possession, there is a constant requirement for adequate and submitted administration, significance to network needs, and an emphasis on quality affirmation standards, which are totally distinguished as key fixings fundamental for effective and continued commitment activities. Without these key fixings numerous advanced education network commitment activities will come up short.

Not all partners see the current and future function of advanced education in a similar light. In

a time when advanced education keeps on being examined by numerous approach producers, those in the media, and the overall population, it is particularly essential to perceive the critical commitments HEIs play in neighbourhood, public and global networks. Thus HEIs will assume a significant function in the general parts of the training situation of the country.

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NEED OF QUALITY ASSURANCE IN HIGHER EDUCATION

Piyali Bose & Prof. Jayanta Mete***

In the present society, an individual's survival has become dependent on higher education. As per today's academic condition, which needs to be more research-oriented, the mission of higher education is to educate and train individuals in various specializations, improve focus towards research and thus, serve the community. Ranking and evaluation of higher education are two of the main pillars that support the development process of universities, institutes of higher education, scientific institutes, and all other institutions that aim at providing higher education. The present paper mainly deals with quality assurance in higher education, accreditation, hindrances in the path of improving quality of higher education and some suggestions to increase quality of higher education.

***Key Words**: **Higher education, Quality assurance, Accreditation**.*

Introduction

In recent years India has seen a tremendous growth in the number and types of institutions providing higher education. In order for organizations and individuals to remain competitive in a rapidly changing environment, demand for education and training has become more crucial than before. To respond to this demand, new institutions have continued to emerge in the ocean of education. The performance of higher education institutions is a growing concern. The pressure for quality assurance poses a major challenge for higher education.

Objectives of the study

- To study about higher education and its importance
- To study the term quality assurance
- To study the need of quality assurance in higher education
- To study the term accreditation, it's procedure and functions
- To find out the hindrances in the path of improving quality of higher education
- To give some suggestions to increase the quality of higher education

Methodology

The present study is based on the collection of data from secondary sources. Secondary data is obtained from various published and unpublished records, books, magazines, journals and websites.

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Higher education and its importance

Higher education is tertiary education leading to award of an academic degree. It is an important tool that catalyses the overall development and growth of the nation. It is an integral unit to which the dual task of polishing an individual's aptitude and skills in a specific manner and also enhancement of his view of worldly matters in different paths of life, is attributed. In the present society, an individual's survival has become crucially dependent on higher education. As the world is morphing into a global village, the scope and demand of higher education have undergone manifold increase, and delivering excellent quality education is the only means to meet this demand. The key stakeholders in the education system, i.e., the students, the faculty, the parents, the institution's management, policy-makers and even the society as a whole are concerned with the quality of higher education being delivered. A Global Convention on the Recognition of Higher Education Qualifications was adopted in 2019 to facilitate international academic mobility and promote the right of individuals to have higher education qualifications evaluated through fair, transparent and non-discriminatory manners. As reported by All India Survey on Higher Education (AISHE), 2018-19, in the country, there are 993 Universities, 39931 Colleges and 10725 independent Institutions; 385 universities in this list are privately managed.

Quality assurance

Quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced. Quality assurance in higher education is defined as systematic management and assessment procedures adopted by a higher education institution or system to monitor performance and to ensure achievement of quality outputs or improved quality. Quality assurance aims to give stakeholders confidence about the management of quality and the outcomes achieved. While quality assurance has always been a matter of concern and significance in education, in general, and in professional education such as technical education in particular, the recent quantitative expansion in India has caused educators to devote careful attention to the quality aspect. There already exist several regulatory mechanisms for ensuring minimum standards before an institution is started. However quality assurance entails an assessment of the performance of the institution in delivering Education of the prescribed quality. Over the coming decades the accreditation or quality assurance universe in higher education is likely to become more complex as higher education itself evolves at an increasingly rapid pace.

Need for quality assurance in higher education

The quality assurance of higher education has become an important global trend. Nearly half of all countries worldwide have created quality assurance mechanisms. The following factors help explain this trend:-

- Due to the rapid expansion of higher education systems, there is now a more diverse range of providers of higher education, comprising public and private institutions, cross-border institutions and distance education organizations.
- Globalization has brought with it an increasing level of academic fraud, or fake credentials. This increases the demand for trustworthy organizations that can establish confidence using quality assurance methods.
- The quality of public higher education institutions has suffered in many countries due to

economic constraints and a shift in priorities from advanced levels to basic education.

- There are strong expectations that quality assurance mechanisms will ensure continuous quality control and improvement. Quality assurance is linked to professional mobility, and a growing number of regional and international integration processes.

Accreditation

Accreditation refers to a process of assessment and review which enables a higher education course or institution to be recognised or certified as meeting appropriate standards. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. In fact the purpose of accreditation is to determine the extent to which institutions are discharging their responsibilities for realising their goals and for the quality of education provided to enable the students to attain standards. Thus accreditation is the process of examining institutional procedure for assuring quality and assessing the arrangements for effective implementation of strategies for achieving stated objectives.

Quality assurance is the main driver for accreditation of on-campus programs by national and international accreditation agencies. It is ultimately the responsiblity of the institution themselves. The real and enduring quality can only come from by the universities as a result of self-evaluation and peer review. Quality assurance protects and enhances quality through system design and performance monitoring.

The Accrediting procedure

- Standards: The accrediting agency, in collaboration with educational institutions, establishes standards.
- Self-study: The institution or program seeking accreditation prepares an in-depth self-evaluation study that measures its performance against the standards established by the accrediting agency.
- On-site Evaluation: A team selected by the accrediting agency visits the institution or program to determine firsthand if the applicant meets the established standards.
- Publication: Upon being satisfied that the applicant meets its standards, the accrediting agency grants accreditation or reaccreditation status and lists the institution or program in an official publication with other similarly accredited or reaccredited institutions or programs.
- Monitoring: The accrediting agency monitors each accredited institution or program throughout the period of accreditation granted to verify that it continues to meet the agency's standards.
- Re-evaluation: The accrediting agency periodically re-evaluates each institution or program that it lists to ascertain whether continuation of its accredited or reaccredited status is warranted.

Functions of Accreditation

- Verifying that an institution or program meets established standards;
- Assisting prospective students in identifying acceptable institutions;
- Assisting institutions in determining the acceptability of transfer credits;
- Helping to identify institutions and programs for the investment of public and private funds;
- Protecting an institution against harmful internal and external pressure;

- Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
- Involving the faculty and staff comprehensively in institutional evaluation and planning;
- Establishing criteria for professional certification and licensure and for upgrading courses offering such preparation; and
- Providing one of several considerations used as a basis for determining eligibility for Federal assistance.

Hindrances in the path of improving quality of higher education

- The students who complete their study of UG and PG programme do not have much employability in job market.
- Present society demands interdisciplinary knowledge which is one of the most missing features in the present higher education system.
- Curriculum remains more or less stagnant for number of years, whereas the changes and trend in the society take place in quick succession.
- Development of quality and visionary approach always begins with top level of management but it is not adequately found in the head of the institute, management of the colleges or University chair persons.
- Conventional and not well-organised classroom teaching accompanied by weak presentation skill adversely affect the interest of the students.
- Commercialisation of higher education particularly by self-financed collages to earn more and more money is the cause of providing fewer infrastructures to the students and inadequate facilities and incentives to teachers.
- Interest and aptitude base selection of career is unfortunately not seen in teaching profession.
- Research work is one of the factors in knowing the real life happening and problems. This is lacking on account of heavy workload in routine teaching work.
- No autonomy in work or little space of time to work in creative manner, can't give a chance to search for new knowledge.

Suggestions to increase the quality of higher education

- The universities need to be funded by the government and a greater share of the government's budget should go to the universities. However the fund must be linked to the quality performance of the university.
- Teacher to student ratio needs to improve in India.
- The teachers need to be paid better so that the best of the brains come in the field of teaching
- There must be routine in-job training for pedagogy improvement.
- The performance should be assessed for all the teaching members on the basis of learning outcomes, performance in terms of research and innovation displayed by them.
- Private universities need to be encouraged but they must also follow stringent quality regulations.
- Indian universities need to internationalise themselves. There must be routine exchanges of faculty and the students with overseas universities.

Conclusion

Quality is a judgment about the degree to which activities or outputs have desirable characteristics, according to some norm or against particular specified criteria or objectives. Indian higher education has very rich history, but present does not seem to be effective. Quantitative growth is very good, but qualitative aspect seems to be missing. To the performance of higher education institutions is a growing concern. The pressure for quality assurance poses a major challenge for higher education. The prime function of NAAC is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e., departments, schools, institutions, programmes etc. Drawbacks need to be transformed into the strength of the Indian higher education system, but this can only be done with a strong willpower, determination and readiness to change.

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QUANTITATIVE AND QUALITATIVE DIMENSIONS OF HIGHER EDUCATION - PROBLEMS AND PROSPECTS

Ravikumar K, Prof. Sasmitarani Samanta** & Amiya Kumar Rath****

Free and compulsory education to all children up to the age fourteen is the constitutional commitment in India. Keeping in view the educational facilities available at the time of independence in 1947 in the country, the goal of universal enrolment was far too ambitious to achieve within a short span of ten years. Since then the country has made significant progress in all spheres of elementary education but the goal is still a distant dream and far out of the sight.

The Indian education system is perhaps the second largest in the world, which is catering more than 190 million students of different socio-economic grounds. The total population of the country is about 978 million. Till 1960, the emphasis was on quantitative expansion of educational facilities, which later diverted to enrolment and retention. It is the quality of education that is at present in the focus in all the programmes relating to elementary education in general and primary education in particular.

Of the 1060 thousand inhabitants of the country in 1993-94, about 84 per cent had access to primary schooling facilities within a distance of 1 Km as against 73 per cent having access to upper primary schools within a distance of 3 Kms About 94 and 84 per cent of the total rural population has accessed to primary and upper primary schooling facilities respectively. The country has more than 0.56 million primary schools of which about 21 thousand are single teacher schools.

Availability of a school does not guarantee adequate infrastructure facilities and that the children are fully utilizing the available facilities. A large number of schools do not have minimum infrastructure, such as, drinking water, toilet facility, school boundary, playground, buildings, teaching-learning aids, electricity etc. In addition, an adequate number of instructional rooms and teachers are also not available in a good number of schools. Even if the teaching aids are available, that need not guarantee that teachers are well equipped to utilize available teaching learning aids and equipment.

The gross enrolment ratio at present is about 90 per cent at the primary and 60 per cent at the upper primary level that suggests that a large number of children of school age population are still out of school. Of those who are admitted in schools only about 65-70 per cent are attending schools. This is also reflected in the high incidence of drop out, which is as high as about 45-50 per cent at primary and 60 per cent at the elementary level. It may also be of interest to note that the admission/intake rate is also very high but about two third children of those who take admission in grade I dropped out from the system before they reach grade III. This severely affects the efficiency of the education system. The primary education system is

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efficient to the extent of only 60 per cent and children are taking much more time than ideally required to become primary graduates.

Key Words: Higher Education, Quantitative and Qualitative dimensions, Quality improvement, GER

Introduction

Higher education has a two-fold mission. First is to train people for practical and technical work. Second is to foster public engagement. Following this, universities are committed to educating professionals for moral and societal responsibility. In the 21st century university adopts a general mission of service to the public supported by new research discoveries. Globally, many national universities are now discovering that research based public service and outreach activities can improve society at local and regional levels.The quality of higher education around the world depends on the quality of research produced by educational institutions.

The interaction of global and national forces is constantly diversifying the scenario of Higher education. These rapid changes have raised the issue of quality of knowledge produced by centers of higher learning. Educational Institutions for higher education are facing increased competition due to globalization and they are competing with each other by claiming themselves as quality providers. Therefore, quality has become the salient feature for the success of any educational institution in the contemporary world.The idea of knowledge is related to institutions of higher learning having an objective of excellence in specialized fields. Societies can take advantage of knowledge by obtaining and relating existing knowledge. It is not sufficient to transfer knowledge by local and global institutions but the objective is to achieve or develop a sustainable knowledge base by absorbing, understanding, interpreting and adapting in its true essence. Research and teaching has become two important aspects in the universities of the world today to meet the challenges of changing the globe.

Education is a fundamental requirement for any society in this changing contemporary epoch. Strong educational system of any country has the capacity to develop social, economic, cultural and scientific advancement. Therefore, investment in learning leads to investment in human capital which resultantly strengthens physical and social capitals of any country. Higher Education encourages a sustainable knowledge base and critical inquiry among individuals and social groups about societal problems and issues through training for the development of practical and professional skills necessary to compete in a globalized environment.

The higher education academic structure is founded on the diversification of degree programs at different levels along with the quality of disciplines in which they are offered. However the national development and rapid social change are heavily dependent on the quality of education being imparted by the institutions of higher education. The positive social change confirms stability, social solidarity and academic authority in the society.

Quantitative and Qualitative Dimensions

One of the prime objectives of India is to develop an education system which can deliver quality in terms of skilled and employment ready workforce, while focusing on world-class research and innovation. Education is one of the most complex services. Hence assessing quality in higher education institutes is highly challenging as there are multiple ways to define quality in the sector. It is very difficult for higher education institutions to satisfy all stakeholders like students, their parents, employees, recruiters, the Government etc

One of the key objectives of India's National Education Policy is to increase the gross enrolment ratio (GER) in higher education to at least 50 percent by 2035. Since the current GER stands at just 26.3 percent, doubling it in the next 15 years will entail significant planning, reform and sustained implementation. In this light, the recently released All India Survey for Higher Education (AISHE) report 2018 assumes importance. It not only gives an overview of the current higher education landscape but is also indicative of areas that need urgent attention if the 2035 goal is to be achieved.

Challenges of Quantitative and Qualitative Dimensions

- **Gender parity-** Overall, as of 2018-19, 37.4 million students are part of the higher education system of which 18.2 million are female. This accounts for more than 48 percent of the total enrolment, an increase of a percentage point from the previous year. In retrospect, this number was just 1.2 million in 2010-11. While this improvement is noteworthy, it is not consistent across different streams. Since almost 80 percent of the total enrolment in higher education is at the undergraduate level, a gender split across five major streams including arts, science, commerce, engineering & technology, medical science and law presents a more nuanced picture.

While female students comprise more than half of the total enrolment in arts and science courses, the corresponding share for engineering students remains low at just 29 percent. This is important since engineering includes electronics, computers, mechanical and information technology sectors that are relatively more job-lucrative. Similarly, women constitute less than 40 percent of total enrolment in management as well as law streams. Conversely, women make up more than 60 percent of total enrollment in the medical sciences. These preferences contribute to gendered effects on labour markets as well as wage structures.

To ensure diversified and equitable gender participation in engineering and other technical courses, a number of factors have to be tackled. In 2018, the IIT-JEE (India's flagship engineering entrance exam) had less than 30 percent female applicants. Even among them, only 12 percent made it to the top 25,000. For these numbers to improve, it is essential to address implicit biases that exist throughout the education system. It includes addressing the problem of stereotypes associated with engineering related domains right from the school level. In addition, structural issues like equal access to quality coaching for exams, inclusive university/college environments, geography, changing employer attitudes towards hiring women across technical job roles etc., have a bearing on enrolment rates. As a first step, it is imperative to understand the scope and extent of these issues before addressing them.

- **Concentration of HEIs-** Six Indian states Uttar Pradesh, Maharashtra, Tamil Nadu, West Bengal and Karnataka account for more than 54 percent of the total student enrolment in higher education. Of the 39,931 colleges across the country, 50 districts (out of 731) account for more than 32 percent. As a result, although the college density (per lakh eligible population) is 28 nationally, it varies from seven in Bihar to 53 in Karnataka. Such spatial disparity is an impediment towards increasing the GER at a brisk pace. For disadvantaged sections of society, the opportunity cost of higher education (commute, hostel fees etc.), is often too high and hinders the education process. It can even be the determining factor for choosing a higher education institution or opting to forgo the same. Since market forces have played a major role in the higher education landscape, geographical equity has been elusive. While urban centres in India have performed reasonably well in terms of access to higher education, policy interventions for access to HEIs in hinterlands will be

essential to match increasing social aspirations and increasing the GER.

- **Low number of international students-** The number of international students is generally a reliable indicator of the quality and robustness of a higher education system. As of 2018-19, only 47,427 foreign students were enrolled in the Indian higher education system, which is not enough for a country with more than 950 universities. This number stands at more than 4,00,000 international students in China, more than 3,00,000 in Germany and 75,000 in Singapore. Globally, India caters to less than one percent of all international students.

Prospective international students tend to select HEIs based on international rankings as well as the ease and cost of living in host countries. Indian institutes have failed to feature in the top 100 of world university rankings published by reputed ranking frameworks. The outflow of Indian students for education abroad is itself more than 15 times the inflow of international students to India. It clearly states the need for more quality HEIs in India across disciplines. While the Ministry of Human Resource Development has rolled out the 'Study in India' initiative in 2018 that attempts to increase the number of international students to 2,00,000 by 2024, scholarships and bursaries cannot be a substitute for institutes that can provide quality education.

Currently, in addition to India's neighbouring countries, African countries like Sudan and Nigeria account for almost eight percent of the international students received by the nation. While improving the quality of HEIs is a long term measure, ensuring seamless transition and acclimatisation of students from African countries will yield relatively quicker results. This includes easing visa approval processes, ensuring accommodation of students in culturally sensitive environments and effective grievance redressal mechanisms.

- **The PhD conundrum-** Only 0.5 percent of the total student enrolment in higher education are currently pursuing PhDs. A major reason for this abysmally low number is the saturated job market for PhDs. Apart from academia, PhDs in non-engineering sectors have very limited opportunities. However, more than the quantity, the quality of PhDs in India is a greater concern. Depending on the HEI, a successful PhD candidate does not necessarily possess research rigour. Indian academia has been plagued with issues such as fake journals, plagiarism etc. for a while now. Academicians holding positions of repute have been questioned on their research integrity. These are some of the main aversions that the corporate sector harbours when it comes to hiring PhDs, which ultimately aggravates the problem of limited jobs. In May 2019, the University Grants Commission announced its plan to conduct an investigation on 'The Quality of PhD thesis in Indian Universities' over the last decade. If executed well, this will help identify departments and institutions that are producing quality research and also weed out the sub-standard and bogus ones.

PhD candidates are the forebears of the research identity of a higher education system. Going forward, while there must be focus on improving the PhD ecosystem in general, there is a need to reorient the skill set to problem solving in the entrepreneurial sector.

In addition to the above mentioned issues, it is essential that the next AISHE report delves into the quality of higher education. 'Unemployable graduates' is a frequent lament from a number of Indian employers. A number of industries expend considerable time and resources to skill new employees who are not 'job-ready' despite their degrees. Thus, subsequent reports must also look at linkages between HEIs and skill development institutes (public and private). In school education, India has achieved a GER close to 100, yet major issues of quality remain. The higher education ecosystem must not fall into the same trap. Ensuring quality higher education must be as much of a

priority as doubling the enrolment rate in the next decade.

Opportunities

India has emerged as a global knowledge economy. It offers facilities of education, training and research in almost all spheres of disciplines ranging from arts, science, humanities, mathematics, management, engineering, medicine, agriculture, law, linguistics, communication, etc. It is also the major potential to eliminate poverty and income disparity in the country. Empirical studies have proved that there prevails nexus between enrolment and income disparity. Income inequalities are high where enrolments in higher education are low and vice versa. Higher education benefits the individuals specifically as it equips young people with skills to cope with the rapidly changing labor market needs. It gives individuals powers to get better employment, higher salaries and higher propensity to consume and save. Altogether, investment in higher education enhances the labor power in order to trade it for higher wages. For all these good reasons, a country that provides educational opportunities to its citizens is far more likely to reduce poverty and promote economic growth and thereby achieve social inclusion and India is no exception in this regard

Suggestive measure

- Need based job-oriented courses should be provided in colleges and universities that would fulfill the skill-based educational needs of the society.
- Students from economically backward families must essentially be given fully subsidized education.
- Special grants to universities and colleges in backward areas should be provided to improve their infrastructure and facilitate innovations and thereby become internationally respected.
- Liberal funding of higher education and creation of funds through donations, upward revision of fee structure and raising funds from corporate sources should be considered by the governments in the Centre and States.

Conclusion

Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing the head, heart and mind together and thus enabling a person to develop an all round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children do not even get primary education. This has not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development has taken place for the benefit of the people. No doubt India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilise this potential properly is the issue which needs to be discussed. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is a need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the financial resources, access and equity, quality standards, relevance,

infrastructure and at the end the responsiveness.

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INDIAN HIGHER EDUCATION : ISSUES AND OPPORTUNITIES

*Kiran Sudi**

The Success story of the post – independent India turns out bleak when the question of quality is raised. Higher Education has been finding it difficult to meet the issues of unplanned expansion, educated unemployment, uneven growth, commercialization of education, financial crises, teacher burn out and the digital divide of quantity vs quality, equity vs excellence, creativity vs conformity are posing continuous threats to higher education. At this Juncture, the new education must be teach every individual how to classify and reclassify information, how to look at problems from new direction and finally how to teach himself/herself. Teachers are the best trained manpower for a nation. Because, they produce Technologists, Scientists, Doctors, Engineers, Policy makers, Businessmen and Teachers. Therefore through quality assured training programs it has become necessary to produce, competent, professionals to meet the ever – growing demands of liberalization and globalization. Hence, the emerging Indians society needs to make the system of education innovative and futuristic in order to the changing demands of the modern Indian Society. Every system of education aims at moulding the individuals to play their roles in the society most effectively.

Key Words: Indian Higher Education, Issues regulatory reforms, Quality, Collaboration

Introduction

Indian Higher education has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in the industrial and technological capacity, because of the significant contribution of manpower and tools provided by higher education, especially, technical education. Methods of higher education also have to be appropriate to the needs of four pillars of education, learning to learn, learning to do, learning to be and learning to become. Student-centered education and the employment of dynamic method of education will provide more opportunities. The Indian higher education must teach every individual how to classify and reclassify information, how to look at problems from new direction and finally how to teach himself/herself. Teachers are the best trained manpower for a nation. Because, they produce technologists, scientists, doctors, engineers, policy makers, businessmen and teachers. Therefore through quality assured training programs it has become necessary to produce, competent, professionals to meet the ever – growing demands of liberalization and globalization. Every system of education aims at moulding the individuals to play their roles in the society most effectively. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education. It is envisioned that strengthening the two ends of the spectrum, namely, elementary

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education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.

Issues in Indian Higher Education

The Report of National Commission of Excellence in Education (1983) in the United States warns that the "educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens the very future of a nation and a people". In the context of multinational entering into the field of education, quality assurance has become a necessity. The student of today learning a specific content of information will find to his amazement that he is not prepared to face the life which he has to live for the next five decades because the knowledge furnished with, has become outdated long back. The coming few decades will be miracles in space craft, satellites, internets and others offshoots of scientific enquires. The recent developments in communication technologies have helped to cross the barriers of time and distance and those boarders have become porous and the sky open. Higher education has been finding it difficult to meet the challenges of unplanned expansion, educated unemployment, uneven growth, commercialization of education, financial crises, and the digital divide of quantity versus quality, equity versus excellence, and creativity versus conformity which are posing continuous threats to the higher education.

Regulatory Reforms

The public private partnership is mostly encouraged in the rarest fields of space and the like, and used for the development of higher education in the background regions. The government can come forward provide some benefits to the private industries and institutions to implement the projects of Public Private Partnership. In improving the quality of higher the reshaping and reforming higher education should be given a prominent place regularly. The quality of education provided by the state, central and private institutions should be motivated and the changes be implemented by a quality assurance body of UGC. Hence, the government and the private education institutions have moved to some levels. Public Private partnership is imperative to bring quality in the higher education system. The Government of India can bring public private partnership through an appropriate policy. University Grants Commission and Ministry of Human Resource Development should play a major role in developing a purposeful interface among the Universities, Industries and National Research Laboratories for the involvement of institutions of higher education engaged in research activities to facilitate availability of latest sophisticated equipment to the researchers.

International Collaborations

Universities in India have been a primary source for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development and continuing education. The Government of India is inviting aspiring candidates from all over the world to pursue education in desired field from the top ranked institutions in India as per the National Assessment and Accreditation Council (NAAC) which is an organisation that assesses and accredits higher education Institutions in India and the National Institutional Ranking Framework (NIRF) both under the aegis of the Ministry of Human Resource Development (MHRD), Government of India). Launched in April, 2018 the initiative is helmed by EdCIL (Educational Consultants of India), a Central Public Sector Enterprises (CPSE) under the Ministry of Human Resource Development (MHRD), Government of India, the Study in India, initiative aims to make India a

preferred education hub for students all across the globe, by elevating its position in the global educational landscape. This portal is a one-stop shop for foreign students seek to study in India. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation problems to find solutions in higher education. The International communities can share their experience and experts in approaching the problems in higher education.

Investment for Higher Education

The opportunities for higher education has been recently increased many fold due to the private participation. As soon as India signed GATs foreign universities started to enter the country and now there are more than 100 western universities established in the country. Recently our Indian Prime Minister has announced that within 2022, 1 lakh crore rupees will be invested for education. Similarly, India is in the process of setting Indian universities in the foreign lands. The higher investment in education is really a boast to the social, economic and technological development of the country. The growth of higher education has led to the higher investment in higher education. A large number of private colleges and universities cropped up and are in the recent years providing quality higher education from degree to doctoral degree in variety of fields. The MHRD has taken several initiatives to ensure that the benefit of the scheme is availed by all the deserving students. As a result of various initiative including inviting of online application, online counseling and online allotment of seats, creation of supernumerary quota seats in Engineering, Medical, Architecture, Agriculture, Pharmacy and Nursing institutions, more number of students are taking admissions in professional courses and thereby improving their employability.

Ensuring the Quality of Higher Education

Built on centuries of values, the Indian Education system is the world's third largest higher education system, having a rich mix of premier Government and private institutes with a network of 38000 colleges and 800 universities. Higher Institutions in India offers degrees that are competitive in the world market in terms of quality but are delivered at 1/4th the cost hence guaranteeing value for money. India offers quality education and research, and students will earn internationally renowned degree. Students will have a range of courses to choose from the latest advancements of science and technology like Virtual and Augmented Reality, Artificial Intelligence and Cognitive Computing to traditional subjects. In this line UGC has work with other countries in getting more students to Indian universities. The quality society can be produced only through quality education. In this line, the higher education of India needs mechanisms to improve the quality of education provided through universities and other degree awarding institutions. The mechanism should pay attention on refining, diversifying, and upgrading higher present education and research programmes.

Catering Global Needs

National Knowledge Commission (2006) Report on higher education supports a strong reform agenda through public investment. Recently, the report of the committee on renovation and rejuvenation of higher education (Yashpal Committee) has recommended protecting the intellectual autonomy of educational institutions and the creation of an all-encompassing National Commission for Higher Education and Research (NCHER) to replace or subsume the existing regulatory bodies. The report talks about the concept of a university as a place where research and teaching become two important

pillars of the creation of knowledge and should go together. Indian higher education has more potentialities to cater to the need of growing global demand of higher education. In this backdrop, UGC has to encourage private participation in awarding quality and inexpensive higher degrees in the multi-disciplinary domains to attract even more foreign students and work on establishing world class schools of higher education to prevent the students, the younger generation in particular, from being attracted by foreign institutions.

Conclusion

In finding solution to the issues in higher education, the co-operation of international communities should be sought to share their experiences. Moreover higher education provided in Indian universities and colleges must suit the need of the education in ICT era. There will be meaningless to give out date education. On the part of the Indian government a lot of changes were brought to the curriculum of higher education absorbing the global demand for receiving skilled manpower. India today, is one of the fastest developing countries of the world. However, it has to create more opportunities for increasing the number of institutes and the quality of higher education to achieve the future requirements. Given the present situation of Higher education, there has been significant improvement in the recent years. The investment in higher education, which has more potentiality, should be motivated to provide better higher education in the country.

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FACULTY PERCEPTIONS OF BEST PRACTICES FOR GROOMING TEACHERS

*Dr. Tara S. Nair**

Teacher Educators play a crucial role in the expansion of quality education in the new landscape of the 21st century. Teacher competencies and Teacher Behaviour are related terms that deserve attention. This study analysed the perception and expectations of Teacher Educators regarding evolution of best practices in the Teacher Education sector. These future oriented implications have to be efficiently implemented and practiced in all aspects of Teacher Education Programmes to ensure quality. Supporting and assessing students in their pursuance of academic, professional and personal achievements could be accomplished by adopting best practices.

Keywords: Teacher Educators, Teacher Competencies and Teacher Behaviour

Introduction

Significant path breaking transformations are occurring in the discipline of Teacher Education for quality enhancement in the wake of National Policies in Education. A best practice is defined as those techniques and methodologies that through experience and research, have proven to lead reliably to a desired result (NCATE, 2010). Effective practices for pre-service and in-service teachers are essential for visualizing sound courses and programmes in Teacher Education Institutions (TEIs). Institutional ambience in each of these institutions is unique and may evolve over time seeking for quality. The efforts of NAAC and Commonwealth of Learning (COL) enlists several best practices for revamping the Teacher Education sector (Lakshmi, Rama and Hendrikz, 2007). The NAAC-COL initiative attempts to consolidate best practices to redefine the field and provide direction to new refinements that are interesting to execute in various settings of instructional practice. These impactful practices provide a conceptual breakthrough in the knowledge base (K-base) of Teacher Education in different contexts of our country.

A *best practice* in Teacher Education implies an institutional practice that exhibits characteristics of a quality Teacher Education sector and Teacher Education Programme (TEP) contributing to overall quality of it. The practice is bound to reflect one or more of the 75 Quality Indicators (QIs) centered around 25 Quality Aspects (QAs) under 6 key areas of quality. Accordingly many meaningful and relevant programmes become routine that are executed in creative ways to overcome several pressing issues and future demands both academically and professionally. These include admission procedure, fee structure, attendance reports, instructional methods, student placement, value addition, transparency in institutional governance, and the like. The recent report of the Wallace Foundation,

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2020 highlights four effective practices for Principals namely high-leverage instructional activities; building a productive culture and climate; facilitating collaboration and learning communities; and strategic management of personnel and resources, the idea of which would strengthen leader preparation, training, and support for achieving institutional excellence through effective leadership. Systematic synthesis of transparent sets of criteria offer robust assessments of state of knowledge at a given time. Elleen Belastock, Director of Technology and Information, Nauset Public School, Massachusetts opines that best practices for teaching should drive technology use in the classroom by focusing on skills that can quickly be transferred to an online or remote environment. Districts and school leaders should provide a variety of options to provide and support Professional Development opportunities for teachers to develop Professional ownership of their learning and ability to assess their technical skill levels. Darling-Hammond (2010) advocated the importance of best practices in classroom teaching to ensure professional standards and increase competencies of teachers.

Need and Significance of the Study

An individual teacher's effort to explore new ways of excellence is mandatory for survival in 21st century learning and teaching context. These often may vary in the possibility to find a feasible practice irrespective of institutional conditions or to try doing things differently. Also comes the need to consider a plausible alternative to some persisting concerns in many aspects of TEIs and an awareness of efforts done by professionals in the field. Angadi (2013) presents examples of practices in Teacher Professional Development for ICT in Education. McCollow, Shurr and Jasper (2015) reports a shift in medical model to social model in inclusive settings that has impacted both pre-service and in-service Teacher Professional Development. Schina, Esteve-González and Usart (2021) discusses a panorama of teacher training research in Educational Robotics (ER) and identifies prominent best practices in ER teacher training into five categories: collaboration, learning materials, pedagogy, practice, and feedback/ support. Several studies have indicated that teachers and institutions affect quality outputs in academic settings. Cuenca-López, Martín-Cáceres and Estepa-Giménez, (2021) highlights the connection between educational research and innovative practices in heritage education for citizenship training of teachers. Jared (2019) mentions the use of innovative pedagogies and effective learning spaces as best practices in TEIs to enhance inquiry and exploratory training. Beniwal (2016) identified best practices for TEIs that provide for quality enhancement in Teacher Education.

Commitment from institutions for motivating faculty to prepare teachers and how they implement best practices into their teacher preparation tasks are valuable. Moreover, the need for adoption of best practices to effectively serve the modern diverse learners is highly essential. So it is important to investigate what factors teachers believe that stand in their way to prepare teachers and consider best to make gains in their work. The main aim of the present study is to explore the perceptions of teacher educators regarding best institutional practices for visible quality improvement of TEIs. The questions that were framed to direct research were: what do the Faculty members think about their work?, how do they perceive their success in introducing best practices in classroom teaching?, what do they believe they must do to improve preparation of student teachers in identifying best practices? The results would help to gain knowledge about the perspectives of Teacher Educators, their motivation to prepare teachers, their commitment to equity, how they describe their success in preparing future teachers, to serve as pointers for both pre-service and in-service teacher educators to recognize internal and external parameters that contribute to the sustenance of quality required

for enhancing individual and institutional excellence. This also has implications to improve Teacher Education curriculum, instructional pedagogies, field experiences, and other TEPs.

Methodology

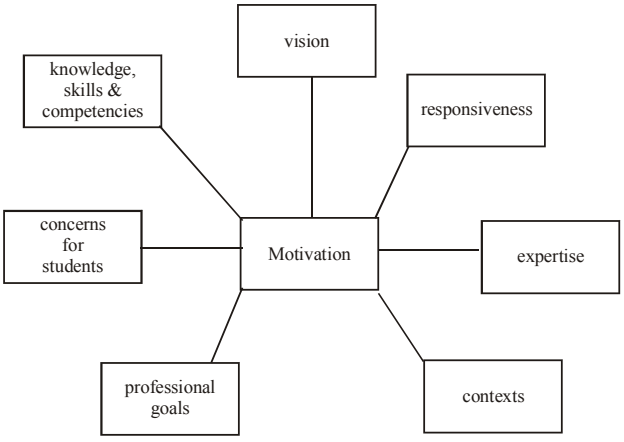
Qualitative research design was employed to identify the motives, actions and perceptions of Teacher Educators regarding their experiences. The sample of the study constituted 25 Teacher Educators working in TEIs from different parts of Kerala. For the purpose of collecting qualitative data, a questionnaire was developed based on literature review which consisted of open-ended questions to collect information of their experiences, feelings, perceptions and perspectives of Teacher Educators on the research topic. Open-ended questions provide freedom for faculty members to express freely their ideas and opinions. Eight major categories of questions were included: what motivates them in their preparation of teachers, what opportunities do they utilize to attain course outcomes, what obstacles they face, what areas of work they think should be improved, what aspects of TEPs need to be improved, what expectations do they have to be fulfilled in terms of stakeholders, what professional competencies do they require, and what expectations do they have to revamp curriculum and pedagogy of Teacher Education. A pilot study was conducted among five Teacher Educators to minimize non-sampling errors, ensure clarity of questions and thereby improve quality of data.

Analysis and Findings

An inductive approach to qualitative analyses was done to identify common themes and categories to derive a deep understanding of the inherent outcomes. The key words/phrases, feelings, perceptions and perspectives were identified to reveal patterns of judgment through critical analysis of the responses collected and coding into categories of judgment. The details of analyses done are presented under appropriate heads.

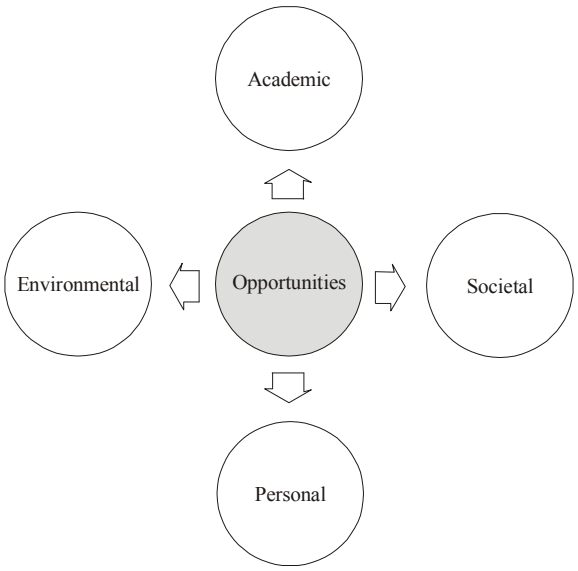
I. **Perception of Faculties regarding their work-** Teacher motivation springs from the commitments of Teacher Educators in their work that were revealed from their efforts to prepare competent teachers in terms of the following parameters: vision, knowledge, skills & competencies, concerns for students, expertise, responsiveness, and contexts.

Figure 1: Perception of Faculties regarding their motivation to work



II. **Perception of Faculties regarding utilization of opportunities –** To fulfill the responsibilities of professional demands, the Teacher Educator should equip prospective student teachers to develop skills to make students construct knowledge on their own. This demands the development of culture specific pedagogical tools to vitalize learning outcomes. The opportunities available stem from four areas: academic, societal, environmental and personal.

Figure 2: Perception of Faculties regarding utilization of opportunities



III. **Perception of Faculties regarding obstacles-** Faculties felt that they face difficulties in terms of selection of trainees with real teaching aptitude, time management with regard to teaching and supervising regular courses, participation in professional development courses as required by interest, formalities for procedure of promotion, feasibility of professional networking, allocation of credits, etc.

IV. **Perception of Faculties regarding improvements in their work-** Faculties perceived that they should:

1. Explore effective ways to deliver information to fit learner differences.
2. Foster engagement and confidence by cognitive exercises
3. Engage in group discussion to build essential life skills
4. Establish mutually beneficial reflective listening strategies
5. Support in learner action trou proper and well-timed reinforcers
6. Foster constructive and active participation
7. Assign formal cooperative tasks
8. Coordinate course goals, outcomes and assessment practices
9. Represent openness, acceptance and trust of modeling
10. Utilize double-loop feedback
11. Optimize climate setting
12. Use dynamic skills to resolve problems

V. **Perception of Faculties regarding improvements in TEPs–** Faculties believe that

they need improvement in advance practices such as teaching and internship, monitoring and supervising teacher preparation programmes, improving curriculum, establishing partnership with mentee institutions, enhancing professional development, teacher/student exchange options, utilization of community resources, etc. Assuring gender equality, respect for human rights, environmental sustainability, fostering research culture and establishing ways of social justice are cornerstones of success. Moreover clinical practice must be mandatory to refine capabilities in instructional methodologies and encounter in actual settings.

VI. **Perception of Faculties regarding stakeholder expectations-** Faculties think that the satisfaction of different stakeholders, viz. administrators, teachers, parents, students and community members are very important. Harmony of all of them is possible by affirming principles of action to achieve desirable targets. These correspond to aspects like mutual accountability, constructive alignment, harmonization, measuring results, consultancy and services, outreach encounters and developing ownership.

VII. **Perception of Faculties regarding professional competencies-** Competency based Education necessitates knowledge, skills and values that a student teacher should acquire from a TEI. The competencies perceived by Faculties fall into the following categories: instructional delivery, classroom management, assessment techniques, and personal competencies. Paying attention to core competencies ensure positive experience for student teachers.

VIII. **Perception of Faculties to revamp Teacher Education –** As a measure to revamp Teacher Education, faculties feel that incorporation of *best practices* would serve a lot. These best practice principles are enlisted below:

- Inquiry approach that connects Theory & Practice
- Strong core curriculum addressing stages of learner development, cohesive & aligned content standards, pedagogy & assessment
- Coherence in coursework & realistic reflective practicum
- Extensive, connected practical and hands on experiences
- Well defined standards of Professional knowledge & development
- Explicit strategies to explore one's beliefs & assumptions on learner & learning
- Strong partnerships with different institutions to cultivate shared collegial practices
- Maintenance of Teaching Records by students
- Standards based Assessment to develop adaptive instructional exercise
- Honing equitable teaching for all including diverse learner population
- Developing enhanced facilitation skills for effective virtual, augmented & remote teaching
- Designing novel research culture and solutions
- Creating effective Student Management Systems to foster innovative teaching
- Ability to artfully manage classroom
- Augment engagement and create student ownership of learning
- Consultancy services to establish confidence and efficiency at work
- Embracing cultural diversity
- Ethical standards for Teaching Profession

Explicit instructional practices were also noted to be indicators of success. These practices include teaching to mastery, and well designed and planned instruction. Proactive classroom management should be employed. They suggest practitioner-oriented programmes and scenario-

based learning (SBL); in Teacher Education as innovative approaches to teacher development.

Recommendations

Cultivating entrepreneurial talents are necessary to equip students for employability and research through continuous and well planned tutoring and mentoring practices. Boosting learning in physical and virtual classrooms with consistency requires quality, personalized and engaging content, contexts to provide remarkable recommendations on the content, structure and implementation of future practices in TEPs. The need to empower Teacher Educators is necessary to prepare and mould future teachers of quality and expertise.

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QUALITATIVE INITIATIVES AND BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS

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India is a land where education flourished in such a great manner that many holy books have been written centuries ago. In earlier times the sages sat in a forest and shared their knowledge and findings with their disciples. But now the meaning of education has totally changed. The primary purpose of education is harmonious development of the students. As far as higher education is concerned the main motive of the education is promotion of excellence in more ways than one. As an individual the motive of education is upward of mobility through cultivation of excellence. For the national economy excellence is prerequisite for sustainable growth. Unfortunately, higher education in India suffers from lack of quality in all these aspects. Majority of the Indian educational institutions did not have recognition on a global level. The dire need of time is to ensure the widening of the base of higher education.

Keywords: Higher Education, Qualitative Initiatives, Educational Excellence

The ancient Indian concept of education is "Shiksha" and its root word "Shas" derived from Sanskrit language, which means "to discipline", "to teach", "to control" or "to instruct". Another word "Vidya" (Education) is also derived from the Sanskrit root word "Vid" which actually means "to Know". However, the Indian concept of education is somehow different from the Western concept, but the overall motive of education is harmonious and progressive development of man's innate powers and drawing out of the best in the child and man-body, mind and spirit. A small body of determined spirits fixed by unquenchable faith in their mission can alter the course of history. - M.K. Gandhi Education, as we understand it here, is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as John Dewey (1916) put it, a social process – 'a process of living and not a preparation for future living'.

The higher education institutions in India consist of colleges and universities. As reported in 2015 India has 760 universities and 38,498 colleges. After the United States and China, India has the third largest publicly funded higher education system. The main governing body of these higher education institutions is the University Grants Commission (UGC). As per 2011 census, about 8.15% (98.615 million) of the Indians are graduates. India's higher education system has expanded at great pace in the last decade. The main emphasis in education is laid on Technology and Science. By 2004, Indian higher education institutions consisted of many technology institutes. Open education and Distance education are also main features of the Indian higher education system and looked after by Indira Gandhi National Open University, which is the largest University in the world by the number of students (35 million students) across the world. The OECD review on tertiary education

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(OECD, 2008) asserts that, "Education policy is increasingly important on national agendas. The widespread recognition that higher education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high-quality tertiary education more important than ever before. It is imperative for countries to raise higher-level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society. Higher education contributes to social and economic development through four major missions: the formation of human capital (primarily through teaching); the building of knowledge bases (primarily through research and knowledge development); the dissemination and use of knowledge (primarily through interactions with knowledge users); and the maintenance of knowledge (inter-generational storage and transmission of knowledge)."

Indian higher education institutions marked many achievements in the field of education and technology. In the last 3 decades, India witnessed rapid and impressive growth but on the other hand, faced many challenges in the field of higher education. As far as publications are considered, "no one knows how many scientific journals there are, but several estimates point to around 30,000, with close to two million articles published each year," (Altbach and Wit, 2018). Even though in India the number of publications has increased significantly, they lag behind in the quality of articles published by the United States, United Kingdom, China and Germany. Unplanned over expansion has led to the biggest downfalls of Indian higher education. Quality of education in higher institutions has been deteriorating in a tragic way. Main challenges faced by the higher education institutions are

- **Financing:** Financing proved to be a big challenge for higher education institutions. State's inability to fund the expanding higher education has resulted in rapid growth of private institutions. Small and rural education institutions were adversely affected due to lack of governmental financial support. As a result, the government institutions lag behind the private institutions which are making a lot of money by unchecked amount of fees.
- **Accreditation:** From higher education institutions many institutions are taking advantage of lax regulatory environment to offer degrees not approved by Indian authorities. UGC and other regulatory authorities are trying to extirpate private institutions that run courses without any recognition and affiliation.
- **Enrollment:** As far as the enrollment in higher educational institutions is concerned, the result is constant decrease in the enrollment. India has an enrollment rate of 9% only, which mainly includes urban dwellers. Rural enrollment is very low in higher education institutions. After Independence, the gender gap in higher education enrollment has decreased significantly.
- **Quality:** The quality of higher education is of substandard and lacking power of reasoning, independent thinking and moral values. The main emphasis has been laid on grades or marks, which is considered a big reason for deterioration in the quality of higher education. On a global level, the quality education from Indian institutions has been in last trials. Poor quality of faculty and teaching failed to motivate students for education.
- **Complex socio-political education sector**: The complex socio-political nature of the higher education sector in India makes it a bit harder to implement new policies and social reforms. Due to lack of new policies and regulations, the deterioration in higher educational institutions continues.

Qualitative Initiatives and Best Practices

Quality is often considered to be a standard or norm with which we can compare two similar

things in order to assess the worth of the things compared. It is a 'bench-mark' arrived at after reckoning the best features of the things compared. If an undergraduate, for instance, has the abilities to self-manage the advancement of his learning, to remain at the frontiers of knowledge in his discipline and to present and defend his ideas before general and specialist audiences, the bench-marks, the standard of undergraduate education which alone is acceptable for employment anywhere in the world. Similar benchmarks exist for different qualifications. Kumar (2018) in his book, *The Future of Indian Universities: Comparative and International Perspectives* states that, "Unfortunately, over a period of time, our higher education system lost its global competitiveness. This is exemplified by the fact that not many Indian higher education institutions feature in the annual world university rankings like the Times Higher Education World University Rankings or the QS World University Rankings."

Good practices are one such activity that emphasizes the role in the HE community in multiple ways such as exchange of information, staff delegation, professional association and collaborations etc. The purpose of these activities aims to work jointly with the organization of similar interest that ultimately results in the institutional goodwill and improve the performance of the HEIs involved through collaboration or comparison. In view of the proven results about good practices, many institutions are involved and engaged in good practices identification that results in positive contribution in the field of higher education. Discovering the unique good practices in every aspect of the higher education system is the present trend in recent years due to its effectiveness and desired results. Many quality assurance systems across the globe encourage and promote the quality culture through good practices identification. These good practices help the institutions to revisit their process and procedures and aim to identify the practices that are good for quality improvement. Finding good practices among the normal practices followed are considered to be one of the best ways to platform the strengths of the institutions in a healthy competitive way.

Major Best Practices by Institutes:

- Institutions have set up an Industry Advisory Board with an objective to establish strong industry connections, conduct workshops; such as MDP, FDPs with collaboration with industry and provide suggestions for process improvement as well as curriculum improvement. This will help the students and young aspirants to achieve their goals without wasting time, energy and money.
- Institutions should follow an outcome based education by developing course plans with objectives and outcomes. The learning styles of the students are evaluated through a learning style test. More emphasis should be given on learning outcomes, which help the teacher to assess the students in a better way than before.
- Regular training & placement is imparted in the area of communication skill and aptitude to the students to make them employable. Students with better communication skills have more chances to become successful in life, because they can easily use this skill to communicate their thoughts and ideas.
- Institutions have to encourage students to pursue internships during the vacations and acquire necessary problem solving skills. In the modern era, Problem Solving skills play an important role to tackle day to day problems.
- Institutions should regularly encourage the students to compete in external competitions (tech

fests, paper presentations and idea and innovation contests). These competitions proved beneficial for the harmonious development of the students and also inculcate good values.

- Higher Education Institutions should have "Companies specific incubation labs" which provide real and practical knowledge to students about their curriculum. There are many companies in India which can easily help the educational institutions to set up their labs.
- Higher Education Institutions should also have to establish other labs which includes: well-furnished computer labs, I.T. Labs, and other labs related to all the subjects
- Parents meet are conducted to take the regular feedback about the progress of their ward and overall development of the college or institution. When parents visit the institution, then they feel connected with the institution.
- Guidance and Counseling centers should be a must for each institution. In a world full of confusion, it is the major responsibility of the higher education institutions to provide career or life related guidance and counseling. For this purpose, a counselor should be appointed.

Other Best practices in institutes:

1. Training for second and third year students- The colleges conduct training programs for second and third year students every year besides the college has signed MOUs with reputed industries.

2. Industrial visits -The institutes engage industrial visits to acquaint the students with practical and basic engineering knowledge every year.

3. Blood Donation camp -The colleges organize blood donation camps to boost the social awareness and ethical duty as human beings.

4. Project exhibition -The colleges hold exhibitions of the best projects done by the third year students to motivate and enhance the cult of engineering and science to first and second year students.

5. Digital India Program -As per the directives of Maharashtra state of technical education the colleges organized digital India program and conducted quiz competitions, elocution competitions and arranged expert lectures on effective use of digital technology to grow a smart working culture.

6. Celebration of Sadbhavna Divas -As per the directives of AICTE, the colleges conducted Sadbhavna Divas and an oath was taken by all the staff and students of the college to follow and practice the principles of secularity, equality and fraternity.

7. Sports and cultural programs- The colleges organize sports and cultural programs to provide an exposure and boost the hidden talents of the students.

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BEST PRACTICES AND QUALITY CONCERNS IN HIGHER EDUCATION

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The subject of quality assurance has become a buzz word in the spheres of higher education. Higher education is at crossroads and is passing through existing times. Innovation is apparent in all areas. Innovative teaching has many forms. Teachers must learn to change with the times and the methods and approaches offered for instructing students. In higher education, innovation might be defined as the planned implementation or application of new ideas, practices, which come through interaction and creativity. Our teachers should use the technological innovations that are easily available. There are greater opportunities for participation and collaboration, personal and social skills can be developed through innovative practices. This paper highlights the best practices of Quality assurance and their role in the ever-expanding higher education system. This paper is also discussing the role and competencies of teachers in the teaching-learning process.

Keywords: Higher Education, Innovation, Practices, Quality Assurance, Teaching-Learning Process.

Introduction

Higher education in our country has been passing through a major transition and generating a lot of debates in all circles. The present 21st century, being regarded as the century of generating Knowledge and information leading to create a global knowledge society. Globalization is a catchphrase which has entered discussion in various fields. Two of the main issues of globalization are innovation and information. Science and technology have changed the system of higher education. The vital force of Audio-Visual methods improved methods and approaches of teaching and learning and a dynamic participation of all learners. "There is no question that providing adequate levels of schooling inputs-whether there are school buildings, trained teachers or textbooks – is crucial to a nation's educational progress (World Bank, 2011, P.5).

In Higher education, the real change must begin at the pedagogical level. Teachers should apply best practices in our higher education system. They are as follows:

- To make teachers more professional.
- To address the flaws and difficulties.
- To benefit the learners.

Hosseini and Tee (2012) pointed out three elements which influenced the development of teachers' knowledge:

- Individual level – teacher, motivation, need and their prior knowledge and experiences in

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different areas,

- Socio-cultural conditions and
- Situational conditions – resources.

This paper is an attempt to adopt some best practices and its excellence in the higher education system for bringing Quality concerns.

Education in the 21st Century

The 21st century higher education will still have to develop its abilities to learn, create and utilize knowledge. The existing standard and the future developments that will influence the system. This existing situation and the future changes that will help to know the extent and Qualitative changes that are likely to take place.

Sr. No.	Present Status		Future Changes
1.	It is at present a teaching centred system.	1.	It will be a learning oriented organization.
2.	It is concerned with the made of knowledge delivery system	2.	It will focus on Qualitative aspects of knowledge.
3.	It is a system confined to a rigid mode of learning.	3.	It will provide a more flexible system of learning.
4.	It concentrates on present day needs of learners.	4.	The future system promotes a culture that encourages innovative ideas and practices.
5.	It is related to the system of examination having no concept of continuity	5.	It will be a knowledge based system and will offer opportunities to the Stakeholders.

Table 1. ***The extent of Qualitative Shift and Changes in Education in the 21st Century***

Information and Communication Technology (ICT) i.e. media will be more influential and will provide quick and direct access to all students. The appearances and freedom of learning has to acquire many new ways and resources of knowledge acquisition.

Quality Concerns in Higher Education

Quality in higher education has now become the major concern in the 21st century. Quality is contextual. It is a habit. It relates to the degree of excellence. Quality is the totality of characteristics and features of the process, product or service. The definition of quality varies at different levels depending upon the individual, educational situation, social and national context. The discussion on quality in education has been defined by Astin (1993) when he commented that 'You cannot define it but you know it when you see it.' He argued that there are four views of excellence in quality higher education. They are related to excellence as reputation, excellent resources, excellence as content and excellence as outcome.

We study the quality chain 'Quality Assurance' which occupies the central position for the overall improvement of the system.

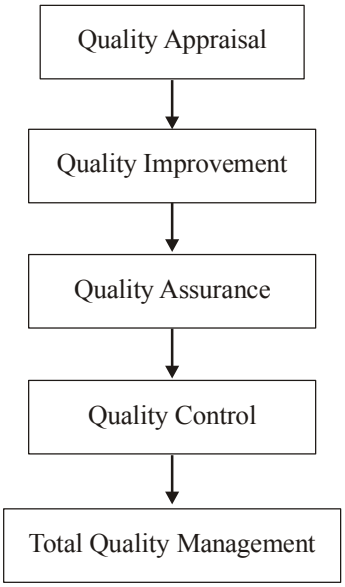

Fig. 1. ***Quality Management System***

Figure 1. Shows the broad view of Quality Management System which begins with quality inspection or appraisal. The learning system in the knowledge era has also changed and challenged the education field due to social factors.

Best Practices and Quality Concerns in Higher Education

Innovation in Higher education might be defined as the planned implementation or application of new ideas, practices and services which came through creativity and interaction. All course objectives, requirements, evaluation methods, syllabus, assignment, grading and attendance and rules of conduct should be communicated to the students at outset. Various best practices and strategies are as follows:

1. **Goals, Objectives and Grades:** Faculty should commence classes promptly and organize the aims and objectives to be achieved in an appropriate manner. It should be relevant and structured activities in order to understand the students' needs and the nature of the subject-matter. Provide regular, timely and meaningful experiences and specific feedback.
2. **Active Learning:** Our faculty should utilize various techniques such as "the one minute paper," asking students to develop Questions concerning the lecture material.
3. **Cooperative Learning:** Cooperative learning is a strategy. It is issued by a group / number of students to achieve a common goal/target. It is related to mutual collaboration and support. In this method the teacher will divide the class into mixed ability groups.
4. **Students' Peer Teaching:** Peer-tutoring involves one-to-one instruction. This practice will help students feel more comfortable taking educational risks. They will share some of their ideas and thoughts with each other.
5. **Group Discussion:** The class can be divided into small groups. Common experience can be drawn by personal participants, discussion and brief Quizzes. According to Drummond (2002) "Students readily take part in discussion when they can personally relate to the material." Teaching

through discussion gives better understanding, retention and application of knowledge.

6. Use of ICTs: The teacher should use and share the best practices in the teaching-learning process. ICTs enable students to interact with students over a physical distance. ICTs enable access to online libraries, journals and research activities to offer individuals learning.

7. Faculty Peer Review: Students evaluations and programme review should be organized at department and institutional level.

8. First Year Induction Programme: During the first year, addressing, at least in part, issues that are not clearly addressed in the formal syllabus, a major focus should be given on this course. The students will understand the transitional challenges through this programme.

9. Inculcation of Ethical, Social and Personal Values (Life Skills): Teaching and learning, should also be focused on moral values and ethical education. It comprises a vast range of skills and abilities that help an individual to cope and understand various aspects of life.

10. Teacher Quality: To produce quality students, it is essential that quality teaching is offered. Promotion of research is significant for excellence. Publication, research activities, projects and travel grants are to be made accessible and mandatory.

11. Language Experience Approach (LEA): All human activities-professional or personal based on communication. Language Experiences Approach (LEA) offers the development of communication skills. They are listening, reading, writing and speaking. This approach relates to the following thinking process.

- What a student thinks about; he can talk about,
- What a student says; he can write,
- What a student writes; he can read.

12. Evaluation System: The final challenge and important task for every teacher is the process of evaluation. Examination system should be transparent. The evaluation system is an ongoing feedback, the focus is not just on learning correct answers but developing deeper understanding of the subject/concept etc.

In short the academic culture should be collaborative, interactive, supportive and competitive.

Teachers' Competencies

The teacher should develop a number of skills and competencies as well as strategies to design accommodation of instructions and curriculum centred around the learner.

The teacher should learn to:

- Solve the problems and difficulties;
- Have more understanding;
- Use various methods, approaches and materials;
- Stimulate and create classroom environments;
- Develop students' skills;
- Modify and design classroom activities; assignments.
- Have positive attitude towards learners;
- Be accountable and responsible for each student.

Conclusion

The skills development of students, teachers should be at par with their counterparts abroad.

There should be continuous in-service programmes organized both through face-to-face and distance mode in order to make the teachers adjust with the latest developments. Each teacher should be involved in action research for Qualitative improvement of classroom teaching. There should be inclusion of teaching-learning (print and electronic media) instructional materials etc. Teachers of today have to be equipped with knowledge and information and skills to maintain an inclusive classroom. The use of ICTs, increasing competition, widespread educational activities, and global character are some of the significant factors creating a great impact on higher education. The present paper discusses guidelines to assist the faculty in the maintenance of innovative best practices in higher education.

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IDENTIFICATION OF BEST PRACTICES AND THEIR SUSTAINABILITY

Sandeep Kaur Boski & Raj Kumar***

Sustainable Development is recognized as one of the biggest societal challenges of the twenty first century. Higher Education Institutions have the vision, the knowledge and the power to lead this transition, and to induce the changes towards this new paradigm. As a result, Sustainability Values need to be incorporated in Higher Education Institutions' mission and practice. Although some successful case studies have been reported, there is a lack of consolidated methodologies to support an integrated and holistic implementation of sustainability. The flame of cognition is must for every soul because it makes one's existence is a glowing form and if our existence is a super then every connection with us is of improvised tone. It is a fact that the framing of minds only possible if the concepts inculcated in it are of high pitch. The term best practices implies that the administrators, teachers, students and parents share and commit to clearly articulated and understood common goals based on the fundamental belief that students can learn and improve their performance.

Keywords: Sustainability, Higher Education Organizational, Best Practices

"Education is the most powerful weapon which you can use to change the world"
— Nelson Mandela.

The accomplished attainment is 'Human Origin' a great reward after entering the many stages of birth-death Port Folio and life is totally a product of fruitful concepts and many challenges cum negative frequencies. The flame of cognition is must for every soul because it makes one's existence is a glowing form and if our existence is a super then every connection with us is of improvised tone. It is a fact that the framing of minds only possible if the concepts inculcated in it are of high pitch. After a homely care, the first step is education in its formal manner which is possible in the master venues i.e. the school, the great environmental nourishment which are to be provided to the child. It is the sole responsibility after the parental care to provide such care to the child. Education enlightens the spirit of one's own self as it makes the child to think, act, observe and generalise. The educational institutions grow and prosper by the young aspirants who are attaining the conceptual facts and truths cum ethics from educational institutions. Both are complimentary and supplementary to each other. Both are the part and parcel of each other.

It is here to be noted that mere imparting bookish knowledge to the young aspirants is of no use unless and until it saves the purpose of making them eternally modified. The behaviours' of the student is to be shaped and sharped at all costs and angles. The conduciveness of the educational

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Aura is of utmost importance for every individual who is totally depending upon the educational sector to get his/her development. The modification processes are only possible if the learning environment is coping with the ideologies of the students. The mind set for making the educational forum at its best is essential. The pedestal upon which the personality of an individual is to be maintained needs an additional support from all angles.

Innovativeness is only and only possible if our learning centres are properly awakened from all aspects. Educational environment is not possible if our roots are not properly nourished with the nutrients of proper learning upheavals. The overall Aura is refined in a short term flavour that our learning centres are fully embedded with all the sophistication of modern era. An educational institute is not a simple term rather it is fully holistic, ethical, developmental, highly toned, nourished, nurtured and eternal in all respects. It makes One's identity to the fullest modified from because the person who is going in it is to be developed in all senses in the coming future. The topic is related with the Best Practices and Sustainability .The two variables in the above topic are high frequency variables which are to be clarified at the first step. The term best practices implies that the administrators, teachers, students and parents share and commit to clearly articulated and understood common goals based on the fundamental belief that students can learn and improve their performance. Teachers stand on the shoulders of giants who developed true strategies by testing them out, reflecting on the outcomes and having those strategies over decades or longer.

Hargreaves and Fullen (2016) share their definition for best practices which they define as existing practices that already possess a high level of widely agreed effectiveness.

Best practices has been used to describe what works' in a particular situation or environment. Whitehurst, an assistant secretary for Educational Research and improvement at the U.S. Dept. of Education defined evidence based education as the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction. Professional wisdom allows educators and family members to adapt to specific circumstances or environments in an area in which research evidence may be absent or incomplete.

There are nine standards:-

1. A clear and Common Focus.
2. High Standards and Expectations.
3. Strong Leadership.
4. Supportive, Personalized and Relevant Learning.
5. Parent community Involvement.
6. Monitoring, Accountability and assessment.
7. Curriculum and Instruction.
8. Professional developments.
9. Time and structure.

If we focus on the best practices then we will come to know that the nutrition of educational process is incomplete without them. The variable sustainability implies the maintenance at a certain rate or level. It means a fixation of any progress. Both the variables best practices and sustainability are closely related terms. The important elements of educational institutions are its human and material resources. There is a clear need for the inculcation of best practices in both human and material resources. It is a fact that the conducive educational infrastructure is decisive for students

to achieve expected academic results. The good infrastructure with renewed spaces makes it possible for students to improve their overall performance.

A Study by Daniel Rivera (2013) social development Project Director at CAF states that " The improvement of the physical conditions of educational institutes is as closely related to learning as other educational inputs including home, environment, motivation, good teachers, libraries, technologies or students services".

Best practices in libraries recommend by NAAC

1. Computerisation of Library with standard software.
2. Inclusion of sufficient information about library in college/ University prospectus.
3. Compiling student's teacher's attendance statistics and locating the same on notice board.
4. Career employment in services:–
    - Internet facility to different peer groups.
    - Information literacy programs.
    - Suggestions box and timely response.
    - Displaying new arrivals and circulating a list of those academic developments.
    - Organising book talks.
    - Instituting annual best user award for students.
    - Organising competitions annually.
    - Conducting user surveys periodically.

Apart from this, classroom infrastructure also need best attention because classrooms are the most common place in which structured learning takes place with groups of children.

Best Practices involves smaller class size, availability of natural, lightening and proper ventilation. In addition to these labs also needs attention. Best innovative equipments are essential. Playgrounds, canteens must also be sophisticated.

Infrastructural Best Practices smooths instruction increases students output and reduce dropouts' statistics. Sustainability of above best practices is also must. It includes the monitoring time to time of all the resources. Sustainability of transportation systems, communication networks, sewage, water and electric systems is also must. If we consider the institutional best practices:-

1. Students Admission Process:- The facilities provided to the students opting admission in the educational institutes coping with students starting from online registrations to the completion of admission. Presentation of such cases who are needy, poor or highly academically strong and benefits accorded to them.

2. Best Practices also involved in Internal Quality Assurance Cell (IQAC):-

- Outcome based education.
- CBCS.
- Student centred learning.
- IAQC newsletter to increase participation of stakeholders.
- Research and developmental cell.

3. Curricular Aspects- Best Practices:-

- Initiatives for effective curriculum delivery.
- Core and Elective options.
- CBCS.

- Skill development programme.
- Blended learning.
- Curriculum Enrichment.
- Multidisciplinary Issues... Gender, climatic change and human rights.

4. Community Engagement:- It is the process of working collaboratively with and through groups of people and is a powerful vehicle for bringing about environmental and behavioral changes. It is a way of ensuring that community members have access to valued social settings and activities.

Best Practices:-

- Adoption of village
- Helping the poor and awaring masses of village.
- Focussing on community moderation.
- Tree plantations.
- Donations to village schools.
- Scholarships to school students.

Best Practices in Teaching:-

- Active Learning.
- Concept Mapping.
- Flipped classrooms.
- Just in time Teaching.
- Low stakes Testing.
- Learning Styles.
- Co-operative Learning.
- Mastery Learning.
- Peer Instructions.
- Group Discussions.
- Thoughtful Questions.
- Reflective Responses to Learners.
- Rewarding Learners Participation.

Best Examination Reforms:-

- Supervisor free Classrooms
- Peer Review should be there
- On line Google form test
- Objectives based questions.

Evaluation Best Practices In terms of Teaching:-

- Self Reflection on Teaching.
- Gathering students' feedback.
- Collaborating with challenges.
- Assissing Students Learning.
- Feedback from parents, Alumini and Employers.
- A guide to best practices for evaluating teaching. Self assessment, Peer Review and Students Evaluations.

Other Best Practices include Environmental Best Practices i.e. Plantations at college, Botanical Gardens, Water Conservation Projects, Cleanliness Drives and Environment Awareness Rallies. Best Practices also includes different C.C.A. Celebration at College, Celebration of National Days, Convocations, Alumini Meets, Sports Day, Extension Lectures, Symposiums, Youth Festivals, Blood Donation Camps etc.

Conclusion

To conclude the best practices of different forms are essential in any educational institution but the main requirement is the maintenance of these practices. The quality enhancement and value based marking of all the best practices are essential. Time to time monitoring keeping an eye vigil on all of these is must. It is the sole responsibility of all the human resources to maintain the healthy resources. Sustainability is must more important than introducing best practices. Both best practices and sustainability are joint terms. The administrative bodies must upgrade all the essential elements of best resources time to time. We can say that it is a collaborative effort of all of us to maintain a conducive environment and keeping the resources at all best.

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VALUE BASED EDUCATION IN HIGHER EDUCATION INSTITUTES

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Modern era is called 'Knowledge era' which is highly supported by technology. Such approach is a future challenge for higher educational institutes. Online teaching and learning process requires technology which may help the students to reach their goals of perfection in life. Hence, teachers need to be familiarized themselves with the possibilities, approaches and application in the use of technology integration in the teacher education programme. Technology integration is the use of technology tools in the process of teaching learning. Technology should act as a means to develop values among students which is in the hands of teachers ultimately. In higher education institutes, the students should be trained for value based education so that the teacher as well as students may work for moral development involving principles of good conduct to be followed. Effective integration of technology with value based education enables the students to be socially responsible citizens for the future of India.

Keywords: ***Technology, Higher education, Values, Integration***

Introduction

Higher education is a part of the innovative ecosystem. Education in general and higher education in particular plays a key role in the realization of India's extraordinary potential and aspirations for economic and technological development (Hans N. Weiler, 2007). India has seen a phenomenal growth in the higher education system since independence. The role of higher education in a knowledge driven world includes production, acquisition and application of new knowledge. It is also mentioned that overall national growth and competitiveness are dependent on continuous technological improvement and innovation.

Across the globe, information and communication technologies are changing the face of education. ICT and higher education changes are happening for improvement, innovation and for transformation. It has penetrated to all aspects to learning and teaching process. The impact of ICT on traditional theories and practices are increasingly apparent. It has transformed and expanded the conventional boundaries of education. Values and morals which are being disappearing from modern education system is a serious concern which should be mostly connected with ICT system.

Significance of values

Values make life worth living. We value that we consider to be worthwhile, significant and important. We give preference and priority to those thoughts and ideas we value and they are no doubt essential; for the conduct of social life which includes respect of others, honesty in thoughts and deeds, general cooperativeness, non-violence, respect of property, obedience to law, dutifulness,

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patriotism, humanism, spirit of coexistence and universality etc. Our education system by and large follows a method where different subjects are preferred to be crammed. More emphasis is laid on academic development. However, in the race, affective domain is lagging far behind. Intellectual development and knowledge based development of mental faculties are given more importance.

The promise of ICT's to revamp higher education

It has been stated earlier that ICT is a mediator of learning as a component of the learning environment. While it is difficult to measure and directly demonstrate the impact of ICT in higher education institutes on learning, it is possible to suggest possible impacts by connecting ICT as a mediator with well researched theories of learning and strategies for providing learning opportunities.

It is generally agreed that unique instructional characteristics need to be exploited. The distinct characteristics of computer technology include logical programming, interactive control, graphics and audio output and information processing. There are many ways in which such characteristics could be used and have been shown to support students and teachers in improving learning outcomes and increasing productivity i.e. by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training. ICTs are also transformational tools which when used appropriately can promote the shift to a learner centered environment. Such environment should be value based. Teachers as well as students should be equipped with values with the use of such technology. Following are some features by which ICT may be integrated with values.

- **Investigating reality and building knowledge:—** ICT allows students to investigate more thoroughly the real world. They can more readily access information sources outside the classroom and can use tools to analyze and interpret such information. Information may be assessed through online systems or through data logging systems. The technologies allow them to receive feedback, refine their understanding, build new knowledge and transform from colleges and universities to outside environment. Here, values should not be overlooked rather these should act as foundation for the purpose of gaining and building knowledge which will depict reality for the coming generations.
- **Active learning and authentic assessment:—** In many classroom situations, it may be difficult to allow students to be sufficiently active as participants. Moreover, students are often passive, spending a lot of time in listening and reading. It is well known that students are more likely to be interested and attentive and will achieve a wider range of learning outcome if they can be active, learning by doing. Their engagement with the curriculum will increase as they are afforded opportunities to create their own information and represent their own ideas (Riel, 1997). The students should be motivated to solve various problems of community which can be assisted by ICT tools. Various researches may be organized at the higher education level in which various employment opportunities may be generated showing the use of waste materials to be productive one. The poor people in the rural areas may use such tools for the purpose of production and sale of their products thorough online system.
- **Engaging students by motivation and challenge:**— The integrative and multimedia nature of modern computer systems have provided the opportunity for software developers to create increasingly more stimulating features. Computer system does provide the opportunity to create a wide range of interesting learning experiences. This is likely to help maintain student interest and

interest in a wider range of students. The interactive and multimedia features within software can be used to help students grapple with concepts and ideas. Students in higher educational institutes should be motivated by the government and non-government agencies to do research work in those areas which are still in dark. The society should be enlightened by such means by virtue of which the welfare in the field of medicine, drugs as well herbs may be made in use. Such approach may make India a healthy one.

- **Providing tools to increase student productivity:—** In the past, students have spent a lot of time doing repetitive, low level tasks particularly involving writing, drawing and computation. While it may be necessary for students to develop these skills at some time, on most occasions, they are pre-requisite to some higher level tasks. Unnecessary repetition of low level task is inefficient, non-motivational and may obscure the real purpose of learning acidity. Many computer applications provide tools to support students in quickly completing these lower level tasks so that they can focus on the main purpose of activity. The use of various tools like word processors, graphics, data based packages, spread sheets and other software supporting the programmme may help students to solve various problems. The students of higher institutions should be given opportunities so that they may develop their own online courses so that public at large may benefit. The courses may demand suggestions from community so as to solve various problems.
- **Providing scaffolding to support higher level thinking**:— There is an increasing range of software tools which can be used to support the development of higher level thinking skills such as application, analysis and synthesis. Tools can be used to analyze data, present data, link data or information, present information in different format, stimulate environment and conditions and support interactive communications. This allows teachers to consider providing a range of activities to assist students to become critical thinkers, designers and problem solvers. Here, deep knowledge should be research oriented. Various innovative means should be adopted so that environment may be saved and the public at large may be made aware about ill effects of environment pollution and how to save the environment for present and future times.
- **Increasing learner independence**:— Computer systems are increasingly being used to provide learning experiences when and where they are needed. This provides students with great independence. Teachers may provide students with access to software allowing them to select different learning experiences. Learners should be independent to use the various strategies by which cooperative learning may be developed and group work may be encouraged so that group values among students may be inculcated through such work.
- **Integrative learning**:— ICT enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between different disciplines and between theory and practice. Integration of learning with values may be the systematic approach to be adopted by the integration of teachers and students as well.
- **Evaluative learning**:— Proper evaluation with regard to grading system should eb adopted under which qualitative improvement may be assessed. ICT enhanced learning is student directed and diagnostic in nature. Qualitative improvement may be integrated with values.
- **Web based education**:— Students should adopt such means by which community may be made aware about various new recent trend by the adoption of which environment and values may be procured. For example, keeping in view adverse impacts on both terrestrial and aquatic ecosystems, the centre notified the Plastic Waste Management Amendment Rules, 2021, prohibiting

several single use plastic items with low utility and high littering potential by July, 2022. Students at higher educational level should motivate public at large though online system so that it is favorable approach to Indian economy at large.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT : CONNECTING SDGs TO EDUCATIONAL OUTCOMES

*Dr. Mini Sharma**

The concept of sustainable development emerged in response to a growing realization of the need to balance economic and social development by taking into consideration the concern for the environment and the natural resources. There is huge need felt for making masses aware of sustainable development and its related goals. Every day we come across so many instances of environmental degradation including the excessive use of plastic and non-biodegradable products. Education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Besides environmental degradation there are many countries across the world which are plagued with the problems of hunger and malnutrition. People are starving due to varied reasons including violence, war, lack of resources etc. There is a dire need to bring systematic reforms in our education system in order to realize the Sustainable Development goals. We need to reorient our curriculum and teaching methodologies in order to achieve these goals.

Key words: Sustainable Development, Education for Sustainable Development, Sustainable development Goals

Sustainable Development

We need a world in which there is a steady relationship between human activities and the natural resources, which does not diminish the prospects for future generation to enjoy a quality of life at least as good as that of the present generation. To realize this aim of quality life for our future generation we need development which must be sustainable. Thus the concept of sustainable development emerged in response to a growing realization of the need to balance economic and social development by taking into consideration the concern for the environment and the natural resources. Sustainable development is the kind of development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. The desirable end of sustainable development includes a state of society where living conditions and resource are used continuously to meet human needs without undermining the integrity and stability of the natural world

Sustainable Development Goals

Sustainable Development Goals (SDGs) are the 17 goals which came into force on January 1, 2016 at a historic UN summit where all the world leaders met to make a 2030 agenda for sustainable development. It was discussed in the Summit that countries all over the world under these sustainable development goals will mobilize efforts to end all forms of poverty, fight inequalities and tackle

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climate change while ensuring that no one is left behind. The Sustainable Development Goals as framed in the UN Summit includes:

Goal 1- End poverty in all its forms everywhere
Goal 2- End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Goal 3- Ensure healthy lives and promote well- being for all at all ages
Goal 4- Ensure inclusive and quality education for all and promote lifelong learning
Goal 5- Achieve gender equality and empower all women and girls
Goal 6- Ensure access to water and sanitation for all
Goal 7- Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8- Promote inclusive and sustainable economic growth, employment and decent work for all
Goal 9- Build resilient infrastructure, promote sustainable industrialization and foster innovation
Goal 10- Reduce inequality within and among countries
Goal 11- Make cities inclusive, safe, resilient and sustainable
Goal 12- Ensure sustainable consumption and production patterns
Goal 13- Take urgent action to combat climate change and its impacts
Goal 14- Conserve and sustainably use the oceans, seas and marine resources
Goal 15- Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss
Goal 16- Promote just, peaceful and inclusive societies
Goal 17- Revitalize the global partnership for sustainable development

Education and Sustainable Development Goals

Education is the bedrock for the development of any nation and it is equally an essential tool for achieving sustainability. Indeed, education and sustainability are inextricably interlinked. Education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. It helps the stakeholders of education to develop curricula and pedagogies that will give students the skills and knowledge to live and perform sustainably. Education plays the crucial role for sustainable development because intelligent and technical development and behavioral changes through education are recognized as the necessary means and ways for sustainable development. However we will have to question the type of education that could really bring such changes needed for sustainable development. The United Nations and its agency UNESCO declared 2005-2014 as the decade for Education for Sustainable Development. The vision of education for Sustainable Development is a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation.

Need of awareness regarding sustainable development

There is a huge need felt for making masses aware of sustainable development and its related goals. Every day we come across so many instances of environmental degradation including the excessive use of plastic and non-biodegradable products. Indiscriminate cutting of trees, forest

fires, melting of icecaps, disposal of e-waste is a big cause of worry for the whole world. Pollution in natural resources, illegal disposal of waste in the oceans and other reservoirs is becoming a huge threat to our marine life. Floods and other natural calamities have devastated many nations around the world. We come across many news clippings on social media where we can see many animals paying the price of man's interference in the smooth running of nature. Turtle mouths trapped in a plastic bottle or whale wrapped in strings is a common sight near the sea shores and authenticates that mankind is prying the very sacred Nature.

Besides environmental degradation there are many countries across the world which are plagued with the problems of hunger and malnutrition. People are starving due to one or another reason including violence, war, lack of resources etc. People are denied their basic rights like access to clean and safe drinking water. The problem of proper sanitation has always remained a cause of concern for many nations. In this backdrop, the need of making the masses aware about the need for sustainable development is not a myth.

In order to realize the Sustainable Development Goals the role of education is immense. While many nations around the world have embraced the need for education to achieve sustainability, only limited progress has been made at different levels. This lack of progress stems from many sources. In some cases, a lack of vision or awareness has impeded progress. In others there is a lack of policy or funding. There is a dire need to bring systematic reforms in our education system in order to realize the Sustainable Development goals. We need to reframe the aims and objectives of education and reorient our curriculum as well as teaching methodologies in order to achieve these goals.

Reframing Aims and Objectives of Education

There is an urgent need to reframe the aims and objectives of the present system of education so as to encourage changes in the behavior of the learners that will create a more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generations. The objectives of education for sustainable development must include objectives at Cognitive, Social, Emotional and Behavioral domains.

Curriculum Reorientation

The reorientation of curriculum is prerequisite to address the need of sustainable development which is important to equip young minds with proper knowledge, skills and values to observe a sustainable lifestyle. Students need to learn how human activities affect the environment, what climatic changes are taking place in the environment and what can be done to address these changes so that the impact of these changes could be reduced. Students need to understand the connection between what happens in the physical environment and what is happening in the society at economic, social and cultural level. Following points could be considered in this regard:

- At every level of education the issues of sustainability must be infused in the curriculum. Sustainability must be included in all or almost all the subjects at school level. As for example in Biology many aspects of resource flow and environmental impact can be included and in Physics the topic of Energy Use can be easily included in the curriculum. Poems or stories in language subjects could be based on the sustainable development issues. In History students could be asked to make a comparison between the life of

1. https://ilslaw.edu/wp-content/uploads/2019/03/SSR-2019.pdf

people today and in olden days so as to give them a glimpse of the clean and green environment in the past.

- There must always be a future perspective in the curriculum. Students must explore their own expectations and aspirations for the sustainable future.
- The curriculum must establish a link between society, economy and environment. For example the needs and rights of both present and future generations, the relationship between power, resources and human rights, the local and global implications of everything we do and the actions that individuals and organizations can take in response to local and global issues.
- Some add-on courses or optional subjects could be planned at the school education level on the similar lines of optional subjects in higher education like peace education, alternative sources of energy etc.
- The historical approach tracing the concept of sustainable development including the landmark international events like Earth Summit, Millennium Summit etc. could be a part of the curriculum for Social studies.
- The curriculum should include the global as well as local issues pertaining to sustainable development.

Reforms in teaching methodologies

There is a need to shift towards active, participative and experiential learning methodologies in order to truly realize the Sustainable development goals. The teaching methods need reforms as per following:

- Pupil centered and participatory methods of teaching with emphasis on group and peer learning.
- Developing dialogue and experiential learning which will engage students in critical thinking, problem solving and decision making in context of critical issues pertaining to sustainable development.
- Action research, project based learning and developing case studies will help the students to know more about the local issues related to sustainable development and providing solutions for the same.
- Collaborative learning method including interdisciplinary and multidisciplinary approach to learning
- Comprehensive approach including all the areas of sustainable development must be used in the teaching learning process.

Co-curricular Activities

Co-curricular activities are an integral part of any teaching learning process. For achieving the aims concerning Sustainable Development Goals, co-curricular activities can provide marvelous results. Activities like storytelling, value education, role play, various competitions like poster making, collage making etc., seminars, projects, campaigns, celebration of special days etc. would be of great help in this regard.

Conclusion

Education for sustainable development ensures that the learners must realize to live sustainably.

They must respect their planet and its environment and adopt behavior which is environmentally friendly. They must be made aware of the fact that we need to co-exist with nature rather than always seeking to conquer and control it. Education should be anticipatory to social, economic and cultural life. We need new organizational and policy reforms; creative, empathetic and future oriented students and equally committed teachers to realize the aims of sustainable development goals.

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IDENTIFICATION OF BEST PRACTICES WITH SPECIAL REFERENCE TO LEGAL INSTITUTIONS (NAAC – 'A' GRADED) OF MAHARASHTRA

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History shows that all the best examples never starts to do best but only their intentions, interest, honesty and perhaps uniqueness to tackle, handle the situation makes them best. NAAC gives certain guidelines for claiming the work as best practice. Number of legal institutions follows the best as they are part of social science. Law is one of the noble profession and Lawyers are social engineers. So the legal institutions has to follow legal manual recently displayed some feedback from stakeholders.The researcher try to find out best practices of legal institutions and by highlighting over them researcher try to prepare roadmap for new comers going to achieve best in NAAC.

Keywords: Best Practices, Legal Institutions, NAAC, Law Colleges

"The NAAC methodology for Assessment and Accreditation is specifically designed taking into account the good practices of Quality Assurance (QA) agencies across the world and consists of an initial self-assessment by the institution and a subsequent external peer assessment organized by NAAC." This statement clears the intention of formation of NAAC. Institutions already know about the Core values of NAAC like Contributing to National Development, Fostering Global Competencies among Students, Inculcating a Value System among Students, Promoting the Use of Technology, Quest for excellence. These values help in identifying best practices. Each point is of unique, importance. If institutions also work with vision, mission and core values then it's easy to find out best practices. We also say that such institutions follow best practices in its internal work and it has also implemented effectively.Though, such practice borrowed from other. Effectiveness of activities depends upon student's development (position held in their life) and their social responsibility (service). The method of knowing the best though provided under NAAC manual but still some Colleges are in confusion to choose activities as best practices. As NAAC consists with seven Criteria's, each Criterion may consist with best practices. But for College, Criteria 2 or Criteria 5 these are basics for claiming of best practices.

There are number of activities which were implemented by institutions during day to day transactions. Institution can do their best or adopt best in curriculum planning, certificate conductive orientation program, feedback system, innovations in teaching and learning, application of ICT in teaching learning etc. Also teacher quality may also be the best practice for institution. It may be evaluation transparency in the world punctuality or in the value. Forstudent's grievances, time management survey, organizing seminars conferences and workshops with publication of the paper

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also some activities comes under best practice. Library considered and termed as Knowledge resource center. This knowledge resource center may be of one claim for best practice. In library the activities like as location of the books paper, easily access of books online (e-resources), unique compilation of books etc. comes under best practices.Presentations in conferences, going as the resource person, involvement of students in research activity, extension activities where the students are involved also comes under best practices. Modern education is of student centric so involvement of the students in the curriculum activities,student's involvement as secretary of the various committees,identifying the advanced learners and supporting them identify the slow learners and supporting them etc. also examples to claim for best practice. In College, infrastructure is important part related with management.So in infrastructure, optimum utilization of infrastructure, standing facilities to the all stakeholders, regular meetings for infrastructure development etc. also may be the best activities.

For preparation of the self study report normally institution has to review over 4 years. Then they have to identify all the practices. Make a list of all best practices and then select 5 best practices among all. Then with final discussion with every stakeholder institution can choose and claim two practices as best practices.

To know the best, a person/ institution must consider effective work, true efforts, honest intention of leader and positive supportersare of basic sources. Continuance of the work, full energetic regularity perhaps the practical way forward to decide as practice. It is easy to take step but hard to continue the same.An activity followed from five years and each stakeholder if easily conveys few things about the activity then it is best activity.

In Colleges, some departments, committees, cells, centers etc. really gives their best in all fronts. For example NSS/ NCC/ Student development department etc. really helpful to develop skills.The activities of NSS or SWO or other departments are very much interested and beneficial to students, alumni, parents directly and society at large.

Legal institutions and NAAC

Law in books and law in practice are different angles of legal fields but there are some practices which really gives landmark or foot prints to meet such gap. While searching SSR of various Law Colleges which achieved A grade in accreditation and assessment, the researcher got following data and on the basis of which anyone can easily know the idea of best practice adopted in Law College. The following data is very useful for other Law College. The practice of organizing legal aid camp is one of the best practices of legal institutions.

Value added courses helps institutions to meet the gap of curriculum provided by parent institution and for the advancement of students.We can say that value added courses in professional courses especially in LL.B. & B.A.LL.B. Stream also leads towards best practice of legal institution. Law College easily meets the gap of traditional teaching and practical experience through value added course. Hence Advocate Training, Professional Skill development, Legal aid, Legal Literacy, Diplomas, Certificates etc. very much effective for overall growth of student, benefitted indirectly to the society and contribute to national development.

While giving details about best practice, institution has to ready its report with title of the practice, objectives of the said activity, its context, actual practice (operation strategy), its success and finally problems encountered and resources required.The best practice has following standards

as its social utility, student enrichment and uniqueness in adaptation with smoothness and easy conveyance to stakeholders.

Legal Institutions from Maharashtra and their best practices

1. **ILS Law College, Pune**[1]

One of the renowned legal institutions also practiced and maintains raport to become best. Its practices like as Judgment writing competition and Establishment of various centers and cells really admirable and appreciable. Through judgment writing competition the students who want to do legal career as judge has one of the best platform to join and to take experience of how to write judgment and what to write in judgment. In future for judicial examination (CJJD AND JMFC Examination) conducted by state governments, the students get benefited in mains judicial examination where student has to write one Civil judgment and one judgment in criminal case. These competitions motivates student to choose judiciary as career.

By establishing centers and cells, ILS Law College try to build confidence among student to identify socio-legal issues and give solution through research projects. For their research projects various commissions also ready to provide funds and grants. Due to this activity, confidence posed in the quality of activities among the students.

2. **Bharati Vidyapeeth's Law College, Kolhapur**

The Legal Aid Camps (LAC) of the College has taken responsibility of socio-legal awareness among peoples of the said region. This is very much connected with the vision and mission of the College.

The effective implementation of the practical training is also one of the best practices mentioned in the SSR of Law College. As advocacy is noble profession the students has need to follow ethics and values with achievement of practical skills. Hence this practice really aware and creates about legal knowledge as it must not be in book but in reality.

3. **Bharati Vidyapeeth's Law College, Sangali**

Legal aid and legal literacy camp is the best practice which is followed by Bharati Vidyapeeth's Law College, Sangali. As the part of clinical legal education the legal aid camp and legal literacy camp achieves and create social responsibility among students.

Vidhi Pushp Law lecture series is also secondbest practice followed by Law College, Sangali. This enlightens students about professional ethics. This lecture series motivates student for updating of legal knowledge and to encourage them to join in higher education.

4. **Marathwada Mitra Mandal's Shankarrao Chavan Law College, Pune**

MMM's Shankarrao Chavan Law College is also one of the fastest growing institution which is ready to compete with topmost legal institutions. Through quality initiatives and some of legal initiatives they achieved "A" grade in NAAC. They mentioned two best practicesin SSR as first is Constitution of Center for Advance Legal Research &Training and second is of Constitution of Family Counseling Center.

Constitution of Center for Advance Legal Research & Training is center very much achieved object of providing practical hands through training and to provide means for students to enhance basic knowledge and skills for effective advocacy. Really the said purpose useful for Personality Development & Soft skills with Litigation &Practical Procedure which are future qualities of dynamic

1. https://ilslaw.edu/wp-content/uploads/2019/03/SSR-2019.pdf

advocates. This course very much given to students who are in first year of Law Degree and this builds confidence among students to go ahead enthusiastically.

Second practice of the said Shankarrao Chavan Law College is of Constitution of Family Counseling Center with the object of protecting and strengthening the family institution in the society. Manyexpertise, contribute in the panel of their center like Judges, advocates, doctors, and pshychtrics. Also through center, students take training of counseling. Counseling is provided free of charge to the parties.Through this center Law College organized many workshops on pre & post marriage counseling, medical check-ups, lectures related to sex-education & health issues for our students & common People. Bombay High Court referred two family disputes to college is one of the achievement of Law College. The working of Center was done in collaboration with Family Court Bar Association and Pune Advocates Bar Association. They also publish their success story to solve more than 50 family disputes through magazine named as "Palvi".

5. **MSP's Shri Shivaji Law College, Parbhani-**

As a part of this College and alumni of this college I found that they do a lot for student centric method. The practice to organize legal aid camps in rural areas with all types of legal activities by using all types of methods is really best in all aspect. While organizinglegal aid camp students conducts rally for legal awareness of social issues. Alumni & students conducts lecture on burning legal topics. Second practice they follow is of free legal aid clinic and paralegal volunteers interacted regularly with DALSA (DISTRICT LEGAL SERVICE AUTHORITY). Any stakeholders easily say about this practice is best because after passing of law, students has very much attached with legal system and if that students attached with legal system during his education (As paralegal volunteer) he automatically get benefitted.

Conclusion

I conclude my research paper by saying that Legal institutions are professional institutions and hence they have to follow the ethics, values and norms of the society. There is prime duty on the shoulder of legal institution to give their best to the student as in future they are going to act as social engineers and contributing for national development. So doing of best, results in best and these things keep in mind by each and every institution.

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ISSUES AND CHALLENGES IN HIGHER EDUCATION IN INDIA

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Education is a process by which a person's body, mind and character are formed and strengthened. It is bringing of head, heart and mind together and thus enabling a person to develop an all-round personality identifying the best in him or her. Higher education in India has expanded very rapidly in the last six decades after independence, yet it is not equally accessible to all. India is today one of the fastest developing countries of the world with the annual growth rate going above 9%. Still a large section of the population remains illiterate and a large number of children's do not get even primary education. This is not only excluded a large section of the population from contributing to the development of the country fully but it has also prevented them from utilising the benefits of whatever development have taken place for the benefit of the people. The world has realized that the economic success of the states is directly determined by their education systems. Education is a Nation's Strength. A developed nation is inevitably an educated nation. Indian higher education system is the third largest in the world, with 51,649 institutions. The present paper aimed to identify issues and challenges in the fields of Higher Education in India. Finally paper concluded that there is a need of plans require to find out the solutions that combined employers, youths needs of expectations from various stake holders i.e., students, Educational Institutions, NGO's, parents and Government.

Keywords: Higher Education, Issues, Challenges

Introduction

"Education is the single most important factor in achieving rapid economic development and technological progress… in all branches of national life education becomes the focal point of planned development" (Government of India, 1961, p. 573) Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age. There is a movement for education reform, and in particular for evidence-based education.

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Growth of Higher Education in India

The basic aim of higher education in ancient India, in the first phase, was to impart spiritual and mental skills to the students. Since, ancient times, India has a strong tradition of higher education. This is evident from centers of learning that existed in the Buddhist monasteries of the 7th century BC up to the 3rd century AD Nalanda (Perkin, 2006). Invasions and disorder in the country extinguished ancient Indian education system (Agarwal, 2006). Then, Britishers brought western and secular education, with an emphasis on scientific enquiry, to India.

India is believed to have had a functioning system of higher education as early as 1000 B.C. Unlike present day universities, these ancient learning centers were primarily concerned with dispersing Vedic education. The modern Indian education system finds its roots in colonial legacy. The British Government used the university system as a tool of cultural colonization. Colonial efforts in higher education were carried out initially through the East India Company, followed by the British parliament and later under direct British rule. The first institution of higher learning set up by the British East India Company was the Calcutta Madrasa in 1781. This was followed by the Asiatic Society of Bengal in 1784, Benaras Sanskrit College in 1791 and Fort William College in 1800. With the Charter Act of 1813, the British Parliament officially declared Indian education as one of the duties of the state. The same act also removed restrictions on missionary work in British India, thus leading to the establishment of the evangelist Seram pore College in 1818. Thomas Babington Macaulay's famously controversial Minute on Education (1835) reflected the growing support of a Western approach to knowledge over an Oriental one. Soon after, in 1857, the first three official universities were started in Bombay (Mumbai), Calcutta (Kolkata) and Madras (Chennai). Followed by the University of Allahabad in 1887. These universities were modelled after the University of London and focused on English and the humanities.

The British control of the Indian education system continued until the Government of India Act 1935 that transferred more power to provincial politicians and began the "Indianisation" of education. This period witnessed a rise in the importance of physical and vocational education as well as the introduction of basic education schemes. When India gained independence in 1947, the nation had a total of 241,369 students registered across 20 universities and 496 colleges. In 1948, the Indian Government established the University Education Commission to oversee the growth and improvement of higher education. In the 1960s and 1970s, the government increased its efforts to support higher education by not only setting up state-funded universities and colleges, but also providing financial assistance to private institutions, resulting in the creation of private aided/ grant-in-aid institutions.

Indian higher education is in need of radical reforms. A focus on enforcing higher standards of transparency, strengthening of the vocational and doctoral education pipeline, and professionalization of the sector through stronger institutional responsibility would help in reprioritizing efforts and working around the complexities. The rise of IT sector and engineering education in India has boxed students into linear path without giving them a chance to explore and discover their passions. Concerted and collaborative efforts are needed in broaden student choices through liberal arts education.

Accreditation: Indian law requires that universities be accredited unless created through an act of Parliament. Without accreditation, the government notes, "These fake institutions have no legal entity to call themselves as University/Vishwavidyalaya and to award 'degree' which are not treated as valid for academic/employment purposes." The University Grants Commission Act 1956 explains, "the right of conferring or granting degrees shall be exercised only by a University established

or incorporated by or under a Central Act carlo bon tempo, or a State Act, or an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees. Thus, any institution which has not been created by an enactment of Parliament or a State Legislature or has not been granted the status of a Deemed to be University, is not entitled to award a degree. Accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission

India has seen a dramatic increase in the capacity of its higher education sector in the last two decades. Enrolment in higher education has increased four-fold since 2001. With a Gross Enrolment Ratio (GER) of 26.3% (AISHE 2018-19), we are close to achieving the target of 32% GER by 2020. However, many important questions such as the quality of Higher Education Institutions (HEIs) and employment of graduate's merit further examination.

Objectives

- To assess the Higher education system in India.
- To know the growth of Higher education in India.

Methodology

The present paper is a descriptive study, based on secondary data collected from the published and unpublished records, reports and contributions of several institutions, organizations and individuals in India. Specifically, the secondary sources and other journals, books and websites. These secondary sources have obvious limitations of sampling and dimensional studies, the present study is analysis of Issues and Challenges in higher education in India.

Issues and Challenges in Higher Education

In the last 30 years, higher education in India has witnessed rapid and impressive growth. The increase in the number of institutions is, however, disproportionate to the quality of education that is being dispersed. Unplanned over-expansion is often criticized as one of the biggest downfalls of Indian higher education. Many institutions suffer from subpar quality and a lack of funding. As a result, entry into the top institutions is highly competitive and translates into a contest for higher entrance test scores and better private coaching institutes.

Higher education in India faces problems ranging from income and gender disparities in enrolment, to poor quality of faculty and teaching and even to a general lack of motivation and interest amongst students. Industries cite skill shortage as one of the major factors contributing to the mounting number of unemployed graduates. Some of the main challenges faced by the Indian higher education system include:

- **Enrolment:** As per the All-India Survey on Higher Education (AISHE) report 2018-19, the Gross Enrolment Ratio (GER) in Higher education in India is only 26.3%, which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country. The population that is enrolled in higher education consists largely of urban metropolitan dwellers. Rural enrolment in higher education is very low. There still exists a disparity amongst different departments. Technology, medicine and commerce are some of the areas of study that are heavily male-dominated while humanities departments show the opposite trend.

- **Quality:** ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world.
- **Infrastructure and Facilities:** poor infrastructure is another challenge to the higher education system of India, particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. Large numbers of NET/PhD candidates are unemployed even though there are a lot of vacancies in higher education.
- **Financing** – The inability of the state to fund the expanding higher education system has resulted in the rapid growth of private higher education. In addition, diminished governmental financial support adversely affects small and rural educational institutions. This in turn limits general accessibility to higher education, by catering to only an elite few.
- **Accountability and performance of teachers**: At present, there is no mechanism for ensuring the accountability and performance of professors in universities and colleges. The performance audit of professors based on the feedback given by their students and colleagues should be set up. Other inputs like research papers, publications by teachers should be added in the performance audit in due course of time.
- **Faculty:** Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of qualified candidates are unemployed even though there are a lot of vacancies in higher education.
- **Accreditation** - Driven by market opportunities and entrepreneurial zeal, many institutions are taking advantage of the lax regulatory environment to offer 'degrees' not approved by Indian authorities, and many institutions are functioning as pseudo non-profit organisations. Students from rural and semi-urban background often fall prey to these institutes and colleges.
- **Research and Innovation:** there are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Therefore, this is another area of challenge to the higher education in India.
- **Structure of higher education:** Management of the Indian education faces challenges of over centralisation, bureaucratic structures and lack of accountability, transparency, and professionalism as a result of increase in number of affiliated colleges and students. (Kumar, 2015).
- **Politics** - Higher education is a high stakes issue in India. It is subject to heavy government involvement. Despite the system's lack of state funding, 15.5% of government expenditure goes toward higher education Caste based reservations make Indian higher education an even more contested topic. While some make the case that caste-based quotas are necessary to tackle prevailing socio-economic disparities. As a result, student activism

and political organization of academic staff are widespread and rampant.

The complex socio-political nature of the education sector in India makes it difficult to implement social reform. As a result, the overall quality of education suffers.

Conclusion

The present study revealed the current scenario of higher education in India. The key challenges related to India is facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. India is a country of huge human resource potential, to utilise this potential properly is the issue which needed to discuss. Opportunities are available but how to get benefits from these opportunities and how to make them accessible to others is the matter of concern. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality of higher education in India. To reach and achieve the future requirements there is an urgent need to relook at the Financial Resources, Access and Equity, Quality Standards, Relevance, infrastructure and at the end the Responsiveness.

The role of university in shaping the students' future depends on transparent, progressive and socially responsible educational (SRE) system. In order to achieve this, we need good governance in the higher education system which would encourage optimisation of resources and infrastructure. Initiatives also need to be taken to take care of the human sides of enterprise in terms of good salary, parity and other world-class benefits. Steps should be taken to have world-class multidisciplinary institutions of research. Despite the increased access to higher education in India, challenges remain. Low employability of graduates, poor quality of teaching, weak governance, insufficient funding, and complex regulatory norms continue to plague the sector. India's gross enrolment ratio (GER) in 2018-19 was 26.3% but still far from meeting the Ministry of Human Resource Development's target of achieving 32% GER by 2022.

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IDENTIFICATION OF BEST PRACTICES AND THEIR SUSTAINABILITY

Manwinderjit Kaur & Pardeep Singh Sahota***

Best practices in teaching are the superior ways to provide quality and excellence to the education system which also add value to it. Higher education plays a very important role in promoting innovative changes in sustainable development. It acts as a powerful tool to create a sustainable future and makes students more socially responsible, creative, sensitive and gain a feeling of commitment towards society and nation, recognition of daily life problems and their willingness to handle difficult situations. Curriculum which lay emphasis on flexibility will encourage critical thinking and challenge teachers and students to deal with real life situations. It will enhance global perspectives and promote innovative knowledge, values and skills to create a sustainable future. Education, research and innovation are the key agents in achieving goals of a sustainable world. This paper aims to present the best practices in teaching for a better and sustainable world.

Keywords: Best practices in higher education, Sustainability

Introduction

Education is the most important weapon to change the scenario of the world. It helps to modify the behavior of students in a positive way and to achieve their round development. It differentiates us from all other living beings on our planet. It taught them to easily tackle difficult situations of life. It certainly determines the quality of an individual's life. It also helps in the development and innovation of technology.

UNESCO – UNEP International Environmental Education Programme in 1975 introduced the concept of sustainability in higher education. AASHE, the Association for the advancement of sustainability in higher education promotes sustainability in higher education.

Brundtland Commission Report, "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

Role of students in achieving sustainable development

- Students can take the help of the internet to gain knowledge about sustainable goals from the website of the United Nations and get motivated through it.
- Students can have a talk with their friends, colleagues and relatives about sustainable goals. They can take the help of social networks to deal with foreign persons or friends to make them aware about it to make our world a better place to live in.
- They can donate money to the Sustainable Development Goals Fund for a better future.

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- They should be encouraged to recycle the resources and avoid their over consumption.

Best practices which lead to quality sustenance and enhancement in university or college levels

- Important days can be celebrated like Republic Day, International women Day, Gandhi Jayanti etc.
- Student outreach programs will strengthen different communities by addressing their societal needs which will further create partnership between communities and educational institutions.
- ICT based learning can encourage and motivate students to have better understanding of the concepts.
- Green and clean environment campus should be encouraged as it provides healthy, protective and green surroundings which saves time, money, energy and non – human resources.
- Teachers should actively participate in faculty development programs, examinations reforms etc.
- Mentorship programs in colleges will encourage the faculty staff to meet the students to solve their problems and to modify their behavior in the all round development of their personality.
- Gender sensitization programs in college campuses will create awareness among students through seminars, lectures, workshops, debates, conferences etc.

Best practices in teaching learning process for sustainability

- Firstly, students will listen to the lecture without taking notes and then time will be given to recall their recordings of lecture. Afterwards small discussion groups will be made to let them sit together and to reconstruct the lecture conceptually with their own reflections and ideas.
- After completion of the lecture, an immediate quiz will be taken so that students will retain information and knowledge for a longer time.
- Teachers will act as facilitator while forming cooperative learning groups which will be formed to discover new concepts together and help every learner.
- Provide proper feedback to the students for their better performances. Teachers should tell them about their weak points and help them to gain positivity in their behaviour and in their work.
- Social media like texting messages and whatsapp can be proved to be a boon for the students as teachers can help them through it after college hours whenever they need help.
- Always watch students' activities very closely and pay proper attention to their work and motivate them for hard efforts so that they can gain interest in the learning process.
- Teachers can take the help of concept mapping to deal with large amounts of information and develop metacognitive skills in students.
- Slow learners can learn at their own pace with flipped learning to have more group work to cover subject activities, discussions and peer reviewing.

- Peer instruction learning can sharpen the students' skills and foster personalized learning experience which lead to higher academic achievement and mastery of concepts.

Conclusion

Higher education is a ray of light in the darkness. It imparts knowledge to improve one's life. The educational system is invested with the responsibility of absorbing, assimilating and delivering the new knowledge to its incumbents. The best practices have changed the philosophy and approaches in the learning process. Higher educational institutions should constantly pursue adopting more and more innovations to convert into best practices for a sustainable future.

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ROLE OF NAAC IN HIGHER EDUCATION INSTITUTIONS

Dr. Amit Singh & Anu Sangwan***

In India, affiliated colleges with universities, autonomous colleges and universities are established to provide higher education. The high-class cultured people come out from the institutions of higher education. Higher Education plays a vital role in human life; therefore, the quality of education must be monitored. When we talk of quality, one cannot forget the significance of quality in the field of education from the school level to the university level. Nowadays quality issues are major issues in the Indian education system. As per the recommendations of the National Education Policy 1986 and POE 1990, to maintain quality in universities, affiliated colleges and institutes, University Grant Commission established NAAC (National Assessment and Accreditation Council. The purpose of this paper is to enlighten the role and importance of NAAC in higher education institutions.

Key words: NAAC, Quality, Higher education, Assessment, Accreditation

Introduction

In the era of globalization, the quality of higher education is the need of the hour. The quality of higher education is foremost to build youths in a country. The Development of human resources is only possible through quality education. According to the Oxford Dictionary, quality means, "degree of excellence." In India, the quality of higher education institutions is declining day by day. That's why the quality of higher education needs monitoring. To inspect and assess the quality of higher education institutions, an independent organization called the National Assessment and Accreditation Council (NAAC). It is an autonomous body. It was established by the University Grant Commission under section 12 CCC of the UGC Act (Act 3 of 1956) on 16 September 1994 with the help of the Ministry of Human Resource and Development (MHRD). The headquarters of the National Assessment and Accreditation Council (NAAC) is situated in Bengaluru. The National Assessment and Accreditation Council (NAAC) is a central government organization in India that assesses and accredits higher education institutions. It is evaluating the performance of the universities and colleges in India. The National Assessment and Accreditation Council (NAAC) motto is excellence, credibility and relevance (en.m.wikipedia.org). Assessment and accreditation are broadly used for understanding the quality status of an institution. Assessment is a performance evaluation of an institution and/or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by the National Assessment and Accreditation Council which is valid for a period of 5 years from the date of approval by the Executive Committee

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of the National Assessment and Accreditation Council. NAAC examines the infrastructure facilities and also assesses the performance and academic excellence of the teachers of an institution. It gives grades on the basis of performance and prospects of an institution.

Grading System

CGPA (Cumulative Grade Point Average) Range	Grade	Description
3.01-4.00	A	Very Good
2.01-3.00	B	Good
1.51-2.00	C	Satisfactory

Source:
1. www.naac.gov.in/criteria_assessment.asp
2. http://mhrd.gov.in

Structure of National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council (NAAC) functions through its General Council and Executive Committee comprising educational administrators, policy makers and senior academicians from a cross-section of the Indian higher education system. The chairperson of the University Grant Commission is the president of the General Council of the National Assessment and Accreditation Council. The present president of the general council is Prof. D.P. Singh. The chairperson of the Executive Committee is an eminent academician nominated by the president of the General Council. The director is the academic and administrative head of National Assessment and Accreditation Council and is the member-secretary of both the General Council and Executive Committee (Niviedita, Hooda, S.K. & Kavita). The present director of National Assessment and Accreditation Council (NAAC) is S.C. Sharma (en.m.wikipedia.org).

Role of NAAC in foster quality in higher education institutions

1. It helps the institutions to know about its powers, weaknesses, through an informed review (Jayasankar, K.I. and Satbhai, S.B., 2015).
2. It enhances collegiality on the campus (Jayasankar, K.I. and Satbhai, S.B., 2015).
3. It helps the institutions to know the ways to remove the shortcomings.
4. Due to National Assessment and Accreditation Council accreditation, there is the generation of qualified human resources (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-82).
5. It helps in knowing the internal planning and appropriate division of the sources of institutes. (Jayasankar, K.I. and Satbhai, S.B., 2015).
6. It provides information or access to employees to inform the standards of education, life-style and recruitments (Jayasankar, K.I. and Satbhai, S.B., 2015).
7. NAAC and accreditation grades encourage alumni that they are products of an institute with a higher standing in terms of teaching, learning and evaluation (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-82).
8. The outcome of the process provides the funding agencies with objectives and systematic databases for performance funding (Jayasankar, K.I. and Satbhai, S.B., 2015).
9. NAAC initiates innovative and modern methods of education.
10. It provides financial assistance to faculty for paper presentations/publications (Suryawanshi,

V.S. and Shinde, V.S., 2019, P.-82)

11. Financial aid and typical funding agencies are available only to students who enroll at a college, university or other institution that has been accredited by the National Assessment and Accreditation Council (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-81).
12. It initiates institutions a new sense of direction and identity (Jayasankar, K.I. & Satbhai, S.B., 2015).
13. It motivates faculty to participate actively in academic, research and related institutional/ departmental activities (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-81).
14. It publicises reliable information on the quality of the institutes so that the people can know about the institutes providing quality education. (Jayasankar, K.I. and Satbhai, S.B., 2015).
15. It helps students become competent in various fields to achieve his/her goals due to a good academic environment (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-81).
16. It provides financial support to accredited institutions for conducting workshops/ conferences/seminars on quality issues in higher education.
17. It promotes intra-institutional and inter-institutional interactions (Jayasankar, K.I. and Satbhai, S.B., 2015).
18. It enhances the employability of graduates (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-81)
19. National Assessment and Accreditation Council (NAAC) provides ease in foreign education for further studies.
20. It creates a sound and challenging academic environment in the institution (Suryawanshi, V.S. and Shinde, V.S., 2019, P.-81).

Conclusion

At the present time, higher education institutes are being established blindly. As a result, the quality of higher education is decreasing day by day and the criticism of higher education started at the national level. National Assessment and Accreditation Council (NAAC) is making constant efforts to raise the quantitative and qualitative standards of higher education institutions. This paper concludes that the National Assessment and Accreditation Council has taken strict steps to play the most important and positive role in the quality improvement of higher education institutions.

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QUALITY ENHANCEMENT THROUGH MORNING ASSEMBLY : A BEST PRACTICE

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A practice that the institution has been using since last many years and has shown its positive impact on the performance and regular functioning of the institution can be considered as the 'Best Practice'. National Assessment and Accreditation Council (NAAC) has provided 100 points to Institutional Values and Best Practices (Criteria VII) in overall assessment and accreditation of an institution and 20 points for best practices of the institution. Best practices help in the development of an institution and its stakeholders. Each institution may have different best practices, depending upon the environment of a particular institution. Each Institution can try to improvise, bring innovations, use new ideas to convert their routine practice into best practice. It is a fact that best practices of an educational institution are making significant changes in the overall functioning of the institution. NAAC has also published a series of best practices to recognise the efforts of institutions and motivating others to add more to the continuous process of sharing best practices. In this paper one of the best practices of GHG Khalsa College of Education Gurusar Sadhar i.e. 'Morning Assembly' is described. It is organised in a well-planned manner as a regular activity throughout the session and it has effectively achieved its objectives over the years.

Keywords: Best Practices, Morning Assembly, NAAC

Introduction

We know that India has one of the largest and diverse education systems in the world. Education is a key factor deciding the growth and development of a nation. India has moved a long distance from a nation with 12% literacy rate in 1947 to present literacy rate. The Higher Education sector has also witnessed a tremendous increase in its institutional capacity since independence. The Higher Education GER (18-23 age group) in India for the year 2018-19 was 26.3 and our NEP is expecting it to be 50% by 2035. Access, equity and quality of higher education will decide the future of any nation in the coming decades. Along with quantitative expansion of HE, quality assessment is the need of the hour. It is also important to note that addressing the quality concerns of one of the world's largest higher education systems is not an easy task. So, in the 27 years old history of NAAC, we witnessed that NAAC has taken some initiatives to create a positive environment of qualitative improvement related to several dimensions. In the NAAC accreditation process, there is keen focus upon qualitative improvement in overall performance of the institutions. As we analyse the 7 criteria of NAAC, each criterion is well planned and focusing on one or another qualitative dimension of an Institution. Criteria VII is focusing upon 'Institutional Values and Best Practices' (with 100 points) in overall assessment and accreditation. Out of these 100 points, 20 points are assigned for the best practices of the institution. This component is providing a platform to the

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institutions to show their best work in a particular field, which they have done over the years. It also motivates others to identify and work on their different qualitative practices to make few of them their best practices. It helps in the development of an institution and its stakeholders. Best practice is any practice that the institution is using from the last many years and which has shown positive impact on the performance and regular functioning of the institution, can be considered as the 'Best Practice'. Best Practices are normally evolved over the years instead of recommendations by the authorities. Such types of best practices make an institution different from other institutions. Best Practices could be in respect of Planning and administration of the institution, curricular area, teaching learning & evaluation, Capacity building of teaching and non-teaching staff, research and publication, extension activities, maintenance of the campus etc. The NAAC has published a series of best practices & case studies pertaining to all criterions of assessment and accreditation for recognising the good work of some institutions and motivating others. Sawant (2017) has also made an analysis of best Practices of top (NAAC) Accredited (State-wise) Colleges in India. In this paper, one best practice i.e. 'Morning Assembly' of G.H.G. Khalsa College of Education is discussed. We will start with the history of the Institution which played a key role in identification of this practice:

About the Institution

G.H.G. Khalsa College of Education, Gurusar Sadhar, District Ludhiana, Punjab is one of the premier Teacher Education Institution of Northern India. The institution has been serving the cause of Teacher Education for more than six decades and has catered to the Educational, Cultural, Social, Moral and Spiritual needs of the youth of rural area. It is located 28 kms from Ludhiana (Manchester of India) on Ludhiana-Raikot-Barnala road. The educational journey of this esteemed institution goes beyond imparting knowledge. This holy seat of learning is named after the name of the Sixth Guru, Shiri Guru Har Gobind Sahib Ji, who once visited this place in 1657. Guru Har Gobind Sahib Ji is known all over the world, for donning the swords of Miri & Piri that symbolize spiritual and temporal authority. The present magnificent institution has a long history, established with the perseverance and diligent efforts of Late Nihang Baba Shamsher Singh Ji, this pious place was converted into modest Gurmukhi Pathshala (Vernacular primary school)) in 1921 which he preferred to call a college. People of the area are grateful to Late Nihang Baba Shamsher Singh Ji, who selected this place as the nucleus of his great spiritual and educational adventure. The Pathshala flourished into a High School by the year 1928 and with his untiring efforts, an intermediate college was started in 1948 which became a degree college later on. It was in the year 1955 that the present G.H.G Khalsa College of Education came into being and the herculean task of training the 'Nation Builders' was started with the establishment of B.T with a sanctioned strength of 100 seats. The College attained the stature of post-graduate institution with the inclusion of M.Ed. in 1982. At present the college has strength of 100 seats for B.Ed. and 50 for M.Ed. course. It is permanently affiliated to Panjab University, Chandigarh, is recognized by the N.C.T.E and has been accredited with Grade 'A' in second cycle with CGPA 3.30 by NAAC. The college is also given the status of 'Mentor College' under UGC Paramarsh Scheme. This impetus over the years evolved into the present-day college along with degree college and pharmacy college. The college is rightly remarked as "*Wonder in Rural Settings*' by Sh. Prem Bhatia Ex editor-in-chief, The Tribune. The purpose behind its establishment has always been to cater to the higher educational needs of the rural population. The college has contributed a lot to this area by producing thousands of professionally

qualified male and female teachers. The college motto "*Man Neevan, Mat Uchi*" (Simple Living High Thinking) clearly reflects its goals and mission. The main aim of the college is to produce well-informed, skilled and effective teachers for secondary schools and Colleges of Education. Besides producing 'Teachers' for Schools, and 'Lecturers' for Colleges of Education, the college has given many 'Principals' for Colleges of Education in Punjab state. It is interesting to note that 15 Colleges of Education in Punjab have Principals from this college. Many of the college alumni are also employed as teachers/administrators in foreign countries like USA, Canada, New Zealand, Australia, UK etc. The college is also known as "Nursery of Principals".

Objectives of the Best Practice (Morning Assembly)

- To develop the all round personality of student teachers.
- To inculcate the moral and spiritual values among the student teachers with focus on the Indian Value System.
- To sensitise student teachers on various educational, societal and current issues.
- To develop their self-expression in diverse areas.
- To develop team spirit, self- confidence, leadership quality and organisational skills.

The Context

Being a teacher education institution, the college always tried its best to inculcate value system in students. All round development of the personality of each student teacher is the prime focus of the college. The college teachers observed that many of the students who were joining teacher education courses were good in academics but some of them were lacking awareness of rich Indian value system, some basic competencies in co-curricular, extra-curricular and social aspects. So, it was felt that the college needs to start a regular system of training and provide a platform for students' performances, to fill this gap. As teaching is a social activity, they should be competent in public speaking, organising various co-curricular activities, sensitizing the students towards various societal issues and inculcating a value system among school students. For all these competencies, each one must be well aware and trained in these activities. So, keeping in mind the above points, Morning Assembly with well planned activities was made a regular feature of the college.

The Practice

Practice was started by organising morning prayers and reading of news in morning assembly on every Wednesday. With the passage of time, the staff members organised brainstorming sessions to make it more planned and effective. Key points were identified and implemented in the consecutive years. All valuable suggestions were noted. Objectives and procedures were framed for its effective implementation. This practice has now become an integral part of the institution. The detail of this practice is given below:

- Every year after admissions, students are divided into small groups, which are named as mentor groups.
- For the planning and coordination of Morning assembly activities a staff member is assigned the duty as Morning assembly incharge. The incharge is responsible for preparing the schedule of morning assembly and coordinating with the mentor teacher, who is the main guiding force in each mentor group for meticulous planning and execution of morning assembly.

- Each mentor guides a small group of students and all mentees in that group quickly build up a good relationship with their peers and the Mentor.
- Each Mentor group is assigned a week as per morning assembly schedule for organising morning assembly, when all the mentor groups complete one cycle, another cycle is started. This process goes on till the end of the session.
- A special adjustment is made by the time table incharge in time table by reducing the period duration by 5 minutes on morning assembly day. Examination days and vacations are excluded from the schedule of Morning assembly.
- Morning assembly is organised in the college main hall in the presence of all the teachers and students.
- The mentor group plans each and every aspect of the morning assembly. They all sit together to identify the theme of their respective assembly, different activities and distribution of duties among themselves, under the guidance of mentor incharge. Each student has to actively participate in different activities (on stage and off stage) of morning assembly.
- Morning assembly includes a variety of activities depending upon the talent of the students. Some common activities include College Shabad (Deh Shiva Var Mohe Ehe Subh Karman Te Kabahun Na Tarun), different religious prayers, weekly news, lecture/discussions on various educational, societal and current issues, reciting poems and songs, skit, play & other theatrical items, quizzes, powerpoint presentations and always ending with the National Anthem.
- In each morning assembly, the mentor incharge also speaks on one topic of choice having educational value for all the students.
- It is mandatory for all students to attend morning assembly in college uniform.
- All the mentor in charges prepare a cumulative record profile of the students to keep a track of their development
- To appreciate the student work, the best creative work is published in a form of booklet under the title "Morning Prayers". Students feel motivated by finding their work in published form.
- To motivate the best efforts of the group, every year the morning assembly committee announces the best morning assembly of the year prize in the annual prize distribution function.
- The institution tries its best to inculcate the moral and spiritual values among the student teachers through morning assembly. It is compulsory for every student teacher to participate in the morning assembly.

Evidence of Success

- There was a perceptible positive change seen in attitude and mind frame of student teachers by the end of the session.
- Students' performance in their morning assembly on stage helps to remove their stage fear and it is found that some very shy students are performing well by the end of the session. They contribute this improvement to the exposure given to them through morning assembly.
- Students' organisations skills are improved, which are clearly visible during internship,

where they are organising morning assembly in different schools as they have learned in the college.

- Through different activities of morning assembly focusing on inculcating value system, students' awareness and practice of different moral and spiritual values is improved.
- Through discussions/debates/quizzes/lectures on various societal and current issues in morning assembly, students' awareness is improved. They start thinking outside the curriculum books which help them to develop different competencies.
- The principles of self-discipline, leadership and self-confidence are inculcated among student teachers.
- The prayers and spiritual discourses in morning assembly supports the student teachers to have a calm and insightful mood.
- It improves communication skills of all the student teachers
- It develops cooperation and team spirit among students of different mentor groups as they are organising it with the cooperation of other team members.
- Feedback from internship schools and employers is also evidence of behavioural changes among students through these regular activities.
- Every year teachers' and students' enthusiastic participation in morning assembly activities bring new innovations in organisation of each mentor group's morning assembly is itself testimony of its success.

Conclusion

The best practice shared in this paper has shown excellent results in the functioning of the institution and achieving our objectives of this practice. We still believe that it is an on-going and continuing process which is improving by itself on the basis of every year's feedback. It is anticipated that this paper would provide good support to policy makers and practitioners. It is a fact that the quality of every institution directly depends on the manner in which the particular institution is providing best learning experiences for student teachers through different programmes. Every Institution has an exclusive institutional setting that affects its functioning. So, each institution has to find the best ways from the available environment, to develop best practices for its Quality Enhancement. There might be some meaningful practices, which are seen as a 'routine' till now, but with planning and well organised implementation they can be the best practices. So, instead of looking outside for a best practice, institutions need to do SWOT analysis and find best practice within the institution.

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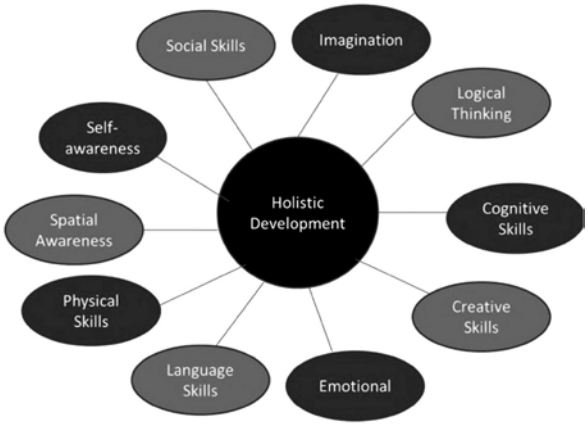
QUALITATIVE INITIATIVES AND BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS INCENTIVES FOR HOLISTIC QUALITY PERFORMANCE

*Dr. Lydia Fernandes**

The title bears dynamic and stimulating concepts and pointers to higher education and more specifically for teacher education in our country. Today's educators are expected to balance student learning and growth with professional responsibilities of purposefully designing learning material that meets all students' needs, while also challenging them to strengthen already existing skills, interests and understandings and simultaneously construct new skills and concepts leading to holistic development. Accordingly, I perceive that it entails commitment to holistic quality performance from the educator, and a responsibility on their part to enhance their performance availing of effective incentives as personal motivation.

Holistic Development of the learner hence is the base for Holistic Quality Performance. I assume that holistic development is meant to create a learning environment to facilitate the overall development of students in the cognitive, physical, emotional, social and ethical dimensions. In other words, holistic development essentially means the development of intellectual, mental, physical, emotional, and social abilities, competencies and skills in a learner so that he or she is capable of facing the demands and challenges of everyday life. These abilities are numerous and are vitally important for success both in personal and professional learning aspects of a student's life.



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I would add to the above components/skills provided in the sketch, an essential element, namely, the attitudes and competencies related to Value Inculcation and the Spiritual Awareness of one's inner being.

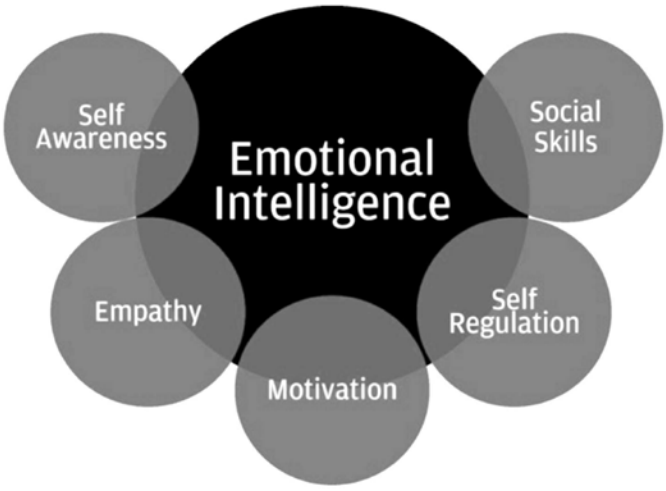
It would be apt here to look at the responsibilities of teacher education to build or inculcate the competencies and attitudes that are required of teacher training towards teacher capabilities that need to be built in him or her as well as personalized by him/her. I would call it the holistic training of teachers for quality performance or professionalism of a teacher: not professionalism as spelt out in some text books but a holistic professionalism. Let me elaborate on its essential aspects of such teacher professionalism:

1. **Working towards a Personal Knowledge Base:** Knowledge is information, not power. It is potential power and becomes power only when acted upon. Professor Eraut M (2007) makes a distinction between Prescriptive Knowledge and Personal Knowledge. While the former is the organized, codified knowledge that acquires the academic status and legitimacy, personal knowledge resides within the working professional, whereby professionals learn at work for enhancing placement learning. It is obtained over many years from observation, experimentation, social interaction, experience through personalization and gets reflected in the person's performance and hence, forms an important part of a his/her competence, in a way, this becomes the knowledge base of a professional.

Peter Senge (1990), speaking about the art and practice of learning organization, clarifies that 'personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively…It goes beyond competence and skills, although it involves them. It goes beyond spiritual opening; although it involves spiritual growth. People with a high level of personal mastery live in a continual learning mode, a process and a lifelong discipline and entails developing personal vision and a commitment to truth'.

The theoretical aspect of professional management of teacher education is clarified and glorified in all its dimensions. When it comes to practical reality in teacher education there is a risk of its becoming totally outdated. While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies, techniques of teaching, research and attitudinal inputs, it is necessary to provide systematic and organized orientation programmes for the large number of teachers who are outdated or could I call them 'burnt-out teachers', in order that a teacher continuously competes for knowledge and wisdom and not for grades alone.

2. **Personal-emotional-social-spiritual Integration:** The second quality that comprises holistic quality performance is personal-emotional-social-spiritual integration of the teacher, taking the educator to emotional competence. Daniel Goleman (1995) who popularized Emotional Intelligence (EI) has shown that people with high EI are emotionally competent and have greater mental health, job performance, and leadership skills. An emotionally competent person has the following characteristics, the traits that are needed for personal effectiveness.

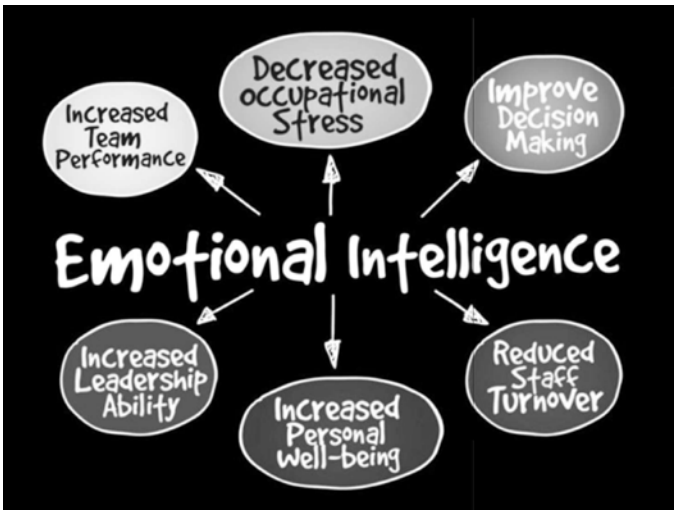


They are, **Self-Awareness:** consisting of emotional awareness, accurate self-assessment, self-confidence, knowledge of one's internal states, resources and intuitions. It would imply the person is able to recognize, gauge and acknowledge one's strengths and weaknesses and feel that inner joy at the power she possesses as well as recognize and acknowledge one's weaknesses and develops a readiness to rise above them and change oneself. We see around us people who deny their shortcomings and blame others or outside factors for their failures. **Self-Regulation:** implies self-control, trustworthiness, conscientiousness, adaptability, innovation and managing one's internal states, impulses and resources. This requires a willingness to change and plan strategies in concrete terms after picking out those weak areas in one's life and implement them with determined determination until the weakness changes into an asset for one's life. **Motivation:** as achievement drive, commitment, initiative, optimism and emotional tendencies that guide or facilitate the reaching of goals. In today's world of cut-throat competition, a person who uses the competency of motivation to compete against another is bound to develop a negative quality of depression when failures come their way. I have realized that a person who develops the motivation to compete against one's own self or learns self-competition to perform better against one's previous performance will gain greater accomplishment than motivated towards competitive motivation. **Empathy** is more than sympathy, feeling with another or even what we call getting into the shoes of another. It is more than understanding others and with interest working at developing the other, with a service orientation along with awareness of others' feelings, needs and concerns. Lastly, the **Social Skills,** namely, capacity for influence while dealing with the with the students and others, communication capacities as teachers and in public discourses, conflict management in the classroom set up in particular, leadership within the classroom and in public life, building bonds with all the stakeholders, collaboration and cooperation and team capabilities. It also includes relationships and getting on with one's colleagues and working as a team and modeling this behavior to the students and the public. A personalization of the above aspects through lived experiences will result in positive inner energy and integration of personhood and serves as a model for holistic development to the students.

3. **Professional Ethics and Obligations:** Obligation is a self-understood and accepted responsibility. Hence, it is ethical, the person takes on those personal responsibilities and holds

himself/herself responsible when one succeeds as well as fails. Growth in the qualities related to these obligations becomes one's own concern and personally works out an action plan towards it. Professional Ethics and Obligations are towards: one's profession, the higher authorities, students, parents and the society. This is an inner attitude, once developed many other professional components and capabilities take care of themselves.

A person with professional ethics and obligation is bound to be a person with positive attitude and will be proactive in one's dealings and performance. Attitude is the most important word that applies to every sphere of life, be it personal, professional, social, emotional or spiritual. Can one be a successful Teacher without good and positive attitude? The foundation of success, of effectiveness, regardless of one's field of life is Attitude, in other words, for a teacher educator it is Job Satisfaction and a sense of belongingness to the institution in which he/she is placed. In India, it has been automatic promotion in Government service but more and more we realize at present that it is not always the clever or just intelligent who get promoted but some others. Who are they? Why is one teacher preferred to another? Analyze it: 85% of the reason for promotion is Attitude and only 15% for promotion is Intelligence. Why do we educate only for the 15% aspect, namely, promote just intelligence that contributes towards our learners' achievement in terms of scores or marks in education which is needed only for getting priority in admission into schools and universities? It may be because we ourselves have to go a long way in building our own attitudes by making it positive and pay greater attention to developing emotional competencies/emotional intelligence that develops overall competencies for life as listed in the sketch and paves the path to successful future performance.



4. **Modelling as the Effective Mode of Behavioural Changes:** The Social learning theory, proposed by Albert Bandura (1986), emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. Behavior is learned from the environment through the process of observational learning. I strongly emphasize here that the student learns essentially through observation whereby the educator becomes a powerful model for holistic development of the learner. Hence, the importance of the holistic

performance of the teacher as a model to the learners, namely, a teacher who exhibits a strong personal knowledge base, behaviours of emotional competence/emotional intelligence and positive ethical and value orientation becomes an emphatic model for the students to develop those behaviors. Education in reality has to be futuristic and it does not require the grades secured by the students to meet the futuristic needs but the personal, intellectual, emotional, social and value based behavioral competencies acquired by them. The world of tomorrow will be totally different from the world of today and no amount of prescriptive knowledge gained in the classroom and scored obtained through memorization will have relevance in the future challenges the learners would face. It is only the competencies gained as modeled by their teachers, for strengthening their personal knowledge base, their emotional competencies that will develop their emotional quotient, and the skills acquired for making sound value based choices alone will provide a space to them in the world scenario.

This is not an easy challenge for educators and it demands qualitative initiatives by higher education mainly for teacher education that will serve as powerful incentives for the teachers towards holistic quality performance. I would like to enumerate some areas of incentives that will urge the educators to pursue holistic quality performance:

Incentives for Holistic Quality Performance:

1. **Path Paved by the National Assessment and Accreditation Council (NAAC):** It is in this context that we have to hail the National Assessment and Accreditation Council (NAAC) of India for the tone set and the demands made of higher education institutions towards human resource development and capacity building of the stakeholders. The five core values as outlined by the NAAC forming the foundation for assessment of institutions and the seven criteria with respective key indicators that represent the core functions and activities of a higher educational institution to provide ample scope and urge for teacher education to aspire towards holistic quality performance. In the process of working towards the preparation of the Self Study Report it is also a great incentive to the institutions and individual faculty towards quality performance.

As spelt out by NAAC the core values, namely, '**Contributing to National Development'** through human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as well as to serve the cause of justice will enhance the competencies related to personhood; '**Fostering Global Competencies among Students**' to meet the demand for internationally acceptable standards in higher education will provide motivate them to broader perspectives on achievement and quality in performance; **Inculcating a Value System among Students** commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels will strengthen the inner core dimension of personality; **Promoting the Use of Technology** to make visible its impact on academic development as well as administration through the use of state-of-the-art educational technologies and the use of Information and Communication Technology (ICT) optimally will urge them to be relevant and futuristic in outlook; and essentially pursuing a **Quest for Excellence** by demonstrating a drive to develop themselves into centres of excellence will motivate them to aspire towards the best and to be the best in all their undertakings.

The seven criteria for assessment provide ample incentives to the faculty to continuously experiment with the teaching-learning processes under the **Curricular Aspects**; to challenge the teachers to ever grow in their capabilities and professional enhancement, and thus enhance these

competencies and skill development of students under the Criterion, **Teaching -Learning and Evaluation;** to avail of opportunities to experiment and contribute to knowledge development and sharing through outreach under **Research and Outreach Activities;** for the institutions to build up the facilities in all its dimensions for the faculty and students to grow and expand their horizon, under the Criterion, **Infrastructure and Learning Resources;** to focus on students as the core and centre of all academic transactions under the Criterion **Student Support and Progression;** for institutional leadership to be dynamic in providing goal orientation and a sense of belongingness in the faculty under the Criterion, **Governance, Leadership and Management;** and lastly under the final Criterion to be path-breakers and a shining star in becoming models for all the stakeholders and to the society through the projection of their Institutional Values and Best Practices.

2. **Incentives from Administration and Management:** The role of an administrator is to make your teachers' lives easier so that they can teach and your students can learn. The teachers who grow in a sense of belongingness and have a high level of job satisfaction are the ones who will remain ever motivated and contribute at the highest level. Several practices by the administration and the management would include, in making oneself available to interact and receive feedback from them; exhibit that they are valued through performance based rewards and awards, small gifts periodically, public recognition, appreciation, praise and gratitude in creative and joyous ways; encouraging them and providing financial support for professional development through conferences, workshops and travels outside the institution; giving the teachers a voice by creating opportunities to be involved in making important decisions, to be representatives during board meetings, inviting their opinions, suggestions and ideas and taking them seriously, cultivating a listening ear to their concerns and needs; empowering each teacher's strengths by recognizing them, helping and encouraging them to discover and blossom in their talents and capabilities; recognizing key stress times like the examination and major activities seasons and providing relief' Lastly encouraging collaboration by creating professional learning communities within institution thus motivating the teachers work together and in a team spirit which can significantly impact their motivation. Keeping the teachers motivated can be a challenge but it is an essential part of the students' overall success. Great teachers are those that are motivated to excel and take pride in their students' success both inside and outside the classroom. Administration needs to take time to experiment with some of these tips to find what works best in their school!

3. **Synergy as the habit of Creative Cooperation among the Faculty:** "One of the problems we face in our institutions is competition among the faculty, one trying to surpass and outdo the other while the holistic growth of learners demands that we pool our energies, or combining the strength of people through positive teamwork, to achieve the goals that no one could have done alone, and to be more effective in our vision and mission of education" (Stephen Covey, 1989), the author of Seven Habits of Highly Effective People. He terms the sixth habit as 'Synergize' and says, "When you are effective, you seek the third alternatives—not "my way" or "your way,"—for better ideas and solutions that you come up with together. By valuing differences in other people, Synergy can take place" (Stephen Covey, 1989). Synergy means that the whole is greater than the sum of its parts. If the sum "1+1 = 3" seems familiar, this is what it's about.

Covey draws a parallel to nature where synergy is everywhere. "If you plant two plants close together, the roots co-mingle and improve the quality of the soil so that both plants will grow better than if they were separated". He adds that, "…unless we value the differences in our perceptions,

unless we value each other and give credence to the possibility that we're both right, that life is not always a dichotomous either/or, that there are almost always third alternatives, we will never be able to transcend the limits of that conditioning". Listening to and giving Importance to the opinion of others and working with challenging people can bring about creative change in the functioning and performance of the faculty. As an educator convinced of this reality, I would suggest that the educators/teachers working together by recognizing the power, strength and capacity of each of the colleagues can be a great incentive to perform to the optimal level on all counts. It would be a great learning opportunity for the students to experience the value of team spirit of their mentors and teachers since this social and emotional competency gained by their teachers through team work will go a long way for their future world of work that treasures team work for success in life.

4. **Intrinsic Motivation, the key to Holistic Performance:** "Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (Ryan & Deci, 2000, p. 3). Competence pertains to how much our action aligns with our capabilities, such as our knowledge and skills. We need to feel capable of achieving the desired outcome. Growth in the qualities related to these obligations becomes one's own concern and personally helps to work out an action plan towards it. This is an inner attitude, once developed many other professional components and capabilities take care of themselves. However, the primary obligation of a professional before his/her obligation to the students and others is towards growth in one's profession.

Obligation towards one's growth is a self-understood and accepted responsibility. Hence, it is ethical that the educator takes on those personal responsibilities and holds himself/herself responsible when one succeeds as well as fails. These include binding oneself to the norms and principles that exist in a system for effective functioning and as we know they change with time and situation. Professional ethics binds him/her to one's profession or job and gives a clear understanding of professional development and self-directed interest. As it is self-binding when taken earnestly and seriously it makes their shoulders broader to take on the responsibilities with grace and generosity and strengthens their respect for their profession.

As a teacher practitioner grows into teaching, the techniques one has learnt do not disappear, but face to face with students, only one resource is at his/her immediate command: one's identity, one's selfhood and sense of this: 'I' who teaches without which I have no sense of the 'YOU' who learns. Good teaching cannot be reduced to a technique; good teaching comes from the identity and integrity of the teacher. In every class they teach, their ability to connect with students, and to connect them with the subject, depends less on the methods that they use than on the degree to which they know and trust their self-hood, and their willingness to make it available and vulnerable in the service of learning. While incentives from all other sources are important, they are external and only the means to create in a teacher a desire and an attitude. **However, only a professional who is motivated from within, urged to perform one's best in all the aspects of his/her responsibility towards holistic education of the learners can use all other external incentives to the best advantage for what eventually matters is, 'WE TEACH WHO WE ARE'.**

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HOLISTIC EDUCATION – LEARNING FOR AN INTERCONNECTED WORLD

Dr. Manu Chadha & Gurpartap Singh Gill***

Intelligent, integrated human beings who are free from all constraints that limit thinking should be the goal of education. Self-knowledge is essential to achieve this end. Holistic education implies transformational learning whereby the learner and the curriculum are not seen as separate entities but are connected. The idea of connections includes the way that the classroom is structured. Holistic school classrooms are often small and consist of mixed-ability and mixed-age students. With the goal of educating the whole child, holistic education promotes several strategies to address the question of how to teach and how people learn. It basically involves the teacher listening to each child and helping the child bring out what lies within oneself. Holistic education places an emphasis on the whole growth of a learner instead of emphasizing only specific parts of the human experience. It deemphasizes materialism while promoting growth in all areas of the human experience: intellectual, emotional, social, and so forth. The teachers can help students by developing their intellectual, physical, emotional, social, artistic, creative and spiritual potentials. It seeks to engage students in teaching or learning process and encourages personal and collective responsibility. The paper attempts to advocate the idea of holism in qualitative teaching - learning, educational models for holistic education ,strategies that can be adopted by teachers in implementing holistic approaches.

Key Words: Holistic Education, Connections, Experiential learning, Transdisciplinary inquiry, Self reflection, Multilingual learning.

Education with a holistic perspective is the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potential. It facilitates student engagement in the teaching/learning process and encourages personal and collective responsibility.

Holistic education implies transformational learning where the instruction recognizes the wholeness of the learner whereby the learner and the curriculum are not seen as separate entities but are connected. According to John Miller, the position is similar to the Quaker belief that there is "that of God in every one".

In holistic education the basic three R's have been said to be :

- Education for Relationships,
- Education for Responsibility and
- Education for Reverence for all life.

Firstly, The children need to know and learn about themselves. This involves learning self-respect and self-esteem.

Secondly, they need to learn about relationships. In learning about their relationships with

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others, there is a focus on social "literacy" which means learning to see social influence and emotional "literacy" i.e.,one's own self in relation to others.

Thirdly, children need to learn about resilience. This entails overcoming difficulties, facing challenges and learning how to ensure long-term success.

Fourthly, children need to learn about aesthetics – This encourages the student to see the beauty of what is around them and learn to have awe in life.

With the goal of educating the whole child, holistic education promotes several strategies to address the question of how to teach and how people learn. It basically involves the teacher listening to each child and helping the child bring out what lies within oneself.

The idea of holism in qualitative teaching and learning advocates a transformative approach to learning. Rather than seeing education as a process of transmission and transaction, transformative learning involves a change in the frames of reference that a person might have. This change may include students' point of view and habit of mind.

Holism understands knowledge as something that is constructed by the context in which a person lives. Therefore, teaching students to reflect critically on how we come to know or understand information is essential. As a result, if "we ask students to develop critical and reflective thinking skills and encourage them to care about the world around them they may decide that some degree of personal or social transformation is required."

In addition to this, the idea of connections is emphasized as opposed to the fragmentation that is often seen in mainstream education. This fragmentation may include the dividing of individual subjects, dividing students into grades, etc. Holistic education sees the various aspects of life and living as integrated and connected, therefore, education should not isolate learning into several different components. Martin (2002) illustrates this point further by stating that, "Many alternative educators argue instead that who the learners are, what they know, how they know it, and how they act in the world are not separate elements, but reflect the interdependencies between our world and ourselves".

The idea of connections includes the way that the classroom is structured. Holistic school classrooms are often small and consist of mixed-ability and mixed-age students. They are flexible in terms of how they are structured so that if it becomes appropriate for a student to change classes, he is moved regardless of what time of year it is on the school calendar. Flexible pacing is key in allowing students to feel that they are not rushed in learning concepts studied, nor are they held back if they learn concepts quickly.

Transdisciplinary inquiry is another concept in the idea of connections in holistic education. Transdisciplinary inquiry is based on the premise that division between disciplines is eliminated. One must understand the world as a whole and not in fragmented parts. Transdisciplinary approach involves multiple disciplines and the space between the disciplines with the possibility of new perspectives 'beyond' those disciplines. Where multidisciplinary and interdisciplinary inquiry may focus on the contribution of disciplines to an inquiry, transdisciplinary inquiry tends to focus on the inquiry issue itself."

Holistic education proposes that meaningfulness is also an important factor in the learning process. People learn better when what is being learned is important to them. Holistic schools seek to respect and work with the meaningful structure of each person. Therefore, the start of a topic would begin with what a student may know or understand from their worldview, what has meaning to them rather than what others feel should be meaningful to them.

Meta-learning is another concept that connects to meaningfulness. In finding inherent meaning in the process of learning and coming to understand how they learn, students are expected to self-regulate their own learning. However, they are not completely expected to do this on their own. Because of the nature of community in holistic education, students learn to monitor their own learning through interdependence inside and outside the classroom.

Finally, as mentioned above, community is an integral aspect in holistic education. As relationships and learning about relationships are keys to understanding ourselves, the aspect of community is vital in this learning process. Scott Forbes (2003)stated, "In holistic education the classroom is often seen as a community, which is within the larger community of the school, within the larger community of the village, town, or city, and by extension, within the larger community of humanity.

Educational Models

Holistic education is rooted in experiential learning and centres education on the relationships that people create with each other. These relationships form the core of the educational environment. Holistic education is considered a form of alternative learning because of its emphasis on creating a different learning environment from what is typically practiced.

True to its name, holistic education places an emphasis on the whole growth of a learner instead of emphasizing only specific parts of the human experience. It deemphasizes materialism while promoting growth in all areas of the human experience: intellectual, emotional, social, and so forth.

Proponents of a holistic education argue that it promotes balanced relationships between not only people, but between people and their environment. Taken all together, holistic education emphasizes democratic learning, emotional health, and relationship growth, to a far greater degree than the traditional learning environment.

- **Experiential Learning**: Schools focusing on experiential learning provide hands-on educational experiences. For instance, students might work in groups exploring different learning styles to determine which styles are most effective for them. Holistic, experiential techniques often include problem-solving exercises to address community problems or create innovative products.
- **Self-Guided Learning:** In a self-guided educational environment, teachers allow students to learn at their own pace in the style that best suits them. The self-guided culture allows for personalization to mitigate the inadequacies of one-size-fits-all learning models. Low-stake assessments are used to adjust the curriculum's content and pace. Classrooms may be smaller and contain students of different ages and ability levels.
- **Community Schools:** Community schools are based on the idea that people find meaning through connections with their community. Teachers partner with community members, including families, residents, organizations, and officials, to provide integrated support and expanded learning opportunities, including after-school and summer programs. Schools are a hub of the community bringing together academic, social, development, and engagement activities.
- **Interdisciplinary Coursework:** Part of what makes up holistic education is the idea that students' cognitive growth is improved when multiple subjects are addressed together. Some schools are creating integrated programs where teachers from different disciplines come together to teach thematic courses that address issues from multiple perspectives. Coursework might also include independent research, travel, fieldwork, and internships.

Strategies to be Implemented by Teachers

However, it remains clear that holistic education is still an area ripe for exploration. New practices are being developed that attempt to integrate the principles of this new philosophy of education. While other schools of thought remain more popular in the education field, holistic education may have much to offer through its emphasis on well-being, critical thinking, and the development of solutions to societal issues

The teachers can help students by developing their intellectual, physical, emotional, social, artistic, creative and spiritual potentials. It seeks to engage students in teaching or learning processes and encourages personal and collective responsibility.

Holistic education rejects the kind of narrow education that accompanies testing-centric curricula. Instead, teaching the whole child looks to support all aspects of a student's development by fostering positive relationships between students, families, teachers, schools, and communities.

To bring holistic teaching practices into the classroom, teachers can implement five key strategies designed to support students' emotional needs so they can engage with learning.

1. ***Encourage Relationships Across All Dimensions of Students' Lives-*** Involving parents in their children's education forges a connection between home and school life, while establishing connections between teachers and families provides multi-tiered levels of support for students. However, challenges such as language barriers or inflexible work schedules may make it more difficult for the parents of marginalized students to communicate with teachers. When schools actively reach out to parents and encourage parental involvement, parents respond positively. Teachers can assist parents by scheduling remote conferences or tasking multilingual colleagues to translate. New York City has recently launched a pilot program that provides translators for any parent who needs one. This program offers one example of a systems-level response at the local level. At the institutional level, school leaders can prioritize hiring multilingual teachers, which is a key leadership practice for equity.

To further deepen the relationship between home and school, teachers can also encourage students to involve their parents and guardians. For example, rather than sending home a permission slip without context, teachers might ask their students to write the top three reasons they're excited for a field trip and give those, along with the permission slip, to their guardians. Bilingual students can write their top reasons in their parents' native language.

To further bridge the gap between home and school, a teacher can then have bilingual students teach their classmates a few new words related to their field trip experience. If a class is going to the zoo, a student who speaks their native language might share the names of their favourite animals and even teach the class to write the characters of that particular native language. Connecting the classroom with students' families offers one way to embrace students' cultural heritage while strengthening student-teacher relationships.

2. ***Make Learning Relevant to Students' Experiences-*** According to The Global Achievement Gap, many students dropout of high school because they are bored. To cope with poor relationships with teachers, particularly in schools lacking diverse curricula, marginalized students may shut down in school to help maintain their self-esteem. Students want to learn about things that are relevant to their lives, a tenet of teaching the whole child.

Inquiry-based learning makes traditional lessons in math, history, reading, and science personal. A lesson about civil rights might be used to examine current acts of police brutality against people of

a particular race. Or a biology lesson about RNA might be used to understand how RNA vaccines work. Teachers can ask students what current events they're interested in, and then encourage students to see the ways in which classroom lessons relate to their lives.

Teachers can also encourage self-directed learning. For example, teachers might ask their students to complete a capstone project. Each student would pick a topic, and over the year, they would focus on deep learning rather than superficial mastery. Empowering students to guide their own learning also offers another way to support school-family relationships. With capstone projects, for example, teachers can hold parent-student-teacher conferences. In these conferences, students take ownership of their education and show their parents or guardians the work they've been doing.

3. ***Act as a Bridge Between Home and School-*** Diverse students from historically marginalized backgrounds experience increased anxiety in classrooms that erase, rather than work to sustain, their cultures, according to the National Association of School Psychiatrists. Teachers have an opportunity, though, to act as a bridge between home and school.

"*Funds of knowledge,"* a term coined in 1992, refers to the way culture informs an individual or family's skills, abilities, and ways of interacting. Teachers and school leaders can partner with diverse students and families across race, ethnicity, culture, and class to validate the funds of knowledge each student brings to the classroom.

This promotes culturally sustaining learning and a sense of belonging for marginalized students. And culturally sustaining learning models empathy for all students, a skill less than half of all U.S. students reported that school helped them develop under ***No Child Left Behind (NCLB),*** the federal legislation that was in effect until 2015.

4. ***Engage the Whole Community-*** Over the last several decades, high-income parents have increased spending on supplementary activities such as tutoring and extracurriculars by 151 percent. To help close the gap for students from low-income households, school-community models engage the community to create enrichment activities such as travel, summer camps, and film and art workshops.

5. ***Decolonize the Classroom-*** Colonization, which happens when one system of power exerts dominion, has left a legacy of pain and inequity. To decolonize the classroom, teachers must understand models of leadership that emphasize social justice. It is not possible to decolonize the classroom without addressing these systems—institutional, local, state, and national—in which the classroom is embedded.

By teaching the whole child with a focus on social justice, educators can begin to shift traditional post-colonial power structures. The National Council for Teachers has endorsed several ways to decolonize the classroom including:

- Diversifying lessons and addressing social justice learning with inquiry-based teaching
- Embracing multilingual learning
- Practicing self-reflection
- Allowing the classroom to become a political space, and encouraging teachers to advocate for equality at the institutional, local, state, and national level

In nutshell it may be stated that when teachers are able to form strong bonds with students, performance and engagement is positively impacted. Students apparently at risk have a higher chance of success when they feel safe and nurtured. Teachers can foster strong relationships by responding to students' strengths and needs and by acting in a culturally sensitive manner. Allowing

students to help develop classroom rules and take on leadership roles helps encourage trust and communication among students and enhances their motivation to succeed.

Students need to believe that they belong to school and have the ability to succeed. Teachers can help build self-confidence by providing multiple opportunities for students to digest structured information and communicate their understanding in a variety of ways. Teachers must recognize students' unique strengths and treat all students equally. Student motivation can be enhanced by making sure that lessons are relevant to students' lives and focus on realistic issues.

As a teacher, it is not always easy to look beyond academic performance to nurture the mental and emotional well-being of a child. To Incorporate emotional reflection in daily routines, teachers might provide moments for students to reflect, contemplate, or meditate. Lessons to teach empathy could focus on effective listening and observation techniques or literature that presents varying perspectives on social issues.

Conclusion

Holistic education is based on a learning philosophy that brings a number of benefits to students, teachers, schools, and communities. Students are empowered to improve their educational outcomes and gain the life skills necessary to take on a successful professional career. Improved academic achievement of all children, regardless of background and circumstances, by catering to individual learning styles and providing a supportive learning environment. Children's brain capacities are increased when they feel physically and emotionally safe and connected to others, according to the Learning Policy Institute.

In a supportive environment, where social and emotional learning is emphasized along with academics, students have a better chance of emerging with self-awareness, confidence, and a sense of social responsibility. Students who are tasked with solving real-world problems that exist in their communities emerge with strong critical-thinking skills. These hands-on projects give students skills that will apply to their adult careers, such as how to gather, analyze, and report data and how to collaborate with others. By emphasizing integrated learning concepts, the holistic approach to education has resulted in reducing the psychological impact of issues such as violence, abuse, or poverty on academic achievement.

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INCENTIVE FOR HOLISTIC QUALITY PERFORMANCE

*Dr. Shiv Kumar Srivastava**

Along with the management and manager teacher ,teachers also play a major role in overall quality performance. They all are complementary to each other which play an important role in taking any action process to the highest level where it is the responsibility of management and manager to ensure that the overall quality and proper arrangements for the maintenance of innovation and modern material aids for development. Therefore it is the responsibility of the teachers to acquire proficiency in all available technical resources themselves for the desired change in the learners which enables the learners to be motivated and be able to give them full contribution to the overall quality performance.

Key Words: Holistic, Quality performance, Incentives

Every Educational institution has a purpose of improvement and upliftment in its outcomes in the terms of performance of students and teachers. This is certainly supported by its administrative setup. Performance is positively related to the standard of teaching and the activities organised in the institution.

All the stakeholders of the educational institution i.e. guardians, students, teachers and the administration deserve a higher level of performance. So, the performance of the institution is assessed in a holistic form. Here the holistic word denotes the porosity and as a whole environment of the institution. This all normally depends upon the human resources available in that institution.

Salancik (1977) pointed out that commitment is attitudinal in nature; it reflects how much closer an individual feels with his organisation or relationship any person has to embed his commitment to the society to his profession and to achieve excellence in his performance.

Problem solving consists of two processes:

- Problem comprehensive
- Searching problem solution

The taste of acquiring new importance can be viewed as an intensity of problem solving to what extent one comprehends the problem and searches for the solution made, termed as his problem-solving skills.

Quality of performance of human resources is largely dependent upon their interest, commitments and their problem-solving skills. This necessitates encouragement, collaboration, team spirit, self-confidence and feeling of belongingness with the institution.

It is hoped that all will create a conducive environment in the institution for achieving the

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quality performance. In this context, moral-boosting also plays a remarkable role among the human resources available in the institution.

The provision of providing incentive puts a great effect on their interest and attitude for availing every opportunity leading to quality performance. This incentive may be in the form of: honour in social gathering; certificates of honour; medals or any other items in the forms of money.

The incentives to the teachers may be in the form of offering team leadership, honours in the assembly hall, some kind of prizes, presenting certificate of excellence, salary increase, relieving from increasing in-service professional upgradation and post promotion.

The incentives to student may be in the form of creative their interest group, arranging the tools and gadgets related to different games and sports, provision of certificates of merits, some kind of prize in the material form, financial help, organising of excursion /tours, extra marks added in admission to different courses and special leave for attending the camp-activities related to games and sports, culture programs etc.

Some kind of increments and some kind of incentives may even be provided to non-teaching staff for solving or assisting solving the various problems of teachers.

The incentives provide a strength to the human resource in having more interest, in doing more work, in confidence building in getting more job satisfaction, in motivating them in discharging their duties with more commitment, confidence and collaboration for making their institution like a star in the eyes of society. Somehow, inventiveness also provides strength to once leadership behaviour and cooperativeness in his work field. It also prepares oneself to be independent which does not mean to move alone but furnishing the feeling of companionship with society.

As such, in my opinion certainly, the incentives improve the teaching and non-teaching working scenario in an institution and it creates respect and honours in the eyes of the society. It's a bone of students admitted whose multi-dimensional progress is to be achieved, they feel pleasure and satisfaction.

Thus, incentives provide satisfaction to students and the teachers and also the non-teaching staff physically, psychologically, socially and professionally of an institution.

Lastly, the mass media do a miracle on them. Their name announces incentives publicly and they will enjoy a social respect and high level of self-satisfaction. They even try to contribute by their deeds into quality improvement of their organisation beside their own qualitative upliftment.

They enjoy a social respect and high level of self-satisfaction even with their family members in social respect.

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HEIS TO REINFORCE VALUE DEVELOPMENT IN INDIA - A CHANGING ACADEMIC PERSPECTIVE

*Moumita Banerjee**

Higher education is the backbone for cultivating democratic values, the attitude of promoting the interests of the nation and the poor and deprived, attitude of coordination and competence for promoting social welfare, feeding basic as well as advanced needs of the growing population and culminating reasoning, responsibilities, justification and wisdom. Value Based Education is a holistic approach to teaching that enhances academic achievement and develops life-long social and relationship skills among students. It promotes educational philosophy that values self and offers a new way of thinking. The outbreak of Covid 19 has created a new normal with a strong emphasis on mental awareness, social values and responsibilities which can only be achieved through value education. The paper aims to depict the deeper knowledge of value-based education and how Higher Education Institutions (HEIs) take initiatives to build strong capacities and resilience in the changing academic environment.

Keywords: HEIs, Value -based Education, Social values, Awareness, Responsibilities

Introduction

Value based education (VBE) is the educational procedure that ingrains morality and advances resilience and comprehension well beyond our political and social arena and helps in invigorating an individual's physical, mental and overall prosperity. VBE is essential to shape our relationships, behaviors, choices, purpose of lives, and provide us an opportunity to perform on the global stage.

Literature Review

From ancient to modern times

According to Mohandas Karamchand Gandhi, Father of Indian Nation,

"If wealth is lost nothing is lost
If health is lost something is lost
If character is lost everything is lost"

From the ancient times, VBE occupied a prime place of importance in India. A child not only learnt reading and archery from the Gurukul stage but also learnt about the philosophy and purpose of life. To know about self, Gautama Buddha renounced material comforts and attained enlightenment after years of Dhyaana (meditation) and Tapa. He preached that Satya(truth), Prem (love) and Karunaa (compassion) should be the integral values of one's philosophy and life. The key Vedic values are – Satyam(truth), Dharmah (Righteousness), Tapah (Austerity), Tyagaah (Renunciation), Damah (Restrain), Dayaa (Mercy), Daanam (Charity), and Shamah (Tranquility). These values are

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the foundation of human culture and there is a need to inculcate and practice them to realize one's potential as a human being. The concept of Purusartha is a system of values meant for the holistic living which enables one to reach the stage of absolute freedom from the desires and consequent distress. In modern emerging society values are influenced by a revolutionary change due to the influence of many factors like industrialization, globalization, urbanization etc. (Naraginti Reddy, 2006). Wisdom is the ultimate knowledge to face the challenges of the different stages of life. Two essential characteristics of a wise man are – Loka-sangraha (learning the values) and Lokahita (global welfare). To cultivate skills in the pursuit of wisdom is the goal of Higher Education which enables one to promote a purposeful life in oneself and society as well. In the present day education students mainly are concerned about their careers by acquiring bookish knowledge so that they can satisfy their desires for high status and wealth and want to confine their responsibilities very hedonistically. They think less about the society and pride of the nation and mentally suffer under these selfish and disguised educational goals.

Hence Higher Education must concentrate on knowledge outcomes, not just teaching for providing information. Knowledge does not involve dry information but the cultivation and affirmation of self (Pillai, 1971). In today's time, students can be developed into people with strong character in a holistic approach that is essential to edge in the global scenario. MIT Viswashanti Gurukul (Pune) is an international school which lays emphasis on VBE. It is one of the best international schools in India with unique education systems.

Difference between Education and Value -Based Education

Dr. CM Yogi (2009) has compared Education and VBE nicely in his paper presented in a workshop at "The Children and Curriculum Development Centre" as follows:

Education	Value-based Education
1. Opens up our mind which helps us to understand new ideas from a whole new perspective	It not only opens up our mind but also gives purity of heart.
2. Provides us with skills necessary to analyze and predict certain learning outcomes	Provides sincerity which gives value to our own skills
3. Makes one's living better	Makes our living and life better.
4. Takes us to the top and is the key to success	It encourages overall social development and takes the society to the top
5. Provides us with better learning	Provides us with better learning as well as deeper understanding.
6. Upgrades professionally	Upgrades humanity
7. Provides capacity to compete with others.	Teaches you to compete with self and encourages you to be complete too.
8. Links us with the world	Connects us with our family members too.
9. May bring limitations and difficulties in learning outcomes	It provides liberation.

Definition of Value-based Education

The term " Value" is derived from the original latin word "Valere" which means "to be strong and vigorous". Value can be defined as "any characteristic deemed important because of psychological,

social, moral and aesthetic considerations" (David L Skills, MacMillan, 1968). The concept of Value-based Education was recommended by Dr. Radha Krishnan, Dr. Mudolia Azad, Sri Prakash, Dr. Kothari, Mahatma Gandhi, etc.

Once Mahatma Gandhi said that people have no idea about the true meaning of education. We actually assess the value of education in the same way we value our wealth, land or property. The difficulty is that students want the education to earn more. There was a gender stereotype prevailing in the early years that "Girls should play with dolls and boys should play with trucks." But modernization broke that stereotype and headed towards Gender Equality. If girls were not meant to earn money, then why should they be educated? If such revolutionary ideas don't persist then there is no hope of ever knowing the true value of education.

Why do we need Value Education the most in times of COVID?

Due to the pandemic, the country's higher education is suffering from a loss of overall direction. There is a constant nagging feeling that it is not fulfilling the vital role of the nation's work. After a prolonged period of enthusiastic growth many institutions are now facing confusion over goals, reduced support and fear of an uncertain future. In developing countries like India, the conventional chalk and talk model is forced to transform into technology driven which is the biggest concern emanating from the Covid -19 pandemic.

Value Education is inherently required in the changing world. Pandemic is affecting people on a worldwide scale and exploiting our weaknesses and divisions. We must come together and cooperate with each other as a Global community. Without Value Education we cannot build our capabilities and systems to make this commitment.

Overall Society and Civic value

Civic Education should be a primary concern. The citizens who have the requisite knowledge, skills and dispositions should take the important task to develop effective and responsible citizens. Many college and university students have taken an initiative to provide cooked meals to those infected with Covid. Several College students and student activists together are supporting the needy to help them surmount in these difficult times. Students are providing the information about free or subsidized food programs to their peers during the lockdown period and thereby spreading social awareness. Such kind of social responsibilities don't come from bookish knowledge only, it is humanity which forces us to take such initiatives.

Civic education is a vital part of any democracy and provides us the opportunity to change the world around us. It is not limited to societal and political participation but encompasses participation in groups, neighborhoods and organizations. Academic institutions and public share a deeper relationship which is a keystone for the existence of universities today. This collaboration with the aim of mitigating public sufferings especially in the changing environment can be referred to as the third mission of the Higher education Institutions in addition to education and research activities. The colleges and universities are seen to perform these three basic roles-

(i) Promoting common national culture
(ii) Integrating various disciplines and moral philosophy within the institution to serve as an ethical guide to students.
(iii) Producing leaders of aristocracy, talents and virtues.

Covid guidelines like maintaining social distancing does not mean a loss of social contact. Faculty members should encourage students to nurture their communications with their classmates and strengthen social connectedness by creating online study groups. They should be encouraged to engage with extracurricular activities as well as to participate in college sponsored online social activities.

Psychological values

University and college campuses have mental health awareness centers and counselling centers. Campus administrators and counselors are providing appropriate information on mental health to promote prevention and awareness. As the ongoing pandemic creates significant stress among students in day to day life, the members of College communities should support them to help reduce risks for suicide. A comprehensive approach to Mental health and Suicide prevention should be taken by the college authorities which focuses upon strengthening protective factors for student mental issues like developing resilience and life skills, promoting help-seeking behaviors etc. Due to Covid 19 outbreak we all need to adapt to new circumstances in our daily lives. This includes problem solving behavior, strengthening family relationships, decision making, identifying and managing emotions in this new paradigm.

HEIs to take initiatives

India is one of the largest networks of Higher Education Institutions and holds an important place in the global education industry. India's Education sector provides numerous opportunities for growth with 26.31% in the age group of 0-14 years and 500 million in the age group of 5-24 years. In the recent past, the education and training sectors of India witnessed major developments and investments. E9 initiative is the first three phase process where India joined along with Bangladesh, Brazil, China, Egypt, Indonesia, Mexico, Nigeria and Pakistan.

The success of HEIs is driven by value-based ethical behaviors of administrators, faculty members, and staff. The values and ethics for stakeholders are-

- Conducting duties in a righteous manner with honesty, trust and transparency.
- Should maintain harmony and balance the difference and diversity through tolerance.
- The Governing body should ensure that the organization achieves its intended outcome, operates in an effective and ethical manner and fulfil its overall purpose.
- Teachers should act as role model for the students and actively participate in the development activities of the institution
- Teachers should inculcate human values and scientific outlook among students.

Conclusion

Value Education is a simulated process which the administrative authorities and stakeholders of HEIs should impart and advance resilience. It helps in the most extreme advancement of character, propensity, perspectives and overall development of students. Education without values or enlightenment resembles transport without radar. The changing world desperately needs people with high values. Once values become everybody's need it will make the world a superior spot to live in.

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FOSTERING QUALITY TEACHING IN HIGHER EDUCATION

*Dr. Neelu Mahajan**

As Albert Einstein mentioned "I never teach my pupils, I only provide the conditions in which they can learn". With the widening of horizons of education system and perennial expansions in the field of education has shifted the focus to the quality teaching. The higher education system has a undeviating relation to development of the future of citizens of the country. There has been a paradigm shift in the outlook and key responsibilities of the teachers in higher education. It is imperative for the teachers in today's scenarios to make the use of various tested and novel methods to ensure they focus on the quality in their process of imparting education. To foster the quality teaching, the teachers use pedagogical techniques to produce learning outcomes of students. Higher education institutions are complex organizations where the institution vision and strategy needs to be well-aligned with bottom-up practices and innovations in teaching and learning. This paper being qualitative and conceptual in nature and shall focus on quality teaching and its importance in higher education.

Keywords: Quality, Teaching, Quality teaching, Higher education.

Introduction

The success of higher education is always a matter of concern, both for the general people and academicians. It is the stepping stone which lays the foundation of a better individual development along with its prolific contribution towards the society and progressive future of the nation. The landscape of higher education has been facing continuous changes such as the internationalization of higher education, the increasingly broadening scope of education and greater diversity of student profiles, the rapid changes in technology that lead to a major issue in quality teaching. The strength of the students has expanded considerably so modern pedagogical teaching methods have been introduced to produce learning outcomes of students and also modifying the nature of the interaction between students and professors (Green, 1993).

Support for quality teaching takes place at three inter-dependent levels: **At the institution-wide level**: including projects such as policy design, and support to organisation and internal quality assurance systems. **Programme level**: comprising actions to measure and enhance the design, content and delivery of the programmes. **Individual level**: including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner oriented focus. These three levels are essential and interdependent.

Research shows that quality teaching lacks clear definitions; moreover there is a controversy in terminology quality or quality culture in higher education. As Biggs (2001) points out, "quality" can alternatively define an outcome, a property, or a process. Harvey and Green (1993) listed quality as

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excellence, value for money, fitness for purpose and transforming. Thus, it transforms student's perceptions and the way they go about applying their knowledge to real world problems. A number of factors have brought quality teaching to the forefront of higher education policies. Firstly, respond to the growing demand for meaningful and relevant teaching. Students as well as employers want to ensure that their education will lead to gainful employment and will equip them with the skills needed to evolve professionally over a lifetime.

Quality teaching is necessarily student-centered. Attention should be given not only to the teacher's pedagogical skills, but also to the learning environment that must address the student's personal needs. Support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching practices.

The present paper deals with an ultimate goal of quality teaching policies to improve the outcomes of learning. The strategy and practice to promote quality teaching in higher education institutions should also be guided by this ultimate goal to edifice a strong nation. Teaching and learning are inherently intertwined and this necessitates a holistic approach to any development initiative. Further in sections, I would be briefly touching on challenges and allied policies regarding importance and building up a favorable environment in higher education institutions to give an impetus to quality teaching.

Raising awareness of quality teaching

Institutions play the key role in nurturing quality teaching. They prompt teachers to upgrade their educational competences in research field, overshadowed teaching and learning for students. Faculty has increasingly sought to strengthen the relevance of their programmes to societal and economic needs, and have become more willing to re-visit their role to strengthen the students' learning and their future employability. Institutions have established clear and planned objectives that focus their mission, streamline their activities and guide their operational planning. These objectives can be used to signal an institutional commitment to fostering quality teaching and provide an anchor for developing a coherent set of initiatives at different levels and monitoring progress towards better results. There are certain steps which we have to follow for a successful quality teaching:

- To identify the problem regarding quality teaching
- To gather information regarding the specified problem
- Development and Implementation of strategies to meet established goals
- Project should be evaluated both qualitatively and quantitatively.

In this regard, several practices have been initialized by an institution to promote quality education such as

- Set quality teaching as a strategic objective for the institution to signal the institution's commitment to fostering continuous improvement in teaching.
- Develop an institution-wide framework for teaching and learning that reflects the mission, values and specialties of the institution and defines the objectives of teaching and the expected learning outcomes for students and include students viewpoints in the development of these frameworks, to ensure a broadly shared understanding of quality.
- Explore every opportunity to foster discussions on quality teaching for instance as part of programme (re-)accreditation, institutional audits, publication of international rankings, appointment of new university leaders, implementation of national reforms and engage in

national, regional and international networks to share best practices in quality teaching and hold conferences giving exposure to institutional achievements on quality teaching.

- Explore how the research activities of the institution affect the policies supporting teaching and learning and provide support for faculty involved in nurturing quality teaching so that their engagement does not undermine their careers as researchers.

A recruitment of good teacher

With an expansion and higher student strength, increased emphasis lay down on the advent of new pedagogical approaches to the need for a new profile for teachers in higher education (Murray, 1991). Thus, the key challenge for quality teaching is to develop subject-specific experts into excellent teachers. A well-designed professional development programme (PDP) needs to be an outcome of a collaborative reflection on the quality of teaching and learning. This reflection requires time, conviction, motivation and openness. It involves not only an individual subject teacher but an involvement of the management, deans, heads and other faculty members is must. This collaborative involvement not only provides a firm foundation for determining the pedagogical competencies that teachers need to develop but also helps to build collective commitment across faculty to the objective of improving teaching quality.

Several practices and policies are adopted by an institution in regards to this such as support the scholarship of teaching and learning as evidence of institutional commitment, promote the internal quality culture through active dissemination, allow adequate time, human resources, funding and facilities to ensure that quality improvement initiatives meet the needs of teachers and foster the sense of ownership amongst the community. There should be a set of indicators of excellence in teaching that the institution may use to encourage improvement, evaluate performance and take into account in decisions concerning tenure and promotion. Also, provide resources and ensure that appropriate experts are available to support the professional development of faculty.

Engaging students

Student are the drivers of quality teaching so there engagement is of paramount importance. Marton and Säljö (1976) found that students learning approaches are: the deep approach which focuses on understanding the course material and the surface approach focuses on memorizing the material itself. Barrie, Ginns & Prosser (2005) found that students who perceive that the quality of their teaching is good will tend to adopt a deep approach to learning, a coherent and integrated understanding of the course.

Cross (1998) believes that interest in learning communities inculcates due to philosophical, research-based and pragmatic reason. They are able to provide their feedback not only on what works well but also on what they would like to be done differently and how. Some students may underestimate the constraints that institutions face and expect unrealistic changes. Others may be inclined to approach evaluation as a political issue and take a more obstructive than constructive attitude to it. Thus, to promote several policies regarding an engagement of students such a build up trust between faculty and students by making the objectives of their role, assign a responsible role to students in the implementation and evaluation of quality teaching and learning, reward students who play an active role in fostering quality teaching.

Aligning institutional policies

The individual performance of each faculty member is a crucial factor in quality teaching. But gaining real improvements in teaching quality can be achieved more rapidly if approached as a collective effort that is underpinned by well-aligned institutional policies. A systematic approach would ensure that the various department policies are consistent with the strategic objective of quality teaching and fully compatible with the institution-wide orientation of the teaching and learning framework. The areas where institutional policies may need closer alignment to support policy teaching: human resources, information and computing technology, learning environments, student support and internationalisation.

Conclusion

There are implications for institutional actors in quality teaching. As a student, he/she should collaborate actively with teachers and leaders, keeping the interaction alive and raising concerns about teaching, learning environments, quality of content and teacher attitudes, use of associations to bring new ideas and influence the institutional policy on quality. As a teacher, exploit the new technological tools to improve student-to-teacher interaction and to better assess student progress, practices, methods and tools with the institutional global quality, collaborate with the quality units in the design and implementation of curricula. If an institution wants its teaching to be of good quality, it must give concrete, tangible signs that teaching matters.

At an institutional level, sustain quality teaching in a continuing, effective and explicit way, motivate the head of departments, ensure adequate time, people, funding and facilities for planning and implementing quality teaching initiatives, engage the whole community, including administrative staff and students.

To conclude, quality teaching has become a quintessential part of the education system and is an indispensable element for the success of the nation in the cutting edge competitive scenario on an international level. While India has a rich and infinite ethnicity in the field of education, we need to keep our higher education institutions abreast with the extensions in education and should not leave any stone unturned to live up to the expectations of the students that would make them equipped to make a strong nation.

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QUALITATIVE IMPROVEMENT IN HIGHER EDUCATION

*Dr. Rachhpal Singh**

In the past decade higher educational institutions have been buffeted by a complex set of pressures all over the globe. Higher education institutions are increasingly viewed as economic engines by policy makers and are seen as essential for ensuring knowledge production through research and innovation and the continuous education of the workforce. The imperative for countries is to raise higher-level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society. It becomes very clear that the modern day classroom needs are very different from the conventional classroom needs. With significant improvements in school as well as higher education programs such as SSA, RMSA and RUSA, at present, there is a vast need to improve our quality of higher education for making the digital and transforming India. Keeping all these factors in mind the author tried to give some suggestions to improve the quality of Higher Educational Institutions.

Key Words: Quality, Knowledge, Higher education, Knowledge based economy, Human capita.

Introduction

Modern day classroom needs are very different from the conventional classroom needs. The urgent need has been to address the shortcomings of the entire process of converting youth into educated and well groomed citizens. At present, there is a vast need to improve our quality of higher education for making India digital. Only those countries will lead the world who have quality higher education systems because higher education not only generates larger personal and social wealth, but all the aspects of development such as intellectual, social, cultural, aesthetic, economical, moral, and human resource are directly or indirectly related to it. In India, the Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges and student's enrolment. To improve the scenario of higher education, the Government of India has started RUSA, a Centrally Sponsored Scheme in 2013 and as a result, at present the enrolment ratio is 25%. The country has shown remarkable improvement in the enrollment but the quality is a matter of concern till date, which is essential to achieve the goal and implementation of national policy. Poor infrastructure, examination ridden curriculum, memory based examinations, lack of quality faculty members, poor teaching methods, lack of funds, inconsistent government policies regarding higher education, vested political motives, huge demands of young population, political turmoil, growing privatization, lack of access and equity etc. are some of the challenges in higher education.

Higher education is the key for sustainable growth and development of any country because it educates the people in the real ground, widens their mind, enhances their thinking capacity, develops

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rational thinking and increases the analytical power of the people. Moreover, it creates job opportunities, makes the students fit for the job, helps in framing the economic, agricultural and industrial policies of the country, makes aware of the present socio-political awareness among the people, makes democratic citizens and engages them in the nation building process. The knowledge obtained through higher education leads towards research and with the help of research new knowledge is being discovered in different fields. University is the instrument of the State for the conservation of knowledge, for the discovery of knowledge, for the distribution of knowledge, and above all, for the creation of knowledge-makers." On similar lines, the First Prime Minister of India said , "A University stands for humanism for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever-higher objectives. If the Universities discharge their duties adequately, then it is well with the Nation and the People."

The importance of higher education can be judged from the way it benefits a person financially, emotionally, socially, as well as intellectually. In addition, the current economic crisis has had a negative effect in many countries: some have had to cut their education budgets while student demand to enter higher education or to stay on for additional qualifications is growing. This, in combination with mounting pressures on public funding, has led to debate on the issue of tuition fees and free admission to higher education in some countries. Culture may be promoted through the establishment of several important targets at system level: improving quality and raising universities' responsibility and responsiveness; higher education institutions should be stimulated to become more sensitive towards students' needs and expectations; institutional diversification, individualization of universities' and adoption of specific missions operationalized in development strategies. Education has a very important role in our lives. There is a rapidly growing demand for a higher education in the world today and some of the rewards are self-improvement, job insurance, a development of character and social improvements.

Ways to improve Higher Education in India

- Governments should make a proper budget for higher education institutions to fulfil the requirements in terms of Labs, Faculty, Infrastructure, research and innovation etc.
- Maintaining democratic environment by the Government for each employee.
- Higher education institutions should restore coherence, transparency and confidence in the higher education system.
- Emphasis should be laid on increasing the Centre of excellence.
- Great emphasis must be on quality research, good infrastructure and facilities.
- Achievers in all fields should be rewarded.
- First step towards improvement should be taken at the school level.
- Technological facilities and Innovative practices should be updated timely.
- Examination reforms should be empirically tested, computerized and automated.
- Government should take steps to give more students access to higher education. For this we need to add more than 1500 new universities and 45,000 colleges in the coming decade.
- The UGC should, likewise, produce and publicize ratings of and information about all universities and institutes of higher education.
- Library should be fully equipped with the latest books, journals, periodicals and must be

online.

- Central and State Governments should introduce programmes to improve the links between Higher education institutions and Industries.
- The Ministry should play a major role in developing a purposeful interface between the Universities, Industries and National Research Laboratories (NRLs) as a step towards PPP.
- The RUSA and State Higher Education Councils should play a key role to undertake the process of planning, execution and evaluation, in addition to other monitoring and capacity building functions.
- There should be techniques to evaluate the quality of teaching.
- There should be regular monitoring and evaluation of teaching and cutting-edge research in the universities and other institutions of higher education.
- Skill oriented education should be implemented in higher education.
- Working facilities and workload of all the staff members should be as per the international norms.
- Teachers should be encouraged to attend various conventions, conferences, seminars, webinars and workshops in their disciplines to update their professional knowledge and skills.
- Universities and other institutions of higher education can design their web sites for offering online education worldwide.
- Create a conducive environment and provide incentives to attract and retain high quality faculty, meritorious students, and a high level of teaching- learning environment.
- Regional, religious, financial and caste disparities have to be removed to give access and equity.
- The concerned governments in the central and the state need to frame realistic financial planning to achieve the target
- As there is huge demand for higher education among the growing young population, their demands need to be urgently supplied.
- The government must ensure proper physical access to all communities and emphasize on construction of higher education institutions in closer proximity to villages.
- At least there must be one teacher for a particular subject. Strict rules and regulation must be followed; academic background, research and experience must be taken into consideration.
- Development of values, knowledge and new skills throughout life is important for individuals and society
- The faculty members of colleges and universities need to be trained on a regular interval basis.
- Sudden visits or regular inspection improve the performance of the faculties in school or colleges. In this case strict actions must be taken if any irregularities are found.
- Use of computers and online access must be established in different institutions to avail the online learning resources.
- Curriculum must be framed according to the local as well as global perspectives.
- Government has to sanction funds for different schemes and scholarships so that needy

students can avail education.

- Rate in which private institutions are growing without quality concerns needs to be urgently monitored and controlled.
- Governments have to frame stable and strong rules, regulations and policies. This will create a stable mind set about higher education among different stakeholders of education.

Conclusion

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. It is widely recognized that the existing data base on higher education is inadequate and out-of-date. In this era, the global economy is very much dependent on advanced technology and a high level of resource availability. The continuing development of values, knowledge and new skills throughout life is important for individuals and society. All teachers can play a significant role in shaping the lives and careers of their students. Higher education can play an instrumental role in the achievement of these outcomes through the creation of knowledge networks, research and innovation centres, corporate-backed institutions, and support for faculty development. Universities and colleges have to perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, through challenging teaching, research and extension activities so as to balance both the need and the demand. Creative solutions like online courses and foreign university partnerships put India in a position to grow its higher education sector dramatically in the coming years. Improving the quality of research at higher education in India, we have to identify some issues responsible for the quality deterioration and implement the remedies to achieve our goal. This is the time to reconsider steps to make digital India into a global hub through higher education for the advanced society.

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A HOLISTIC APPROACH TO THE ONLINE MODE OF HIGHER EDUCATION DURING THE TIMES OF SOCIAL DISTANCING

*Dr. Jagjit Singh**

The rapid pace of globalization permeates through all the sectors (commercial, Hi-Tech, educational, etc.) of the knowledge economy which can be exchanged world-wide by means of the recent advancement in the field of ICT. Needless to say, this global knowledge economy goes in tandem with the intellectual capital generated by higher education transacted by universities, NITs, IITs and high level research institutions. This higher education, so called, is obviously meant for producing social, productive, efficient and life-skilled persons who may contribute to a sound socio-economic status of the nation as a whole. It is noteworthy that the role of higher education-institutions comprises developing a good sense for social order, fostering love for higher values of life, building character and promoting leadership-qualities among learners and producing the efficient workforce including in teachers in interest of the rise of a developing nation like ours at a par with developed ones. With the sudden outbreak of the COVID-19 pandemic, the entire existing educational set up from elementary to the tertiary level has, indeed, collapsed. This has driven the educational institutions to shift to the online mode of teaching learning and to do away with the traditional mode based on pedagogy alone. This paper deals with the salient features of the online mode of higher education taking into account the related issues and challenges to be addressed by the concerned stakeholders in wake of COVID-19 crisis.

Keywords: Education, Globalization, Hi-Tech, ICT, Higher Education Institutions, COVID-19.

Introduction

The New Education Policy (NEP 2020) talks of improving the quality of education across all levels i.e. from primary to university level and labels it as a continuous and ongoing process. In this connection, several centrally sponsored schemes and initiatives are currently being undertaken. For example, Samagra Siksha for School Education, a scheme for Promotion of Academic and Research Collaboration (SPARC), Global initiative for Academics Network (GIAN), study webs of Active-learning for Young Aspiring Minds (SWAYAM) and so on are being implemented to improve the quality of higher education. A number of initiatives are also undertaken by UGC and AICTE for quality improvement in higher and technical education. In the backdrop of quality education, universities and other higher education institutions should promote conditions and develop strategies, approaches, methods and instructions which address the development of students' creative ability.

Higher education aims to impart and in depth knowledge and understanding to students. Besides, aiming at socio-economic development enables the learners to be critical and competent to analyze contemporary issues. It broadens the intellectual abilities and prepares for skilled leadership in public

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life. Higher education provides the prospects for life-long learning (through distance, open and online mode, adult education and continuous learning), hence, allowing people to upgrade their knowledge and skills from time to time based on their individual and social needs. In the summary, higher education indoctrinates all four pillars of education- learning to know, learning to do, learning to be – as mentioned in international commission report entitled 'Learning: The Treasure Within' (Deolar, 1996)

Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a CoronaVirus (SARS-CoV-2) shook the entire world. The World Health Organization declared it as a *pandemic*. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching–learning as these institutes remained temporarily closed due to lockdown measures. Academic institutes have almost discontinued in person teaching and it seems that it is uncertain to get back to normal teaching anytime soon in the future. Today, social distancing remains the pertinent measure to curb the menace. At this juncture, teaching and learning has metamorphosed into tech-enabled learning. E-learning platforms like Zoom, Google classrooms etc. are seizing the moment and trying to fill the academic vacuum created by the closure of educational institutes. No doubt, this online process of sharing and imparting knowledge through multimedia platforms is the order of the day, but it still requires effective designing, minute planning, strategic execution for the targeted clientele, good expertise and proper development of resources. We have to understand the various challenges associated with the online approach in the Indian context too and possibilities foreseen for effective teaching learning processes amid such situations in future.

Strengths of Online Mode

In fact, online mode has rendered a great support in the teaching learning process during this Covid-19 crisis by accelerating learning through innovative instructional designs which include soft skills like communication skills, learning etiquette, time-management, team work spirit, peer-learning and knowledge exchange. Online approach happens to be student-centered and offers a great deal of flexibility in terms of time and location. A great amount of time, money, and energy is saved. In fact, one can easily access the content while travelling or sitting at any place in the form of recording of the lectures while simultaneously performing other tasks. Both the teacher and student feel comfortable to fix a suitable time to start the teaching –learning activity. There is all time availability and access of various online tools, lectures, audio, videos, texts, etc. to students who belong to remote or backward areas. Here, a collaborative and interactive learning environment is created wherein students give their feedback and ask queries. This 'Anywhere-Anytime' feature of online learning mode is a welcome point. E-learning enables everyone to get education from the comfort zones of their home. Last but not the least, this mode of transaction has created interest among stakeholders who are now much compatible in conducting webinars, online workshops based on different themes, panel discussions held by experts, etc. helps one in the development of his/her cognitive abilities.

Online Teaching and Learning - Issues and Challenges

Online mode of teaching and learning, besides its positive signs, is aligned with negative signs

too. It hampers the overall communication between the learner and teacher because of the loss of human touch. Users sometimes face technical glitch in terms of showing system error, poor network connection etc. during the ongoing teaching-learning process. Some students may not feel comfortable while online learning, leading to confusion and frustration. There is non-compatibility between technology and psychology of the child which further aggravates the situation. Interaction becomes limited and time bound. Students belonging to disadvantaged sections of the society may lack these devices like mobile, laptops, internet connection etc. Online mode of learning faces many challenges with regard to learner's issues, teacher's issues and content issues. It is a challenging task for academic institutions to engage students and involve them in the teaching-learning process, motivate the teachers to move from conventional offline to online-mode, changing their teaching methodologies and managing time. Content development, maintaining quality of e-learning process, e-content delivery, time and cost involved in e-learning are some other issues to be pondered and dwelt upon. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources and developing the online content. Therefore, an effective and efficient educational system needs to be developed to facilitate education through online mode.

Conclusion

In the nutshell, to make online mode of learning more and more effective in such difficult times, we need to focus on the use of technology more efficiently and effectively to facilitate the educational process. Such systems need to be developed in the educational institutions in order to make sure that no student is getting deprived of education due to their location, social class, ethnicity and so on. Online methods of teaching support facilitate the educative process, but there is a dire need to weigh the pros and cons of technology and harness its potentials in this pandemic situation. The digital divide created by this online mode of teaching and learning during this crisis is to be bridged so that its benefits can reach all. Efforts have also been laid to remove the barriers by the Indian higher education institutions that hinder the speedy growth of this digitized design of online teaching and learning. These institutions are now bent upon providing e-Learning solutions, pedagogy for innovation, development and engagement of students, giving training to stakeholders to become techno-friendly and thereby, integrate ICT based curriculum to set up a resilient Indian education system in the days to come.

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INNOVATION AND BEST PRACTICES IN HIGHER EDUCATION

*Dr. Uma Sinha**

Changing graduation education is critical, because students must compete globally. The results of the program for any course should help the graduate find a job in many fields and help him or her to start his own business The education system must continue to innovate in accordance with market needs and introduce best practices. The best practices in education may have some standards to be incorporated into the system. Student development in soft skills, communication skills, experimental research, research-oriented learning plan, participatory learning and activity management. Education must help individuals develop in society, earn a living in culture and grow into a responsible and mature person. Education has become competitive, which is why educational institutions to survive competition, organizations must improve the quality of services. Changes in culture, ambition, and skill levels required to secure student employment have forced today's higher education institutions to redesign their educational models and add value to all aspects of their services. Innovation and best practices help improve quality and add value. The best practices concern admission, fees, attendance, teaching, performance, skill building, employability, student involvement, collective learning, value addition, ensuring transparency, information dissemination etc.

Keywords: Innovation, Best Practices, Higher Education

Introduction

Education has become competitive, and so have educational institutions. In order to survive the competition, organizations must improve the quality of services. Universities are places where teachers obtain the platform to bring positive changes to society. The best practices of higher education and continuous innovation can definitely change the learning process. Due to changes in the ambitions, culture and skills of students to ensure employment opportunities, and the costs incurred in providing services, higher education institutions have redesigned their educational models. With the development of higher education, this is very important. It is important to instill continuous innovation in the learning system. Among the students, an attitude of providing permanent solutions or problem-solving must be cultivated. It can only be done by changing the syllabus when necessary. University's best practices help train students to see any problem as a challenge rather than a fear.

Science and technology are growing at an alarming rate, so the knowledge base of the disciplines is expanding rapidly. The education system is committed to the responsibility of absorbing and providing new knowledge to its holders. As a result, higher education becomes competitive. It is not only important in terms of quantity, but also in terms of how good the knowledge provided by is in terms of quality. The student-centered approach is gradually transforming into a student-friendly approach, and using innovation and best practices to add value, has made further progress in knowledge

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transfer. Changes in the level of culture, aspirations, and skills required to ensure student employment and the cost of providing services have forced today's higher education institutions to redesign their educational models and add value to each and aspects of their services. This has become a high priority for organizations struggling to survive or seek excellence.

Higher education is a change-resistant enterprise. Academic culture, faculty governance, and unusual bureaucracy work together to slow evolution. To some extent, this contributed to the enormous survival success of the established institution of higher education. To improve the quality of higher education, institutions must go beyond the current credit-based system. Through innovation and best practices to improve the capacities of students and systems, these institutions can add value to the education system to face the main social and economic challenges that began about ten years ago and are now in full swing. These include rapidly rising tuition costs, higher repetitive education and employment needs, competitive challenges in the global marketplace, and so on. Competency-based education provides the flexibility required by students, focuses on assessing mastery of learning to function well, and is affordable for because it can be expanded in ways that increase.

To highlight some of the most important practices for quality enhancement:

- **Start with a vision.** Reimaging what's possible. Explore how you can use mobile technologies and digital resources to help achieve your goals, and identify changes you'll need to make throughout the system to support the full and effective use of ICT.
- **Focus on learning outcomes and equity, not technology**. Mobile devices, new data sources, and instant feedback mechanisms can empower students and teachers with powerful capabilities, but their use must be guided by highly qualified teachers.
- **Take a holistic approach**. Use frameworks such as the Intel Education Transformation Model and the ISTE NETS models to help guide systemic change. Develop a detailed roadmap for changes to professional learning, curriculum and assessment, leadership, policies, sustainable resourcing strategies, and ongoing program evaluation.
- **Empower teachers to use technology in meaningful ways**. Look beyond compliance-focused ICT training. Instead, create a safe environment that inspires, informs, coaches, incentivizes, supports, and listens to teachers. Provide flexible professional learning opportunities for teachers, principals, and other school leaders. Model a commitment to lifelong learning for all members of the school community.
- **Work with stakeholders at every stage**. Develop collaborative, multi-stakeholder processes for tasks such as choosing devices, designing curriculum, aligning assessment, and evaluating the program. Diverse input leads to better planning and greater buy-in. Include students when possible—it's their education and their future.
- **Increase the impact from your investments in technology** by enabling students to take their devices home and involving parents in their students' learning. Collaborate with public and private-sector organizations to ensure students can access educational resources from home, libraries, and community centers.
- **Learn what works, and follow evidence-based strategies**. Explore OECD's (Organization for Economic Co-operation and Development) research to see what you can learn from countries that are improving their learning outcomes. Take advantage of case studies and research papers from Intel and many other sources. Talk with peers and colleagues, and visit schools

that are having success. Each nation, state, municipality, province, and community is unique, but many challenges are universal, and many solutions are transferrable.

- **Continue to improve.** Monitor and evaluate the effectiveness of your programs and continue to refine and improve them. Compare your school system to international benchmarks.

Quality improvement is a sustained effort:

- Our rate of acceptance of global changes will continue, and education will continue to develop from to perhaps faster than ever. School Culture can establish a solid example of lifelong learning to cope with change and uncertainty.
- We create a non-punitive culture, we value the lessons learned from our mistakes and we can overcome them. If we don't make mistakes, we don't have innovation. We need to confidently recognize what we don't know realize to our promise becomes and to support each other as lifelong learners.
- We encourage cooperation. We need to continue to develop from the traditional teacher isolation to university support. All of us in education need dynamic and continuous professional development, as well as an environment that encourages us to learn and share with our peers.

Conclusions

Transformation is a process, not a destination. It requires ongoing innovation and systemic change. This work is complex and challenging, necessary and unavoidable. It's also exciting and there are clear best practices that can guide you to success. Innovations have no end. They continue to influence the quality of education and therefore higher educational institutions should constantly pursue adopting more and new innovations and convert them into best practices.

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STRENGTHENING RESEARCH, INNOVATION AND CREATIVITY IN HIGHER EDUCATION IN INDIA

*Dr. Maninder Kaur**

Entrepreneurship is a creative process, it needs to be harnessed leading to development of an individual's skills and abilities. We need to believe that India has young talent with a land of opportunities. If these young students are provided with necessary guidance and opportunities to nurture and develop their skills and encouraged to be creative leaders, they can build a vibrant environment that would foster growth and development of India. Institutions need to help encourage, support, and guide this young budding future talent to be the budding entrepreneur to be successful in their life. Opportunities need to be converted into challenges and success will follow as a by-product. Institutions need to support not just for the sake of supporting but for motivating the youngsters to become creative and environment friendly entrepreneurs.

Key Words: Innovation Centers, Incubation Centers, Technology Transfer Centers, Research Parks , Patent and IPR Centers, Life Long Education Centers

Introduction

Indian colleges and universities today do not stand high in the world list. Every year thousands of students are going abroad for higher education to improve their own knowledge and capability by spending huge amounts of money. The students are rejecting the best of the Indian universities. Can Indian universities not be revamped and be bought at par with the best universities of the world? Where do the Indian universities fall short with respect to the world's best? What needs to be done to improve so that the students may adopt proper vector direction? Graduates have degrees in hand but no jobs. Educated unemployment is a major problem. The students work hard but fruitlessly. Innovation and creativity is our weakness. The universities need to install Innovation Centers, Incubation Centers, Technology Transfer Centers , Research Parks , Patent and IPR Centers, Life Long Education Centers etc. This has to be the main agenda for new India. India must have to learn from foreign universities, preferably through collaborations to go in a massive manner. No reform is more urgent for India than this today. If we fail in doing this, future generations will remain less competitive in the global competition.

A paradigm shift in universities and colleges in respect of research and innovation is the need of the hour. A University needs to inculcate the research culture and also motivate their faculty to carry out research work and extend its services to the community and society at large. Higher Education institutions also need to provide resources and the requisite supported materials to the

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faculty to promote research culture. Research activities need to be organised at different levels such as department level, state level, national level and even international level to make the University an icon for developing the culture of creating knowledge as well as skill. Motivation and encouragement for the young faculty to do research should be one of the major components of the University system. A small support, internet connectivity , use of IT, contingency grant, stay arrangements and other facilities would support and promote the learning as well as the research ambience in the University.

Creating an atmosphere for Research Culture and Innovations should be the main agenda in all departments of the University. Simultaneously, the Universities should also create Science Innovation and Entrepreneurship Cell (SIEC), Innovation Hub, Research Parks (RP) ,Incubation Centres for successful self- sustaining companies in the campus first and outside at a later stage.

For further strengthening the University research culture, the institutions need to have incubation centers on propelling successful innovation with tie ups in established R and D focused companies.

While addressing the Grand Finale of the Smart India Hackathon, on 09 April 2018, the Prime Minister of India Shri Narendra Modiji stated that, "What will drive innovation are IPPP-Innovate, Patent, Produce and Prosper." One needs to look into a person's involvement for improvements; he said, "Governments alone cannot bring about changes. What brings about change is participative governance". The higher educational institutions need to take the benefit of the present time making efforts to apply to the Government. Innovation is the power of changing the mind set and set of minds. Teachers need to be creative in their approach and applications. A creative person always thinks about solutions for their problems. Creativity comes from within the person and it is an urge, pressure of the person for finding a solution. Creativity is the ability to generate new ideas by combining, changing or reapplying existing systems.

Incubation centers are the important places in the institution to create and build up new ideas leading to interaction with industry and students. Platforms supporting the above need to be developed in the institutions for creativity, co-operation and collective effort for innovations.

The question arises how to identify Incubators. Identification of incubators happens through networks , referrals, outreach programmes like conferences, workshops, media, local competitions etc.

The great philosopher Chanakya once stated "Once you start working on something, don't be afraid of failure, and don't abandon it. People who work sincerely are the happiest". In the light of the above stated saying it implies that the young talent in India needs to be channelized and streamlined in order to make the skilled and professionally competent pool of Human Resources, which would be accepted, recognized and appreciated throughout the world. The young graduates of India ought to have creative thinking in order to manufacture new products to address the challenges faced by the industry and society, which will stand out in the global arena too. In order to mould the students to the expectations of the Employer , government and global perspectives higher educational institutes need to start the innovation and incubation centers. By setting up the innovation and incubation centers in the higher educational institutes, small industries gain access to the leading edge technologies as well as highly trained students, professors and infrastructure facilities .The higher education institutes are benefited from building links with local bodies and even national and international bodies and industries which would lead to improving their objectives regarding student employability. Involvement of the industry in the academic programmes of the higher educational

institutes are a major mechanism for knowledge transfer. Role in knowledge transmission has been the motivation for the development of Innovation and Incubation Centers at higher educational institutes.

In order to create such innovation and incubation culture in the higher educational institutes, students must be motivated and their capabilities and skills should be identified, nurtured and then developed with all the cognitive levels of learning; every lab in the institute must be equipped with the latest gadgets that are used in the industry and the students must be given open ended access to carry out experiments in laboratories which are design/algorithm based; product development must be a part of their curriculum but under the supervision of an experienced faculty. The students should also be encouraged to carry out multi discipline research projects in every area of technology such as ICT , robotics, big data analysis, cyber security and non conventional energy resources. They also need to involve experts from industry in order to inculcate specific courses for the development of innovative thinking of students which leads to incubation at the higher educational institutes.

Innovation and Incubation centers at higher educational institutes should aim and strive at promoting economic development of the region by supporting start-up companies. The development of companies in the local market leads to job creation leading to employability that leads to reducing unemployment and hence helps in supporting economic growth of the country. In such a scenario, we would witness a longer queue of job providers than job seekers. In order to fulfil the dream of our honourable Prime Minister i.e. 'Make in India', 'Digital India', 'Start up India and 'Smart City', the higher educational institutes will have a considerable role to play in the growth of India as they are the breeding grounds for future entrepreneurs.

The incubation center also needs to sustain start- ups in inculcating their idea from the concept stage to a fully-grown product, design, service. Students need to be supported and encouraged to build and develop sustainable businesses, services that can be ready to have venture capital, extra mural funding by the end of the incubation. They can also think about the success and scale up of the product.

The Way Ahead

The universities and colleges should develop confidence among students and motivate them to speak about their ideas openly. Make the students entrepreneurs and create confidence among them. Infuse the Lab work driven towards applications. Trigger prototype development to the design stage as well as testing. Encourage the students, empower faculty and embrace external institutions. Start your own start-up from Campus. Have a MoU, linkage or understanding with the Entrepreneurship Development Institute of India and conduct the Orientation Program on Entrepreneurship for students. Strengthen Entrepreneurship Cell, conduct regular events, boot camps. Develop ecosystems of SMEs, Like Minded People, Mentors, Partners, Angel Investors, Leverage crowdsourcing, Alumni Association etc.

Things to be Done in the Campus

Identify the faculty who can create awareness and motivate the students. Flair of technology use and latest developments is a must. Identify the strength of the faculty and students. Enthuse the faculty and students to do the work to have a collaborative work with the alumni, industry and

corporate houses. Nurture technology start-up businesses with the necessary resources and support required to evolve and grow as a mature business. Provide an environment to develop essential business management skills and systems that will enable start-ups to grow as business leaders. Universities and colleges can provide Infrastructure support, Technology, research assistance , help in getting funding, prototype development support, Investor Connect, Business consulting assistance and finally most important is Mentoring. Sometimes you need psychological counselling also as initial years need support for them to sustain.

Conclusion

Entrepreneurship is a creative process, it needs to be harnessed leading to development of an individual's skills and abilities. We need to believe that India has young talent with a land of opportunities. If these young students are provided with necessary guidance and opportunities to nurture and develop their skills and encouraged to be creative leaders, they can build a vibrant environment that would foster growth and development of India. Institutions need to help encourage, support, and guide this young budding future talent to be the budding entrepreneur to be successful in their life. Opportunities need to be converted into challenges and success will follow as a by-product. Institutions need to support not just for the sake of supporting but for motivating the youngsters to become creative and environment friendly entrepreneurs.

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WEB BASED COMPREHENSIVE PEDAGOGICAL PRACTICES OF MATHEMATICS IN HIGHER EDUCATION

*Jayveer Singh**

Teachers need to understand the web-based pedagogical possibilities related to exploration of mathematical ideas. They need to enhance the active and effective web-based collaboration and discussion related to mathematics when they explore the mathematical ideas, content and thoughts. In this paper the author developed a comprehensive discussion on pedagogical practices of mathematics in higher education. For compiling this research study author reviewed research papers and research articles with the help of Google Scholar and Open Google search by putting these keywords such as Pedagogical practices in mathematics,Educational teaching-learning practices of higher education and pedagogy of mathematics for higher education etc. Findings of the study revealed that web-based integrated technological pedagogical practices enhance the effectiveness of mathematics practices. Visual and virtual technological applications highlight the complex areas of mathematical problems.These all things enhance the quality and effectiveness of mathematical practices and this type of technological support enable to hold learners' attention and make the mathematical practices successful. Effective web-based practices of mathematical teaching-learning enhance the educational outcomes of learning by improving the quality of concept comprehension of mathematics in higher education and other educational systems.

Key Words: Mathematics, Pedagogy, Practices, Teaching-learning, Higher Education

Introduction

Web based teaching-learning professional activities related to mathematics are beneficial for the present pandemic scenario due to COVID-19 and important for the future teaching-learning professions of mathematics and other subjects (Woodley, Hernandez, Parra and Negash, 2017). Communication technology based applications and approaches enhance the outcomes of teaching-learning mathematics (Amhag, Hellstrom and Stigmar, 2019) because mobility, ubiquity, richness, and web-based connectivity of mobile devices are much helpful in fostering the learning of mathematics and other subjects (Bai, 2019). Teachers and students had to adopt the remote teaching-learning practices, during the pandemic due to lockdown because of COVID-19 spread (Carrillo and Flores, 2020). Situations due to COVID-19 created an emphasis on teaching-learning environment and choosing a lot of web-based resources for continuing their education during lockdown. Teaching-learning practices based on a web-based environment have a positive influence on the students' achievement (Smutny and Schreiberova, 2020), therefore we observe that attitudes of students towards social media and interactive visual media are positive. Higher educational institutions rapidly

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adopt web-based teaching-learning resources and communication resources to connect with students and each other and force the transition of knowledge from face-to-face to web-based interaction with their students and global students. For the enhancement of teaching-learning practices of mathematics they elaborate and deliberate their mathematical content on social sites and other communication software such as Google meet, Zoom, Skype, Goto-Meeting, Microsoft meeting tool, etc. (Carrillo and Flores, 2020).

Carrillo and Flores, 2020 pointed out that implementation and emphasis on leading elements of web-based teaching-learning practices of mathematics, and explore their impact and focus on the integrated pedagogical practices of online teaching-learning mathematics, they highlighted the need of comprehension in pedagogical practices in mathematics. Mathematics teachers need extensive pedagogical support in creating a technological teaching-learning environment (Amhag, Hellstromand Stigmar, 2019). The pedagogy of online education that supports the integration of web resources in teaching-learning practices of mathematics (Carrillo and Flores 2020). Faculty of higher education produce the synthetic material of teaching-learning mathematics during this panic period of COVID-19, and process it in front of the learners. They are not following four face of teaching mathematics, such as:

1. Identification and introduction of problem,
2. Raise the questions and exchanging the information regarding the problem,
3. Integrating the ideas and other things related to solution
4. Construct the solution of the problem and share the meaning and benefit of the problem (Papanikolaou, Makri and Roussos, 2017).

When we need to focus on the responsible teaching-learning web based practices of mathematics which provide the high range of comprehension and multidimensional activities of mathematics (Woodley Hernandez, Parra and Negash, 2017), and Present form of online interaction we need to improve and remove the passive practices on online teaching-learning of mathematics with the help of creating active and dynamic practices related to mathematics (Woodley, Hernandez, Parra and Negash, 2017). Emergency of e-learning during the pandemic due to COVID-19, e-learning created many difficulties that were associated with poor infrastructure, resources, and inexperience of mathematics teachers. Whatever our higher educational institutions manage, these are all complexities and adopt the instructional format of web-based teaching-learning of mathematics (Carrillo and Flores, 2020). Emergency of online mathematics education enabling huge variety of e-learning possibilities in pandemic due to lockdown. Weather and bad ecological conditions and other situations do not support mathematics teaching-learning. Higher education faculties and school teachers are advancing the teaching-learning environment of mathematics, and exploring a large range of mathematical ideas, and its implications in the current pandemic scenario of COVID-19. Adaptation of multiple resources for enabling teaching-learning mathematics to achieve meaningful learning outcomes (Carrillo and Flores, 2020).

In this paper the authoris trying to make a comprehensive discussion on pedagogical practices of mathematics in higher education. For compiling this research study author collected the 25 research papers and research articles with the help of Google Scholar and Open Google search inputting these keywords such as: Pedagogical practices in mathematics, Educational teaching-learning practices of higher education and pedagogy of mathematics for higher education, etc. and open review thosearticles and papers match which area of proceeding study select the nine (9) articles and

papers for deep reviewing. Deep reviewing those articles and papers for makes discussion on pedagogical practices of mathematics in higher education. As per follows:

Discussion on Pedagogical Practices of Mathematics in Higher Education

The mathematics teaching and its teachers' education is no exception during this COVID-19 scenario, for during this period time all teachers and students' are putting the efforts to create a web-based learning environment for succeeding teaching-learning process. Teachers create an environment to do mathematics based on their curriculum of higher education (Carrillo and Flores, 2020). The technological things have developed a clear understanding of mathematics concepts and cognitive abilities (Pardimin, Ninsiana, Dacholfany, Kamar, Teh, Huda, and Maseleno, 2018) and they also pointed out that technology is helpful to facilitate and implement the mathematical concepts around us. Visual and virtual teaching-learning practices of mathematics increase motivation for concrete and effective understanding of mathematics (Amhag, Hellstrom and Stigmar, 2019).

There are a wide range of issues and problems related to teaching-learning mathematics in online platforms such as: technological components, medium of instruction and interaction, and perceptions of society (Carrillo and Flores, 2020). The major issues related to online teaching-learning are identified and categorized in three areas such as: learners, Instructors, and contents (Kebritchi, Lipschuetz and Santiague, 2017). Learners' issues related to online learning include expectation, readiness, and participation, etc. and instructors' issues are such as: adoption of technology based on mathematics teaching, time management with multiple things and complexity of mathematics, and content development contextual with their students syllabus, no technical support when they are managing teaching-learning activities etc. They cope with the question "How can I justify the content" (Kebritchi, Lipschuetz and Santiague, 2017). Because they need proper training and support for the sound deliberation and develop mentation of content.

Effective practices of mathematics relating with use of pedagogical practices and integrating with technology such as gamification of mathematics concepts, animated graphics and clips related to mathematical content, audio and video based content related to mathematics, visual and virtual practices of mathematical content, textual material such as e-book, e-puff-book, QR-scanner, pdf related to mathematics and other technology based practices of mathematics shows the need of technological integration in higher mathematics and school mathematics.

Web based teaching-learning practices of mathematics enhance the educational outcomes with improving quality concept conceptualization of mathematics (Pardimin, Ninsiana, Dacholfany, Kamar, Teh, Huda, and Maseleno, 2018). New trend of web based learning promote the access of resources and information, such as:

1. Collaborative learning,
2. Encompassing the pedagogical skills and technological elements
3. Freedom, flexibility and openness of educational resources accesses,
4. Support and strengthen instructional quality,
5. Create new relevance connections beyond the any academic and institutional permission,
6. Freedom for utilizing any type of digital devices, such as: tablets, smartphone, laptop, and other mobile tools,
7. Freedom for promoting and utilizing mathematics practices on the web- based platform,
8. No obstacles and barriers in adaptation of the sound and appropriate approaches and

practices of teaching-learning mathematics in higher education (Pardimin, Ninsiana, Dacholfany, Kamar, Teh, Huda, ... and Maseleno, 2018).

Technology based mathematics teaching-learning practices promote a wide range of pedagogical skills to continue mathematics teaching-learning using different types of mathematics software such as Mat lab, Geo Gebra, Mathematics, Microsoft-Mathematics tools, etc..

Conclusion

Web-based learning during the pandemic due to COVID-19 spread created many difficulties, including obstacles in mathematics teaching-learning, such as: poor infrastructure, poor resources, poor internet connectivity and inexperience of mathematics faculties. Among these things higher educational institutes managed and adopted the instructional methods of teaching-learning mathematics. Effective web-based practices of mathematics teaching-learning enhance the educational outcomes of learning, with improvising quality of concept comprehension of mathematics. Visual and virtual components of technology enhance the effectiveness of drill practice of mathematics because visual and virtual tools of technology highlight the complex areas of mathematics problems and instructors guide on that spot to make attention there. These are all things that enhance the quality and effectiveness of mathematics drill practices, and this type of technological support and mentoring enable to hold learners' attention and make the mathematics practices successful.

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REFLECTIVE PRACTICES IN TEACHER EDUCATION AND DEVELOPMENT

*Dr. Anita Arora**

The revitalization and strengthening of the teacher education system is a powerful means for the upliftment of educational standards in the country. There are many issues that need urgent attention for improving the quality of teacher education. One of them is the need of innovations in teacher education programme. Even today after seven decades of independence, teacher education is confronted with how to negotiate and significantly address the world of teaching-learning than merely dealing with duties, responsibilities and classroom assignments. With the advent of the information revolution, the shape and scope of education has been altered beyond recognition and warrant the adoption of several new approaches if it has to practice the new education policy. Hence, this paper discusses concepts of reflection and how it can be imported in education in general and teacher education in particular. It also attempts to establish reflective practice as an improvised tool for teachersand teacher educators to improve their ability, think about their thinking and to judge the quality of their work based on evidence. Policy recommendations included the restructuring of the curriculum to incorporate reflective practice as a meaningful way of approaching learning about teaching so that a better understanding of teaching, and teaching about teaching might develop.

Keywords: Reflective practice, Pedagogy, Teacher education, Teacher Development.

Introduction

Teaching profession nowadays becomes more challenging and more complex and demands individual teachers to continuously reshape their knowledge about teaching and learning. In facing up to challenges and impacts of globalization, high technology, economic transformation, international competition and local development in the new century, teacher education institutions should have made numerous educational reforms (Cheng, 2005). Teacher education in India has to change drastically if it has to serve the needs of the emerging 21st century society. Dealing with the vast quantum of information available, the new generation of teachers need updated tactic knowledge, competencies and skill set. In the teaching profession, teachers are expected to acquire and upgrade teaching competencies, incorporate contemporary teaching strategies and become apprised of advancements in subject knowledge (Donaldson, 2010).

New knowledge of learning and cognition call for higher academic standards, and important discoveries about learning as a socio-constructive process place new demands on all educators as they reconceptualize teaching as a profession (Lieberman and Miller, 2000). Part of this reconceptualization includes the development of goals and standards developed by teacher educators and policy makers. The National Council for the Accreditation of Teacher Education (NCATE,

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2002) makes it clear that promotion of reflective practice is an important component of teacher education programs.

Reflective practice is described as an essential attribute of competent teachers who are prepared to address these challenges (Moon 2004). Many researchers look at reflective practice as the foundation for the highest professional competence (York-Barr et al, 2001). This indicates that reflective practice is urgent, if not compulsory, for sustainable teacher's professional development. The degree of professionalism with which curriculum transaction and instructional management is approached ensuring a dynamic interaction between the learner and the ever-growing structure of knowledge will decide the future of the country's education.

Reflective Practice

Reflective practice has become a focus of interest and a powerful movement in teacher education. Reflective practice is a process that facilitates teaching, learning and understanding, and it plays a central role in teachers' professional development. Reflection focuses on the knowledge being learned (i.e., curriculum) as well as the experiential practice (i.e., pedagogy); both are important aspects of the learning process (Kolb, 1984).

Reflective practice is a term that carries diverse meaning. Its roots are historically evident in the works of John Dewey (1933, 1938), who maintained that reflection is an important aspect of learning from experience. The concept of reflective practice as a means of professional development was later highlighted by Donald Schon (1987). He promoted reflection as an important tool for beginning teachers to improve their practice. According to Sochon (1983), Reflective practice does not involve thinking only but also action, he explains the meaning of reflective practice as a "kind of knowing through and in the actions of our actual professional practices in which teachers should be reflective practitioners who think in action".

Schon (1987) further says that reflective practice is an engagement of the thought process and doing through which a practitioner gains knowledge and becomes more skilful. Reflective practice entails the integration of theory and practice; thought and action.

Reflective teaching is a process where teachers think over their teaching practices, analyze how something was taught and how the practice might be improved or changed for better learning outcomes- a process of self-observation and self-evaluation. Vakalisa and Gawe (2011) contend that reflective teaching offers teachers the opportunity to renew their practice and to understand the effects of their teaching. Thus, Reflection in practice gives teachers a new philosophy to operate with, build new understandings and construct meanings to inform their actions in the situation that is unfolding.

In essence, reflective practice offers a unique pedagogical approach for teacher education as summed up by Freese (1999), "Reflective practice is a process of making sense of one's experiences by deliberately and actively examining one's thoughts and actions to arrive at new ways of understanding oneself as a teacher."

Objective of the Study

To find out the role of reflective teaching and reflective practices in teachers' education and professional development.

Literature Review

Several research studies have proved that critical reflection upon experience continues to be an effective technique for professional development.

Gibbs' (1988) reflective practice suggests that individuals develop analysis of feelings, evaluation of experience etc.

Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Kettle and Sellars (1996) studied the development of third-year teaching students. They found that their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers.

Freidus (1997) reported a case study of one teacher/graduate student struggling to make sense of her beliefs and practices about constituents of good teaching. It was reported that reflective teaching technique in classroom enabled to acknowledge and validate learning.

Schon (1993) suggested that reflective teaching practice is a continuous process and involves learner thoughtfully considering one's own experience in applying knowledge to practice as it helps the individual's to develop their own personality.

Lieberman & Miller (2000) pointed out that the practice of reflective teaching, reflective inquiry and reflection-on practice. It results in gaining of the personal and professional knowledge which is significant important for effective teaching and learning.

Jasper (2003) associated reflective teaching practice with lifelong learning resulting in the development of autonomous, qualified and self-directed professionals. It was concluded that engaging in reflective practice is associated with the improvement in personal and professional growth and closing the gap between theory and practice.

Akbari (2007) suggests that reflective teaching will make teachers question clichés that they have learned during their formative years and will also enable them to develop more informed practice.

Vakalisa and Gawe (2011) contended that reflective teaching offers teachers the opportunity to renew their practice and to understand the effects of their teaching. They further stated that reflective teaching provides information on how teachers connect with learners meaningfully thus promoting sound teaching and learning practice.

Reflection in Teacher Education

Studies on reflective practice in teacher education are increasingly getting more attention at least in the last two decades. Reflection in teacher education is crucial as it connects well with learning in that learners use reflection to exercise their mind and to evaluate their learning experiences. While teacher standards, government policies and proclamations, curriculum boards and national requirements are developed and teachers are expected to use these as guidelines in their everyday professional practice, the reality remains that teacher practice in the closed environment of their own classrooms relies almost totally on the individual's capacity to interpret, understand and perform the role of a teacher as mandated by these documents, whilst simultaneously making spontaneous decisions and attending to the inevitable classroom interactions that cannot be planned for. Documents of change do not automatically empower teachers and, to add to the complexity, individuals bring

unique understandings, personal values and varying degrees of competencies to their acknowledgement of, and dedication to, these documents in practice (Akerson, Abd-El-Khalick, & Lederman, 2000). This situation compels teachers to describe, to analyze and evaluate and to use the resulting insights to improve practice; in other words, to develop skills in reflective practice. Whilst the notion of practitioner reflectivity is not new, it is argued that teachers in contemporary classrooms now need to undertake their reflections from an increasingly informed personal understanding (Boud, 2001).

Teacher Educators as Reflective Practitioners

In the age which is characterized by politicized education, the role of teachers is not simply to teach in class, but also to presume a call for their own empowerment and emancipation, which means "enabling teachers to examine ideologies critically and to consider the value basis of their own practice" (Calderhead & Gates, 1993). There is also precarious practice which may be prevalent in many teacher educations, the ones which adhere to rigid curriculum, strictly-modelled practice teaching inherited from the past, leading teacher educators eventually into a "lockstep of conformity" (Britzman, 2003). Britzman maintains that such adoption is usually for the sake of practicality than transformative.

Reflection is at the root of becoming a better teacher, researcher and a better educator. The critical role that the teacher educator or cooperating teacher plays is to assist student teachers to be successful in engaging in reflective practices (Huber, 1989). Through research, readings, reflection, dialogue and collaboration, teachers explore new ideas and different perspectives, addressing fundamental epistemological, cultural and developmental issues.

Eby and Kujawa (1998) describe six characteristics of the reflective practitioner:

- *Reflective practitioners are active*: They search energetically for information and solutions to problems that arise in the classroom.
- *Reflective practitioners are persistent*: They are committed to thinking through difficult issues in depth and continuing to consider matters even though it may be difficult or tiring.
- *Reflective practitioners are careful*: They are concerned for self and other, respecting students as human beings and trying to create a positive, nurturing classroom.
- *Reflective practitioners are sceptical*: They realize that there are few absolutes and maintain a healthy scepticism about educational theories and practices.
- *Reflective practitioners are rational*: They demand evidence and apply criteria in formulating judgments rather than blindly following trends or acting on impulse.
- *Reflective practitioners are proactive*: They are able to translate reflective thinking into positive action.

Strategies to Practice Reflection

Teacher educators must take a stake in ensuring that their teacher candidates have the means and opportunity to develop the valuable skill of reflection. The first step towards the process of reflection is to gather information about what happens in the class followed by analysis of the data. Here are some different ways of doing this:

- Goal setting for identified weaknesses or strengths
- Reflective journaling
- Writing reflections for implemented or observed lessons,

- Creating a growth portfolio
- Coaching and conferencing after teaching a lesson (Recording Lessons)
- Writing a reflective summary for the whole course's experiences (Collaborative Journals)
- Action research

Conclusion

Reflective teaching is an opportunity for meaningful teacher growth. This study endevours to identify reflective practice as a strategy and leverage point to accelerate change in and through higher education. Many teacher education programs have incorporated views of reflection into their course structures, but the effectiveness and forms of adoption may well be limited by the largely traditional nature of the programs and a lot of progress is yet to be made in this area. It can be concluded that the innovation of reflective strategy in teacher education programme put forward a milestone of teachers' professional development. Incorporating the concept of reflection into teacher education programs, prepares teachers for a lifetime of reflecting on best practices that impact student achievement.

Soren Kierkegaard was noted as saying, "The irony of life is that it is lived forward but understood backward." The danger for reflection is that if practice is limited to understanding it backwards, then forward practice may remain uninformed. If learning through practice matters, then reflection on practice is crucial, and teacher preparation is the obvious place for it to be initiated and nurtured".

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CURRENT SCENARIO OF HIGHER EDUCATION INSTITUTIONS IN INDIA

*Rajwinder Kaur**

Higher education institutions are the backbone of each country. The major objectives of these institutions are to cultivate innovative knowledge, spirit to make discoveries, inculcate moral and intellectual values, make self-reliant and enhance the research skills among students. The current scenario of the India is to build a Skill India. UGC is a statutory body having responsibility for maintenance of standards of higher education. Higher education is the golden key to unlock various opportunities in front of youth. Youth skill development is essential to fulfill all the dreams. The prime agenda of NAAC is to accredit the higher education institution with an aim to improve the quality of education. COVID-19 pandemic has created a biggest challenge in the front of Indian Higher Education System due to lockdown. This pandemic has accelerated the adoption of digital technologies to deliver education.

Keywords: ***Innovative Knowledge, Quality Education, Reforms, Skill Development.***

Introduction

Higher education is the eminent pillar for skillful human development. The current focus of higher education institutes is to develop innovative and research skills among students. Presently, higher education institutes are regulated and maintained by University Grants Commission (UGC). National Assessment and Accreditation Council (NAAC) is a government organization, established in 1994 as an autonomous institution of UGC that assesses and accredits higher education institutions. NAAC accreditation helps the institutes to know its strengths, opportunities and weaknesses. It will help the institutes to improve the quality of education.

Objectives of the Study

1. To identify the status of Higher Education Institutions in India.
2. To know the need of the development of Higher Education Institutions to boost up skill development.
3. To evaluate the implementation of policies of Higher Education Institutions during COVID-19 pandemic.
4. To study the impact of the Higher Education Institutions on the quality education.
5. To identify emerging scope and challenges in the field of higher education in India.

Research Methodology

The research study is based on secondary data obtained from magazines, reports, newspapers,

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thesis, books and the like.

Findings and Discussion

Several regulatory bodies are responsible for the higher education in India to observe the quality status of education such as University Grant Commission (UGC), All India Council for Technical Education (AICTE), Council of Architecture (COA).

Table 1
Consolidated List of Central, State, Deemed and Private Universities in India

STATE	Central Universities	State Universities	Deemed Universities	Private Universities	Total
Andhra Pradesh	3	24	4	6	**37**
Arunachal Pradesh	1	0	1	8	**10**
Assam	2	17	1	6	**26**
Bihar	4	18	1	7	**30**
Chandigarh	0	1	1	0	**2**
Chhattisgarh	1	15	0	13	**29**
Delhi	7	10	8	0	**25**
Goa	0	1	0	0	**1**
Gujarat	1	28	3	46	**78**
Haryana	1	20	6	24	**51**
Himachal Pradesh	1	7	0	17	**25**
Jammu and Kashmir	2	9	1	0	**12**
Jharkhand	1	11	1	15	**28**
Karnataka	1	34	14	20	**69**
Kerala	1	15	3	0	**19**
Ladakh	0	1	0	0	**1**
Madhya Pradesh	2	24	1	39	**66**
Maharashtra	1	25	21	19	**66**
Manipur	3	3	0	4	**10**
Meghalaya	1	0	0	9	**10**
Mizoram	1	0	0	1	**2**
Nagaland	1	0	0	4	**5**
Odisha	1	19	3	8	**31**
Pondicherry	1	0	1	0	**2**
Punjab	1	14	2	16	**33**
Rajasthan	1	24	8	52	**85**
Sikkim	1	1	0	4	**6**
Tamil Nadu	2	22	28	3	**55**
Telangana	3	17	3	5	**28**
Tripura	1	1	0	1	**3**
Uttar Pradesh	6	32	9	31	**78**
Uttarakhand	1	11	3	19	**34**
West Bengal	1	33	2	11	**47**
Total	**54**	**437**	**125**	**388**	**1004**

Source: https://www.ugc.ac.in

The table 1 represents that there are 54 central universities, 437 state universities, 125 deemed universities and 388 private universities in India. Rajasthan has maximum of Private Universities. The major role of these universities is to educate our country and upgrade the knowledge of the students.

ICT Initiatives of Ministry of Education

The Government of India takes innovative initiatives to develop e-learning resources. Higher education plays a significant role in balancing the socio-economic development of the country.

During the COVID-19 pandemic, these resources become virtue for our country. To control the outbreak of this pandemic, maintaining social distancing is the essential need. Study from home is the outcome of the digital technology. All the following mentioned initiatives are helpful for online learning during the lockdown in India. The ICT initiatives of the Ministry of Education are as:

Table 2
ICT initiatives of Ministry of Education to promote e-learning

Audio-Video e-content	
INITIATIVE	**DESCRIPTION**
SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) Massive Open Online Courses	● An indigenous platform for offering online courses and providing the best quality education from School Level to Post Graduate Level. ● Access by anyone, anytime and anywhere ● Become a part of lifelong learning
SWAYAMPRABHA View digital courses on TV	● A group of 34 DTH channels devoted to telecasting of high-quality educational programmes on 24*7 basis using the GSAT-15 satellite ● Contents are provided by CEC, IITs, IGNOU, NCERT, NIOS, NPTEL and UGC
Digital content: access journals and e-books	
National Digital Library e-content	● A pilot project to develop a framework of virtual repository of learning resources with a single-window search facility ● A digital repository containing textbooks, videos, audio books, articles, lectures, simulations and all other kinds of learning media
e-PG Pathshala Gateway for e-books upto PG	● Get free books and curriculum-based e-content in 70 subjects across all disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences
Shodhganga A reservoir of Indian Theses	● Shodhganga stands for the reservoir of Indian intellectual output stored in a repository hosted and maintained by the INFLIBNET Centre ● Access Research Theses of scholars of Indian Institutes
e-ShodhSindhu e-journals	● Based on the recommendation of an Expert Committee, the Ministry of HRD has formed e-ShodhSindhu merging three consortia initiatives, namely UGC-INFONET Digital Library Consortium, N-LIST and INDEST-AICTE Consortium ● To provide access to peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines to the Research and academic community in the country
Accelerated Hands on learning	
e-Yantra Engineering a better tomorrow	● A robotics outreach project, an initiative of the Department of Computer Science and engineering at the IIT, Bombay ● Get hands on experience on embedded systems
FOSSEE Free/Libre and Open Source Software for Education	● Access and volunteer for the use of open source software ● Become FOSSEE fellow
Spoken Tutorial Tutorial in IT application	● Self-training in IT fields ● Spoken Tutorial Forums is a friendly online discussion forum
Virtual Labs Web-enabled experiments designed for remote-operation	● To provide remote-access to simulation-based Labs in various disciplines of science and Engineering ● To enthuse students to conduct experiments by arousing their curiosity

Scope of Higher Education in India

- **Higher Education in the field of Medical Sciences:** Medical sciences has broad and respectful field. There is uniformity in the knowledge of medical practices worldwide. Doctors and nurses play a crucial role in restoring the patients' health. A career in healthcare is the reputed profession and provides high salaries. AIIMS has top one NIRF ranking in India established with the objective to develop patterns of teaching in Undergraduate and Post-graduate Medical education in all its branches so as to demonstrate a high standard of Medical Education in India.

Table 3
India Rankings 2020: Medical

NIRF Ranking 2020	Name of the College	Score
1	All India Institute of Medical Sciences, Delhi	90.69
2	Post Graduate Institute of Medical Education and Research, Chandigarh	80.06
3	Christian Medical College, Vellore	73.56
4	National Institute of Mental Health and Neuro Sciences, Bangalore	71.35
5	Sanjay Gandhi Post Graduate Institute of Medical Sciences, Lucknow	70.21

Source: https://www.nirfindia.org/2020/MedicalRanking.html

- **Higher Education in the field of Engineering:** Technology education is a true journey to self-exploration that enables one to open realms beyond imagination. Henry Petroski rightly said, "Science is about knowing; engineering is about doing". The top most 5 NIRF ranking engineering institutes are as:

Table 4
India Rankings 2020: Engineering

NIRF Ranking 2020	Name of the College	Score
1	Indian Institute of Technology, Madras	89.93
2	Indian Institute of Technology, Delhi	88.08
3	Indian Institute of Technology, Bombay	85.08
4	Indian Institute of Technology, Kanpur	82.18
5	Indian Institute of Technology, Kharagpur	80.56

Source: https://www.nirfindia.org/2020/EngineeringRanking.html

- **Higher Education in the field of Arts and Humanities:** Arts and humanities education has wide scope due to development of language skills, social skills, decision-making, risk-taking, critical thinking and problem solving skills among students. After completing the education in Arts, students have diverse career options such as Archaeologist, Cultural Anthropologist, Editor, Geologist, Historian, Linguistic Anthropologist, Museum Curator, Park Interpreter, Statistician, Teacher/Professor etc.

- **Higher Education in the field of Commerce:** Commerce education is the backbone in today's dynamic business environment. It teaches the students with specialized skills that help them excel in different functional areas of trade, business and industry. The commerce students have so many career options such as Chartered Accountant (CA), Cost Accountant, Human Resource Manager, Marketing Manager, Personal Financial Advisor, Research Analyst, Retail Manager etc.

Challenges in front of Higher Education in India

- **Financial Constraint:** Poverty is the main problem of the Indian economy. Parents can't afford the expenses of higher education. Financial constraint is the prominent challenge in the path of getting higher education.
- **Problem of Brain Drain:** Brain drain is the burning problem of the recent India. Most of the students prefer to go to abroad for settlement and getting higher education. Only because of there is lack of employment opportunities in India. It is the biggest challenge in front of the India how to control this problem.
- **Declining Enrolment Ratios:** Declining enrolment ratios of students in higher education institutions is the alarming question of the current India. According to AISHE report 2018-2019, the Gross Enrolment Ratio in Higher education in India is only 26.3% that is very low compared to other developed nations.
- **Lack of Proper Infrastructure:** No doubt, Government of India provides so many resources of online education during COVID-19 pandemic but lack of proper infrastructural facilities especially in remote areas creates so many hurdles in the education.

Suggestions to enhance quality of Higher Education

- To provide special incentives for poor families children so that enrolment of students can be increased.
- To open more institutes especially in remote areas that will help to raise the Indian literacy rate.
- To empower Indian women more scholarships should be provided for continue their study that will help to make their bright future.
- To establish awareness camps in every state of India that will aware the society about the benefits of getting higher education.
- To develop proper infrastructure facilities for e-learning so that the effect of COVID-19 pandemic can be minimized.

Conclusion

Higher education is the key driver to enhance innovative knowledge among youth generation. No doubt, Currently Indian higher education system is strong enough and capable to provide all streams of education related to medical, engineering, arts and commerce to the students. The foremost vision of the higher education institutions is to provide practical and job-oriented based education to the students.

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DIGITALISATION: A MODE FOR QUALITY ENHANCEMENT OF HIGHER EDUCATION SYSTEM

*Shalet Rebello**

Digitalisation leads to more transparency in educational system. India is the 3rd largest education system in the world after China and United states. Higher education helps in growth of Indian economy. In India, more importance is given for education. Recently many students are showing more interest towards higher education. As years are passing, new innovations and technologies are arriving in the market. These innovations and technologies have grabbed education sector also. Technology is changing everything. Old teaching-learning methods are replaced by smart phones, internet, online courses etc. This will help both lecturer and students in the higher education system. Several Institutions are taking initiatives to provide digital aids to the faculties and training programs to teach the usage of those aids. As a part of curriculum advancement, few colleges have made it mandatory. We cannot imagine our life without technology. This paper is based on both primary and secondary data. Structured questionnaire method is used to collect the primary data. Charts, percentage methods are used for the analysis and interpretation. The Post graduate students and lecturers of selected colleges of Mangalore University are taken as respondents of this study. The study contains 50 respondents. The convenience sampling method is used for the study.

Keywords: Higher Education, Technology, Quality Enhancement

Introduction

We are running into the 21st century, where technology has no bounds. This is the phase of development, where technology is taking over every niche and corner. Smartphones, laptops and tablets are no more unknown words. The India's education system has a very rich and interesting history. The education system is evolving for the sake of betterment, as this generation's students are not born to be confined by the limits of simple learning; their curiosity is vast and cannot be done with educational systems, which were designed earlier. By converting the whole of the educational system to digitalisation, the use of various techniques like online courses, online exams, digital textbooks, e-notes etc. are improving the quality of education for the students.

Technology has been changing with the time and this changing technology has been changing the basics of a lot of things. The one who can cope up with this fast pace it is the youth of this country. Youth are using technology for various purposes. But among all purposes; use of technology for education is more important now a days due to pandemic. In education and securing job has more competitiveness. As we see, now a day's youth are having more seriousness about their future. The way technology has been changing the nature of jobs and new avenues of employments are being created. The more we make our traditional methods technology centric the more will be

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beneficial for students. Technology is everything other than living being. ICT, Internet, smartphone etc. are part of our life. We cannot imagine our life without it. We are in the screen dominating world. Technology acts on anywhere and anytime basis. ICT is contributing to change student's life. Student life has moved from a situation of information scarcity of yesterdays to information abundance of present day. Now a day's good quality of education is judged by availability of technology and internet. The MOOC & SWAYAM portal, a joint initiative of the MHRD AICTE launched by the government of India on Aug 15, 2016.

In this scenario of digitalisation, it is must for the education sector to also adapt ICT to come up in this competitive world. Digitalisation brings in a more practical approach for students' performance. One can easily evaluate students' progress by going through his exam scores, attendance, assignments, etc. In today's world, where time is money, digitalisation is a big time saver. In this scenario, a digital course comes as a rescuer to students from even the remotest parts of the country. One just needs to log into a website or switch on their digital devices to get the information.Digitalisation in education or ICT based learning focuses on learning and transformation of information through various digital modes. Several institutions are showing keen interest in providing digital aids to their faculties and adopting digitalised administration system. There are institutions which have failed to adopt digitalisation in their education system because of some reasons. There are various digital modes which can be used in colleges. They are:

1) Google Class: Google Classroom is a free web service developed by Google for schools and colleges, which aim to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

2) Smart Class: These are technology enhanced classrooms, which foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, assistive listening devices, networking, and audio/visual capabilities. Classroom services leads the support, design, and planning for campus learning spaces.

3) PowerPoint presentation: It is a software package used to display information in the form of a slide show. It helps both the speaker with an easier access to his ideas and the participants with visual information which complements the talk.

4) Video Classes: A video class or a lecture is a video which presents educational material for a topic which is to be learned. Lectures are recorded to video, audio or both then uploaded and made viewable on a designated site. Students may go to a certain site to view the lecture online at a time which is convenient for them. Students use various Platforms for this purpose such as Google meet, Zoom etc.

5) ERP (SMS Alerts): (Enterprise Resource Planning)- ERP is the integrated management of core business processes, often in real – time and mediated by software and technology. It provides an integrated and continuously updated view, using common databases, maintained by the management.

In addition to this; fee payments, library, admission, scholarship, assignments, notes, competitive exam preparation, entertainment, results and circulars, attendance etc can be the part of education. The digitalisation in education can bring a great changes in the present education system meanwhile it may also create some issues.

Digitalisation in education can bring great changes like:

- Digital learning makes students smarter.
- Digital learning is making students self-motivated and more accountable.
- Digital tools involve educators and parents to a deeper extent.
- Digital learning tools and technology is rapidly increasing information sharing.
- Increasing students' employability with digital learning tools and technology.
- Personalized learning
- Expanded learning opportunities, etc.

Obstacles for the success of digitalisation in education:

- Immense expenditures
- Insufficient methods of teaching
- Transforming learners into inefficient learners
- Waste of valuable time
- Misguided by the wrong information
- Major sources of distractions
- Creating enough room for cheating
- Increase rate of cyber bullying
- Makes learners disconnected from the real world
- Major challenges for teachers
- Difficult to deal with online courses
- Partial to the low income group
- Replacing books with e-books

Review of literature:

Wikramanayake (2017) researched that, over the last five years, computers have been introduced to most educational institutes, although its ratio to a student is very high. He said that, by making the educators aware of the available technology and some taking initiatives to implement them, some forms of reforms may take place.

Jha and Shenoy (2016) found that the proponents of technology have not gone far enough. They said education cannot change by getting individual instructors to adopt any technology. They suggested that technology should support collaboration and effective interaction for learning. They said that the use of computer and digital technologies is usually more productive when it supports collaboration and interaction, particularly collaborative use by learners or when teachers use it to support discussion, interaction and feedback.

Steven, Zhimin and Maria (2012) researched that the impact of digital technologies on learning consistently identifies positive benefits. They said that technology is best used as a supplement to normal teaching rather than as a replacement for it.

Shikha et.al. (2016) found that the e-learning should be more focused on knowledge creation, rather than merely on knowledge acquisition, as knowledge is the integral part of this century. They said that instead of computer-supported learning, it would be advisable to talk about new forms of Socio-Digital Participation (SDP), which includes media literacy, such as using social media and search engines.

Objectives:

- To know the awareness level of the students about digitalised education system.
- To ensure the attitude of the lecturers and students towards digitalised education system.
- To analyse the impact of digitalisation in today's education system.

Scope of the study:

Digital education is gaining a lot of popularity with the increasing demand of education and wide spread use of net. This study is very much important for the recent times, as this will show the attitude, awareness level of the students and lecturers towards the digitalisation in education. This study has been made, in order to see the impact on digitalisation in education by lecturers and students.

Limitations of the study:

- The study is limited only to the colleges under Mangalore University.
- Time is also a limiting factor, as the study is conducted in a very short span of time.
- Only 60 respondents were taken for the study.

Research Methodology:

The perception of 30 students and 30 lecturers of various UG and PG colleges under Mangalore University have been taken for this study. The respondents are from private, aided and government colleges. The paper is based on both primary and secondary sources of data. Primary data is collected through structured online questionnaire, interview method and it is based on convenient sampling method.

Technological advancement in educational sector has created a platform for many educational experts through conduct their online teaching. It has enabled many institutions to be advanced. Adoptability and usage of technology for the higher education differs by institution, lecturers and students. Digitalization has become easier for administration purposes. It will help the management to build a good learning management system. Students are also using e-learning techniques for their education. In few colleges books are being replaced by tabs and other gadgets. When institutions are adopting these kinds of techniques, students are also encouraged to be digitalized. This mode of education system focuses mainly on provision of modern form of education to the students. This paper tries to analyse the present scenario of education system and level of awareness among college students about digital modes of education system. This paper explains the perception of the students on technology based higher education system. This paper also helps to know the level of usage of technology by the students for their higher education. This paper gives an idea about how technology driven higher education system helps in shaping the future of the youngster.

Analysis:

Table1: Attitude of students and lecturers towards digitalisation in education

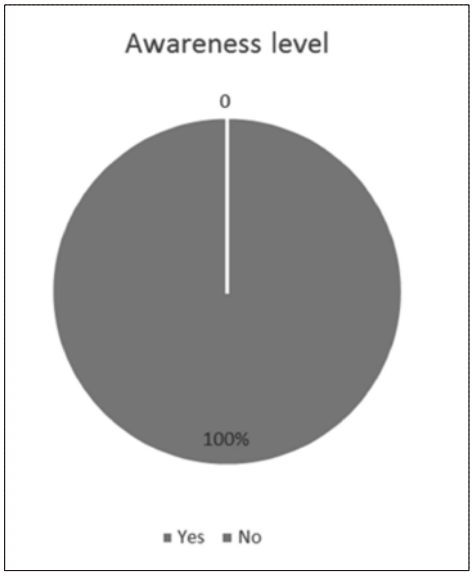
Major Factors	Students	Lecturers
1) More preferred educational system	Digitalised education	Digitalised education
2) Adoption of digitalisation in the institution	Yes	Yes
3) Satisfaction level for the digital tools used for education purposes	Satisfied	Satisfied
4) Institution providing orientation of using digital tools	To some extent	Yes
5) Interest of institution in providing new digital aids to the faculties	Yes	Yes
6) Problem of using digital modes in the education	To some extent	No
7) Easy to use digitalisation in education	Quite	Medium
8) Benefits of digitalisation for the education	Benefited	Benefited
9) Enjoying the facilities of digitalisation in education	Yes	Yes
10) Changes in the education system after the implementation of digitalisation	Great	Moderate
11) Usage of digital modes for classroom teaching will enhance the learning of students	Most of the time	Sometimes
12) Effectiveness in digital education in reaching the learning objectives	Highly	Quietly
13) Motivation to adopt digital modes for education	To some extent	To some extent

Based on the above table, all the lecturers and students prefer digitalised education as a better educational system. According to the study, every institution has adopted digitalisation in education. All the students and lecturers are satisfied with the digital tools, which are used for the educational purposes. All the institutions are showing interest towards digitalisation and even they are providing orientation programs for the students for the effective utilisation of digitalisation in education and all are enjoying the facilities of digitalisation in education provided by the institution. According to the students, there is a problem of using digital tools for their education due to network issues, security issues, poor maintenance, expensive, etc. Based on the data, there are great changes in the education system, after the implementation of digitalisation.

Table 2: Views of lecturers and students towards digitalisation in education

Factors	Lecturers	Students
1) Digitalisation in education can bring great changes in the life.	Agree	Agree
2) Digitalised education is very complicated.	Disagree	Agree
3) Digitalised education is more expensive.	Neutral	Neutral
4) Digitalisation will take away the teaching skills of the lecturers.	Agree	Agree
5) There is lack of awareness among students regarding digitalised education.	Neutral	Neutral
6) Digitalisation in education sector is not having much priority.	Disagree	Disagree
7) Digitalisation in education helps to make our country more advanced.	Agree	Agree
8) Digitalisation in education eliminates manual work.	Agree	Agree
9) Provides larger benefits and it is more effective.	Agree	Agree

Awareness level of students and lecturers towards digitalisation in education:



According to our study, all the lecturers and students are aware of digitalisation in education and every institution has adopted the concept of digitalisation in their education in one or the other way and it is providing orientation programs and motivating both lecturers and students for making effective utilisation of digitalisation in the education.

Impact of digitalisation in today's education system:

This study resulted in that, digital education in India is a good move that it helps both the students and lecturers to learn more also builds the interest of a particular subject. As per the survey, it is a good method of learning and hence it is useful in some way and it helps the students to learn quickly. From the view of some lecturers', it is said that the digitalisation is good up to a certain extent, but removing the traditional method of teaching is definitely a bad idea. Most of the lecturers said that it will enhance and widen the knowledge of both students and faculties and it is need of the hour to adopt and implement digitalisation in education for easy and effective learning. Hence, this study shows the positive attitude and impact on digitalisation in education sector, with perception to students' and lecturers'.

Findings:

- Both the students as well as lecturers feel that the digitalised education is much better than the penetration education.
- Most of them use mobiles and PC modes for the education purposes. They are using digital tools in education for the purpose of admissions, scholarships, projects, fee payments, e-learning, and study materials, seminars, posters and additional activities.
- According to this study, most of the institutions have adopted digitalisation in the education system for various purposes such as class preparation, PowerPoint presentation, library access, ERP (SMS alerts, etc.), admissions, scholarship etc

- The main reason behind the usage of digital modes in the education was to learn more and to adopt modern education, from both the perception of lecturers and students.
- Some of the students said that there is a problem of using digital modes in the education due to network issues, security issues, expensive, not comfortable, poor maintenance, expensive.
- The lecturers and students are having access to the digitalisation in education in and outside the college. The student's access to ICT is less when they are at home but in case of lecturers it is high.
- Students from remote rural areas where their access to internet is less thinks that digitalisation in education is complicated but during non- availability, they try to use digital modes for preparing ppts, notes etc.
- Recently, Google classroom and PowerPoint presentations are the major digital tool used by lecturers in the institutions, as they said that Google classroom teaching is easier for them to upload notes, assignment topics and seminars, etc. But few lecturers opinion that they are mainly using these for the sake of following academic rules.
- According to our study, both lecturers and students are aware of digitalisation in education, and most of them are showing positive attitude towards digitalisation.
- Most of the lecturers use laptops, projectors as teaching tools in their classroom. Institutions show interest in providing digital aids to some extent. But most of the students do not have personal gadgets.
- Majority of the students use digital aids like PowerPoint presentation, video classes, admission and scholarships, fee payments. This helped them to learn more about technology.
- Based on the study, most of the lecturers and students are using different types of digital aids for education in their institutions. Single faculty is using different digital modes.
- Sometime ICT (projectors) used in the class may create inconvenience when there is power cut or any technical issues.
- Digitalisation in education has also benefited the student's parents by various notification sent by the college.
- Students and lecturers both think that digitalisation will take away the skills of the lecturers.
- For both lecturers and students this has become an extra burden in their curriculum. Still the access to ICT in the college has been increased.
- Many lecturers have started certificate courses on computer skills for their students and students are happy in this concern.
- Among all digital modes for education, Google classroom teaching has benefited both for lecturers and students for making discussion and to clear doubts.

Suggestions:

In the present scenario, the technology is rapidly growing faster. It is necessary to adopt new technologies to cope up with the changing world. Young generation have smart phones, computers, laptops that are changing the way of education. Digitalisation in the education sector is one of the emerging trends nowadays, where various digital modes are used for the education purposes. But the digitalisation is not still adopted in some institutions. The institutions which are insisting their faculties and students to use digital modes with internet should provide Wi-Fi network in the campus. Proper education and skill based training should be given to all institutions/colleges to promote regarding

the usage of digital modes in the education sector.It is an environment made up of collaboration, choice, and of technological resources that supports a successful online learning experience. So, in order to be successful in this learning environment, the challenges to digital learning must be overcome with support and a best practice solution. Adoption of digitalisation in education is easy but following that for day to day teaching has become difficult. The institution should not make it compulsory digitalisation because which may take away the skills of the faculties. Instead they can make it as an additional teaching method. Technology should not only be used for increase student's interest but it is used for teaching and learning. Both lecturers as well as students should shift away from traditional classroom practices to a digital learning approach to education.

Conclusion:

Digitalisation has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. The best part about the digitalisation of education in the 21st century is that, it is combined with the aspects of both; classroom learning and online learning methods. Digitalisation is also contributing to the green environment. Institutions are reducing the usage of papers. Applying leave, student IA marks, admission, scholarship, e-books etc are made online through ERP system. Teachers are encouraging students to submit their personal details, assignments through google class etc. Even universities also trying to give all the information through internet like result, circular etc. To conclude, digitalisation is important in educational field. But the need for proper implementation is high. The digitalised education should not take away the teaching skill of the lecturers instead it should enhance the skills. The students should be the ultimate benefiaries out of ICT system. Digitalisation will be successful only with coordination between the management, lecturers and students for the successful implementation and working.

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Best Practices in Extension : A Memorable Journey

*Sharmila Jajodia**

The Department of Lifelong Learning and Extension of University of Mumbai has been started with a vision to reach the unreached. Reaching the unreached actually refers to community welfare activities which includes welfare of every component of nature – creatures, land, water, air and the various resources and bounties of nature by human beings because human beings, the most intelligent species on this earth has exploited the varied components of nature for its selfish motives and this created a wide gap in the society and the society is divided into two categories- have and have-nots. The unreached mainly belong to the have-nots- the disadvantaged sections of the society due to various social and economic factors. So this paper seeks to analyse how the best practices in extension can help to reach the unreached section of the society and make the participant students in extension a humble and responsible citizen.

Keywords- Extension Education, Best Practices

The Department of Lifelong Learning and Extension of University of Mumbai offers various projects which are divided into two groups-

(A) Vocational/ Career oriented projects: (i) Career Project (CP), (ii) Anna Poorna Yojana (APY), (iii) Industry Orientation Project (IOP), (iv) Student Manager (SM)

(B) Community oriented projects: (i)Population Education Club (PEC), (ii) Survey of Women's Status (SWS),(iii)National Institute of Open schooling (NIOS)

(i) **Career Project (CP):** The student gets information about a career in depth through interview technique by interviewing two persons from a particular field such as work conditions, minimum educational qualifications required if any, various essential qualities required-scholastic abilities, manual dexterity, mechanical comprehension, artistic, verbal, physical, musical, numerical, scientific etc., preparation needed, employment and advertisement, estimated earnings, pay package at entry level to the time one wants to retire, the advantages/pluses and disadvantages/ minuses of that career, outlook for that career, related careers etc.,. It helps them to choose a career, gain competencies required for it, make decisions, set goals and then take action. It also creates awareness of the relationship between self and occupational choice and helps a student to know about the job market of the career being explored. They have to also prepare a four page (eight side) booklet/ brochure, interview schedule and question-answers in writing, exhibit the four posters and also deliver a five minute talk on that particular career.

Sr . no	Date	Item	Quantity prepared	Unit cost	Total Cost	Quantity sold	Unit Sale price	Total Sale Proceeds	Profit/ loss

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(ii) **Anna Poorna Yojana (APY):** The student has to sell three different items by arranging 25 sales in the college campus, at functions, melas etc. or in the vicinity, neighbourhood. They have to maintain a record of profit and loss in tabular form by keeping an account of the cost incurred, sale proceeds, and calculate the profit made or loss incurred. It helps them to study entrepreneurship at different levels as they try their hands in small scale business. It helps them to develop a self-reliant approach by planning and organizing business, understanding production and marketing on a small or large scale. They learn the tricks of a trade as they identify the items that are liked by the student/ customers but are not easily available in the vicinity, select the items that can be prepared or purchased on a large scale, fix the sale price of the item. They are trained to take some precautions such as not to threaten the business of the vicinity, proper hygiene, public relations with the teachers and students to be maintained, avoid credit and not to harm the environment.

(iii) **Industry Orientation Project (IOP):** The student gets vocational practical experience as s/he enters a work setting on a voluntary basis- business, office, factory, school, college, hospital, computer lab, shopping malls etc. except tuition and coaching class and doesn't demand salary or monetary benefit but gets the work experience certificate from the employer. The student has to produce a letter of appointment, letter of work experience, record of attendance etc. from the employer on the letterhead. The student learns to manage time and stress too. It actually prepares the student for the future. This project empowers students with marketable work skills and increases employability.

(iv) **National Institute of Open schooling (NIOS):** The student has to survey 25 families in a slum, chawl, housing colony and collect data about their education. S/he has to identify school dropouts-adults and children. S/he has to provide them information about various courses offered by NIOS through street play, exhibition, poster, lecture, talk, discussion etc., and motivate them to get admitted to complete their education. Even students can teach children in slums and street children or tribal areas. Thus the student also contributes to the Government of India's mission of cent percent literacy. It also prepares B.Ed. students to work as resource persons for NIOS centres.

(v) **Survey of Women's Status (SWS):** The student has to survey 25-30 women in the age group of 15-45 to know women's social, economic and educational status. Part A contains personal details (9 questions), part B: Proforma (20 questions) such as : Men are more intelligent than women- Yes/No. The surveyor has to evaluate the personal data such as impact of education, Socio-economic Status, family norm: Traditional (Joint)/ Modern (Nuclear), Number of siblings, profile of woman in the family. The data collected is to be analysed statistically to know how aware the women are. The student guides women about various policies, acts, schemes and services to ensure their dignity. It develops gender sensitization by understanding the need of the right to equality for the girl child in health, education, social and economic empowerment and helps in promoting gender equity.

(vi) **Population Education Club (PEC):** The students in a group of 3-5 conduct 5 to 7 activities at college and community levels by conducting competitions, organizing seminars, group discussion, rallies and exhibitions, performing street plays etc. to understand the social/ environmental problems**.** They learn to spread awareness, raise voice and to take measures to eradicate the problem by providing guidance about policies, acts and provisions for the betterment and thus become a responsible citizen. They contribute to environmental conservation and social betterment directly and indirectly. They too have to maintain records.

(vii) **Student Manager (SM):** The students as managers are a link between the extension

work students and the extension work teachers. S/He guides maximum 25 students and assists the teacher too in planning and organizing the activities. It enables them to learn collaborations and work delegation, leadership and managerial skills, organizational and communication skills, public relations and team building. It thus leads to overall personality development

Besides, extension work students from each college have to compulsorily participate in annual festival Udaan in intercollegiate poster and street play competitions. This gives them opportunity to express themselves artistically, verbally and nonverbally as they write the script for the street plays themselves and then perform too. It also leads to team work, group discussion, conflict management, leadership and team spirit besides developing writing skills, increasing knowledge on a particular issue and overcoming stage fear. They also draw posters to convey their ideas about various projects. Both these activities also develop their thinking, imagination and creativity. The students are given chance to anchor/ compere the festival after appearing for audition/ selection process. The students are given a chance to make a powerpoint presentation through the Udaan Research convention too. All these aspects contribute to their confidence, hard work, social consciousness and develop their personality.

Thus extension work projects give students a chance to interact with the public, to learn various research techniques - collecting information from offline and online sources, surveying, interviewing, statistical analysis of data collected, report writing either hand written or typed in English, Hindi or Marathi. The various projects in offline as well as online mode promote research skill and employability of the students as they have to work for 120 hours for the project by carrying out the project activity and then writing the report of the project work which is evaluated by the extension work teacher and extension work field coordinator and finally certified by the department of Lifelong Learning and Extension. The students develop their self-confidence, communication skills, public relations, time and stress management, decision-making, planning and organization of a project, leadership and overall personality. They also get their project reports back, besides 10 grace marks and certificate of completion of project.

Some experiences to share

Under this activity, various lectures/ talks were conducted on topics such as- "Women Empowerment" by lawyers- Mr. Pradyumn Mokashi, Mrs. Shamla Mokashi, Financial Literacy- Finance for One and All by Dr. Vilasini Patkar, Status of Women in Society by Prof. Arundhati Chitre, Marginalized Community in Mumbai by Dr. Shashi Mishra, Green Initiatives by Dr. Kamlini Bandekar.

A visit to a social organization Helpers of Mary having an old age home and orphanage, Andheri (West) was arranged to sensitize students. The students and staff shared eatables, clothes and foot wears with the aged and children. The extension work students and teacher participated in Terry Fox Run to help cancer patients at Tata Cancer Hospital on 21st February 2016. The students collected money too for them. The students with the teacher coordinator also participated in Maha Walkathon on 18 November 2018 to create awareness on 'Road Safety' and Hosh Walkathon from Shivaji Park to Siddhivinayak Mandir and back on 23 December 2018 to create awareness for A Healthy Organic Future organised by Ambagopal Foundation in association with Department of Lifelong Learning and Extension, University of Mumbai.

The DLLE unit of the college celebrated the 150th year of Gandhi Jayanti as "Swachta Hi Seva" on 29th September 2018 from 8:30 a.m. to 10:30 a.m. The coordinator and 14 extension work students

actively participated in the cleanliness drive and cleaned the gymkhana of the college. The unit also conducted intra-collegiate competitions- Speak for a Minute, Mono-acting, Poster Making, Writing Slogans, Street Play/ Skit/ One Act Play, Solo Singing and Recitation of a Poem on the theme - Gandhiji: Life and Thoughts in Hindi, Marathi and English. The extension work students enthusiastically participated in Speak for a Minute, Poster Making, Slogan writing, Solo Singing and Recitation of a Poem. The unit in association with Speaker's Forum conducted an elocution competition "On Eradicate Corruption- Build a New India" on 31st October 2018 sponsored by Central Bank of India during Vigilance Week. The unit conducted an intercollegiate event "Jan Chetna: Youth Power, Community Welfare and Gandhi's Vision of India" comprising two competitions- Debate and Creative Writing on current issues on 13 December 2018 to commemorate 150th year of Gandhi Jayanti. The students were given a chance to set stalls to sell the various eatable and non-eatable items under Anna Poorna Yojana. The students performed street plays on various topics such as- Status of women in Society, Elderly Care, Organ Donation, Beti Bachao, Beti Padhao, Astrayed Youth etc. They also presented posters on various issues such as -Status of Women in Society, Career Project, Population Education Club, Anna Poorna Yojana and Student Manager etc. The students also made power-point presentations on gender discrimination, Environmental pollution etc., and won prizes too.

Students conducted debate, poetry and essay writing, poster making competitions under population education club on various social and environmental issues and they judged the entries and announced the prizes too. The posters on career and population education were exhibited and the exhibition was visited by school and college students, teaching and non-teaching staff.

My own observation as an extension work teacher for 10 years and 4 years as college unit coordinator says that there is a definite change in a student's personality even if s/he has carried out the project activity for 10 grace marks only but if s/he completes the project activity as per university guidelines will undoubtedly improve many skills which an employer would like to have in the employees. No doubt, there are many students who register for the extension work project in the beginning with much interest but face problems to manage time and stress as it is an additional activity and here they are supposed to work systematically beyond studies. But with the help of student managers, extension work teachers, parents and friends they learn to overcome the problem like convincing the women subjects/ families for surveying, professionals/ interviewee for interviewing, convincing and pursuing the customers for buying and selling of products, encouraging students to participate in various competitions and community level activities for social awareness. In online mode also they face technical problems-network connectivity, server problem, speed, not getting registered in one/two attempts, logging in and logging out, other technical glitches during online tests etc. Such problems may discourage the students if they don't have strong will power. But interacting, convincing, persuading, problem solving and decision making in a better way are the aspects which they learn during this activity.

Conclusion

The best practices in extension, undoubtedly, help participant students to become a humble and responsible citizen of the nation as these projects and activities make them conscious and aware of varied social and environmental problems.

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INNOVATIONS IN TEACHING AND LEARNING PROCESS

Dr. Ramandeep Kaur Sidhu & Dr. Varinder Kaur***

Assessment and accreditation bodies in various countries for higher education place high weightage to Teaching–Learning processes. Innovation needs to be fostered among students and teachers during Teaching–Learning processes. Inclusive innovation that may include laboratory based structured innovation and unstructured intuitive innovation needs to be promoted for rapid inclusive growth. Bridging Vocational training with education is also encouraged to meet the huge demand of quality personnel with entrepreneurial traits. Inclusive innovation will accelerate the comprehensive evolution of the country. These innovations may include curricular reforms, faculty development, academic leadership, accreditation renewal on higher standards, innovation-conducive pedagogy, adopting a village for overall growth and professional communication. With the beginning of (ICT), curricula, mode of instruction and teaching learning methods are undergoing major revision. Education systems need revisiting curricula and pedagogy aspects. Knowledge acquisition, guided as well as unguided, skill development, simulated and hands-on, and concern about society are the main parts of Teaching-Learning processes in the present scenario.

Key words: Structured and unstructured innovation, Innovation index, Competencies, Assessment of education

Innovation for Sustainable Development

Innovation enables human beings to transform their society from tribal to emerging knowledge-based community. The present global innovation system is unable to meet the need for innovation and access to technologies required for meeting sustainable development goals. In this context Brooks (1980) defines technology as the knowledge that is helpful for certain human purposes in a specifiable and reproducible way. So the term innovation is generally used to incorporate not only the processes by which new technologies are developed as well as also for the procedures by which a group of inventions becomes narrowed down for advance development, manufactured, initially adopted, transitioned into sustained use, and then becomes either adapted. They are better-suited to end-user needs or retired in favor of another technology. Technologies and their benefits must be also available and well-altered, mainly for use by the poorest or most vulnerable, and they must ultimately be integrated into local settings that will vary economically, politically and culturally as per the situations.

Number of terms used as novelty in concept to construct- The related concept terms are creativity, innovation, jugaad, invention, discovery, and entrepreneurship.

- Creativity involves generating new ideas or concepts.

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- Innovation is successful execution of creative/novel ideas in specific context having impact on economy and society. Innovation can be connected to improvements in efficiency, productivity, quality, competitive positioning, etc.
- Invention is the outcome or constructing something new out of the box.
- Discovery is finding something new in nature.
- Jugaad may indicate an innovation that may not willingly be explained in a structured manner such innovation may be done even by untrained workers.
- Entrepreneurship is the aptitude to change as an opportunity to create new service. Successful entrepreneur aims at high levels and tries to create that kind of value that converts material into resources.

Intuitive innovation is a new term for unstructured (Jugaad).This term is used as an Indian term for successful execution of creative thoughts to improve productivity, quality and efficiency. This is always done by semi-skilled workers. They are usually based on an intuitive approach rather than adopting attractive procedures. Repairing mobiles, preparing automobile parts and electric gadgets are some examples of jugaad. But every act of getting an acceptable solution will have a set of attractive procedures. It is viewed as a specific skill owned as embedded knowledge. Conversion of embedded innovation into obvious innovation is an achievable task and it will add to the economy. It will also create opportunities for identifying essential skills and organizing training programs for skills development.

Impact of innovation on the society

Globalization has smashed walls to cross borders. This will boost cultures to socialize to set into equilibrium. Innovation is a specific characteristic of communities that brings them in the lead of technological advancements with economic advantages that result in better quality of life. Various countries with higher innovation index factors progress more in the path of sustainable development. They are regularly contributors rather than debtors. They focused more on export than import. For example it is the innovation of walkman that made Sony popular. Innovation of the iPhone swings market share towards Apple products. In today's era technological innovations are needed for innovation in business practices as well.

Global Innovation Index

Global innovation index gives an inclusive innovation index with innovation inputs and innovation output. It is as per the report that was formed in March 2009 cooperatively by various Institutes. Innovation inputs involved fiscal policy, education and the innovation environment. Innovation outputs involve technological performance such as patents and technology transfer; business performance such as labor productivity and shareholders' return; and impact of innovation on business migration and economic growth.

These indicators may not provide a real picture, however they indicate some correlation between innovation input-output and overall innovation index. Innovation that has an impact on a nation's economy may depend on technological innovation in terms of products and processes, Business innovation in terms of business process and Education innovation in terms of innovation-centric education and training. Educational innovation is basic that prepares ground for Technology and Business innovations.

Status of Education in 21st Century

In this knowledge based society, there is an explosion of information, easy access to multimodal information with a variety of investigation tools, educational opportunities are not only concerned with learning but also with problem solving abilities and these abilities are critical thinking, analytic abilities and soft skills. There are a number of obstacles such as Distractions, abundance of information, imbalance in curricula, stereotyped evaluation methods. These are very few obstacles often cited. Net savvy students frequently tried to bunk the classes. They are always trying to copy the assignments from their collaborative venture. At the time of placement every institution always finds students with weak knowledge in basic science concepts and poor communication skills as well as low confidence levels. There are certain typical observations are made as follows from the various institutions:

- They are weak in basic knowledge about the subjects.
- Basic concepts of core subject areas are not clear.
- Terminology remains as a bundle of waffles.
- Semantic aspects of education terminology are not clear.
- Poor (English) communication skills.
- Sensitivity toward society is very low. Interaction with commonalities is absent.
- There is no availability of mini projects in the local language.
- Multilingual computing is not introduced.
- Use of open technologies is not encouraged.
- Teaching-Learning processes are not innovation-centric.
- Interest for higher education is lacking.

Pedagogical Approaches for Innovation in Teaching- Learning Processes

There is a lot of literature available to discuss innovation in an organization. Basically Innovation requires critical and systematic thinking, cognitive disagreement by recognizing inadequacies and a constructivist approach of creating new ideas with learning from experiences through the society. Innovation management is an upcoming area. But the root of mind-set buildup for innovation lies in education in schools, colleges, institutions and universities. Reforms in curricula and teaching - learning processes (Vikas, 2010) are always suggested.

Goel (2010) in his research work discussed a number of issues mainly focused with reference to Software Development Education. Instructional interventions, outline of pedagogic activities, cognitive disagreement, systems approach, constructivism approach, critical thinking skills are conferred in the context of learning. A multi-dimensional context to validate the characteristics of teacher (who), students (whom), topic (what), objectives (why); and decisions that are involved in engaging problem based learning in pedagogical context. Our coming generation systems need to require not only knowledge of technical and design as well as skills that involve teamwork, organizational, multi-user allocating. There are following pedagogical Approaches for Innovation in Teaching- Learning Processes are as follows

- **Crossover Learning-** Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the

classroom. These connected experiences spark further interest and motivation to learn. An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers. These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.

- **Learning Through Argumentation-** Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists think and work together to establish or refute claims. Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.
- **Incidental Learning-** Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces. For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification. However, it may trigger self-reflection and this could be used to encourage learners to reconceive what could otherwise be isolated learning fragments as part of more coherent and longer-term learning journeys.
- **Context-Based Learning-** Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. In a classroom or lecture theater, the context is typically confined to a fixed space and limited time. Beyond the classroom, learning can come from an enriched context such as visiting a heritage site or museum, or being immersed in a good book. We have opportunities to create context, by interacting with our surroundings, holding conversations, making notes, and modifying nearby objects. We can also come to understand context by exploring the world around us, supported by guides and measuring instruments. It follows that to design effective sites for learning, at schools, museums and websites, requires a deep understanding of how context shapes and is shaped by the process of learning.
- **Computational Thinking-** Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging). Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favorite dish with friends, through planning a holiday or expedition, to deploying a scientific team to tackle a

difficult challenge like an outbreak of disease. The aim is to teach children to structure problems so they can be solved. Computational thinking can be taught as part of mathematics, science and art or in other settings. The aim is not just to encourage children to be computer coders, but also to master an art of thinking that will enable them to tackle complex challenges in all aspects of their lives.

- **Learning By Doing Science** - Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold. Remote lab systems can reduce barriers to participation by providing user-friendly Web interfaces, curriculum materials, and professional development for teachers. With appropriate support, access to remote labs can deepen understanding for teachers and students by offering hands-on investigations and opportunities for direct-observation that complement textbook learning. Access to remote labs can also bring such experiences into the school classroom. For example, students can use a high-quality, distant telescope to make observations of the night sky during daytime school science classes.
- **Embodied Learning-**Embodied learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. When learning a new sport, physical movement is an obvious part of the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process. Technology to aid this includes wearable sensors that gather personal physical and biological data, visual systems that track movement, and mobile devices that respond to actions such as tilting and motion. This approach can be applied to the exploration of aspects of physical sciences such as friction, acceleration, and force, or to investigate simulated situations such as the structure of molecules. For more general learning, the process of physical action provides a way to engage learners in feeling as they learn. Being more aware of how one's body interacts with the world can also support the development of a mindful approach to learning and well-being.
- **Adaptive Teaching-** All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content. Adaptive teaching systems recommend the best places to start new content and when to review old content. They also provide various tools for monitoring one's progress. They build on longstanding learning practices, such as textbook reading, and add a layer of computer-guided support. Data such as time spent reading and self-assessment scores can form a basis for guiding each learner through educational materials. Adaptive teaching can either be applied to classroom activities or in online environments where learners control their own pace of study.

These aspects like standards of knowledge and skills to deal with cross-functional processes and to accomplish potential conflicts among stakeholders. Problem based learning compromises between two different learning theories as constructivist learning theory that focused on formation of own abstract concepts and situated learning theory that focused on the aspect that students

engage in a community practice and learn in a real situation. In Problem based learning, the situation is cited earlier to the individuals to get answers from the concepts needed. Complexity of the problem increases with development of the system and integration about the concept. A concept may be an object, process or relation. Closely bounded interconnected concepts form a system. Openly bounded systems may form a system of systems. This increases the need for system integration skills. Essential aspect is methodology of teaching-learning that promotes innovation and critical thinking. Various fields demand technological, analytical and communicative skills, Sound knowledge of basic science concepts, ability to apply professional knowledge, entrepreneurship and presentation skills.

Summary

Innovation is the path of progress and happiness. Innovation is sown and sprouts in educational institutions; grows and blossoms in workplace industry, government or academia. Innovation may be categorized as open or closed. Open innovation incorporates business models to create value and promotes purposive inflows and outflows of ideas, knowledge and technology. Innovation in education is of open type utilizing internal (syllabus-based, in-class) and external (beyond syllabus, visits & interactions) knowledge and skills. Societal interaction to provide affordable solutions will instill innovation in the affective domain. Accreditation boards are yet to come out with adequate *quantifiable* indicators for innovation-centric teaching-learning processes. Overall grading system should keep in consideration the law of diminishing returns and should change from linear scale to non-linear scale. The educational institutions may take up study of skill sets in Jugaad or unstructured/ intuitive innovations and develop a framework to re-construct technologically. The developing nations will greatly benefit from unstructured innovations and creative ideas of people. Future lies at the bottom of the pyramid. Innovative societies at large will make a fortune. Innovation-centric teaching learning processes need to be promoted in schools, colleges, institutions and universities.

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IDENTIFYING THE ROLE OF TEACHERS AND TEACHER EDUCATORS FOR ACHIEVING QUALITY PERFORMANCE IN HIGHER EDUCATION

*Dr. Viraj Pandagle**

The present paper focuses on identifying the role of teachers and teacher educators for achieving quality performance in higher education. The National Education Policy (NEP-2020) also lays massive responsibility on the shoulders of the teachers to bring about the desired changes in the students who are the prospective contributors in the growth and development of the nation. A teacher is responsible for the teaching and learning process to go on smoothly and to create a cohesive environment for the student to feel secured and safe. For this, teacher education professionally prepares the teacher for achieving these objectives. But, the contributions of teachers and teacher educators are yet to receive their due recognition. Thus, the present paper attempts to put some light on it.

Keywords- Teachers, Teacher educators, Quality performance, Higher education

Introduction

A student is considered as the most potent contributor in the growth and development process of the nation, and the teacher is regarded as a nation-builder. A teacher is laid with the responsibility of molding the students in the desired and optimistic manner for the benefit of the society as a whole. According to the Education Commission (1964-66), "The destiny of India is now being shaped in her classrooms". It can only be achieved if the teacher is trained professionally to understand the needs of the student and for the smooth functioning of the teaching and learning process. The teacher must be trained in such a manner that she or he may be able to achieve the set goals efficiently. Thus, the responsibility of a teacher educator is even more gigantic and crucial in every manner.

Teacher educators must be well-versed with the teaching and learning objectives thoroughly so as to achieve it in a well-planned manner systematically. Apart from teaching, there is also so much to learn for a teacher in the actual teaching and learning process during the interaction and socialization process when teaching. The teacher, along with the teaching mindset, must have a learning mindset as well. This will definitely help the teachers in building their competences. And how the actual teaching and learning process takes place, is an important thing to consider as it is directly related with the professional development of teachers. While exercising the teaching profession, teachers need to have those competences that make it possible for them to develop and to grow in their own profession continuously. Competence, here, means different abilities that are parts of the professional process.

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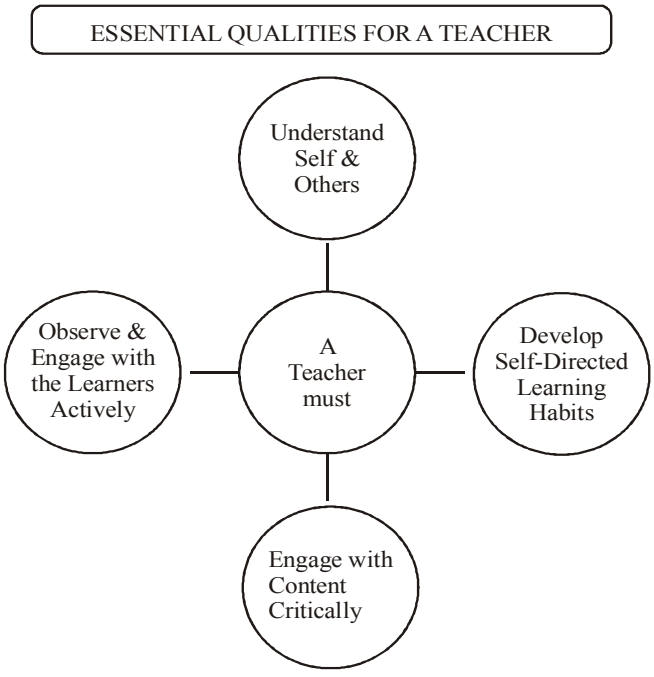
As a matter of fact, it is the ability to successfully carry out a task that includes the ability to identify, take opportunity of and if possible, expand the space of interpreting, acting and evaluating that is provided by the work. It is obvious that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. The need and importance of professionally trained teacher educators has been underscored in statements on educational policy, time and again, but the situation on the ground remains a matter of concern; there is a considerable shortage of properly qualified and professionally trained teachers at all stages of education.

Teacher Education - A Journey of Teacher Preparation

Preparing one for a profession thus is an arduous task and involves action from multiple fronts and perspectives. It also calls for systematic evaluation of all facets of the professional training – knowledge and understanding of educational theory, practical field skills and competences related to learning and teaching and professional attitudes and values. The building of knowledge in the teachers' profession is being affected by the teachers' view of the teacher's role, their goals with the teaching and with the demands that are present on teachers as a profession. Teachers need to be creators of knowledge and thinking professionals to be in sync with the needs of the learners. Teachers must be aware about the importance of having the knowledge of the social and cultural background of the learners. It is also the role of the teacher to create opportunities for the learners to discover, learn and develop holistically. This can mostly be achieved if teacher education provides appropriate and critical opportunities for prospective teachers to:



Each of the above stated qualities can work as opportunities for providing theoretical, empirical knowledge and experiential knowledge to the teacher. It gives concrete suggestions on how the

education of teachers can be redesigned to focus on the needs of the learner. This shall also provide a greater 'space' for the personal, social and professional development of the teacher. It shall equip the teacher in evolving pedagogic approaches and create a learning environment that addresses the needs of learners. Such opportunities shall also provide the platforms for the prospective teachers to reflect, develop habits of self-learning, independent and critical thinking.

Significance of Developing Teaching Competencies

It is of great importance that development of competences should start with what teachers problematize around in their teaching and what they consider relevant for their teaching. By building the professional development of competences on the actual teaching, concrete examples can make it possible for teachers to develop new knowledge. We need to develop the capacity of teachers in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching-learning processes. As teachers develop curriculum materials and learning experiences, they will also learn, through actual participation, the skills to identify and process the specifics for the purposes of meaningful curriculum transaction.

India has made considerable progress in education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. The kind of teacher and teacher education envisioned calls upon to look at teacher education as a holistic enterprise involving actions of different kinds and from multiple fronts aimed at the development of the total teacher – knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect.

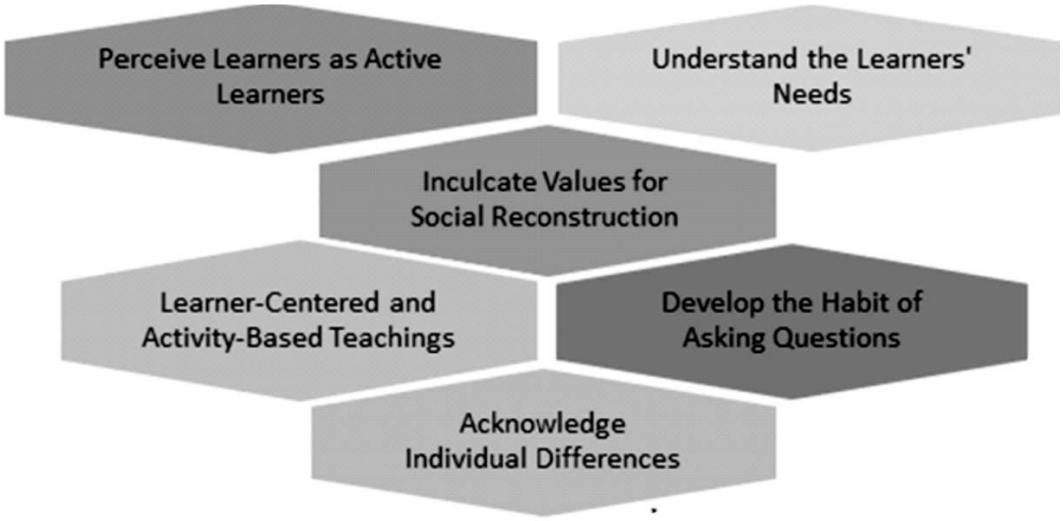


FIGURE 2 – QUALITIES OF A PROFESSIONALLY TRAINED TEACHER

A teacher needs to be prepared in relation to the needs and demands arising in the education context, to engage with questions of knowledge, the learner and the learning process. The National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality

assurance and sustenance and with Distance Education Council (DEC) to ensure integrated development of in-service teacher education under the Open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop a curriculum on inclusive education and make it a part of the general teacher education programs.

The Urgent Need of Reforming Teacher Education

Diversity also exists in terms of the set of agencies that conduct teacher education programs. These include state institutions, university-based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education. At the heart of teacher education is the question 'what value does teacher education add to the prospective teacher's ability to face challenges of facilitating the development of critical and creative students and subsequently adults?' Reform of teacher education has been one of the abiding concerns in the reports of major Education Commissions and Committees on education. The Education Commission (1964-66) discussed at length various issues related to teacher education. It recommended professionalization of teacher education, development of integrated programs, comprehensive colleges of education and internship. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level.

The Contribution of Teacher Education

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise. Teacher education, it may be seen, is a reflective undertaking that also issues forth in pedagogical prescriptions for carrying out teaching at the ground level. Being a meta-activity, it deals in showing how things are done at school and classroom levels, explaining the 'reason why' of things and the basic theory and principles behind classroom practices. These call for capacities and understanding of a different kind, in addition to the skills required for actual school teaching.

Conclusion

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the education system and the country is already facing a severe shortage of qualified and motivated teachers at different levels. There exists a wide variation in the status of teachers and the need for teachers at different levels of education across the country. The implementation of teacher preparation would require serious thinking on the part of the institutions that may have to be identified to provide the needed quality instructional inputs in different areas. The traditional colleges of education need to be equipped both in terms of infrastructure, physical and human resources to offer programs in teacher preparation efficiently.

Preparing one for the profession is a challenging journey as it involves action from multiple fronts and differential perspectives. It may be seen as a reflective undertaking that also deals with the pedagogical prescriptions for catering the needs of the individual differences among the students. The implication of this is to give due emphasis to developing reflective teachers with positive attitudes, values and perspective, along with skills for the craft of teaching.

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QUALITATIVE INITIATIVES AND BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS

Manpreet Singh & Vishakha Sharma***

In India, the demand for higher education is rapidly increasing along with the challenges of quality and sustenance. The focus of Indian higher education system for a long time was on establishing higher education institutions (HEIs) to give opportunity to the students to graduate themselves and seek jobs. This has lead to massive increase in number of institutions and the number of students going for higher education. But the system did not get required attention towards quality and fitness of purpose. Consequently, the system grew with several gaps like skill gaps, research gaps, relevance gaps etc. which got converted into issues like access, equity, quality and employability. The system underwent several reforms and passed through several stages of transformation in order to address these issues, but still they remain unresolved to a large extent. It is high time that the Indian higher education system gears up with appropriate measures to put the system on right track. Implementation of valuable recommendations given by the education commissions and committees set up time to time in real sense of term would help in the process in a big way. The HEIs should be ready with positive mindset as well as readiness to implement the recommendations of the New Education Policy as soon as it is launched.

Keywords*: Qualitative Initiatives, Best Practices, Higher Education Institutions*

Introduction

Quality has become the 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", to borrow the expression of Peter Drucker, that has emerged. This networked complex and competitive society places a great premium on education for development. The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the prime mover of development in the new millennium. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. 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. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

Higher Education

A level of education that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology and other collegiate level institutions, such as vocational

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schools, trade schools and career colleges, that award academic degrees or professional certifications. It is an institution of higher learning which includes universities, polytechnics, agricultural colleges, which specialize in different fields such as engineering, agriculture, medicine, pedagogy, the arts, and economics among others. Higher education institutions include traditional universities and professional-oriented institutions, which are called universities of applied sciences or polytechnics. An educational institution in any State that admits as regular students only persons having a certificate of graduation from a school providing secondary education and is legally authorized within such State to provide a program of education beyond secondary education; provides an educational program for which the institution awards a bachelor's degree, or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary; and is a public or other nonprofit accredited institution .

Best Practices

Best practices are a set of guidelines, ethics, or ideas that represent the most efficient or prudent course of action in a given business situation. Best practices may be established by authorities, such as regulators, SROs, or other governing bodies, or they may be internally decreed by a company's management team.

Best Practices as Institutional Quality Index

Best practices, the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The best institutions are those which widely use them. To put it differently, institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance. The National Assessment and Accreditation Council (NAAC) is advocating the best practices benchmarking approach for quality enhancement in higher education. The benchmarking, the systematic means of measuring and comparing the work processes of an organization with those of others is widely used in industry and the service sector for quality measurement and improvement. The prevailing quality management systems in higher education also can benefit from this tool. The best practices as benchmarks help institutions to find their anchor for self-improvement. Establishing benchmarks through best practices is not a new concept in higher education. The NAAC uses the best practice benchmarking in the form of criterion statements to assess the level of performance of higher education institutions. In 1996 Commonwealth Higher Education Management Service (CHEMS), a sub system of the Association of Commonwealth Universities (ACU) launched an international "University Management Benchmarking Club" for universities from the Commonwealth. This club focuses on the effectiveness of university-wide processes. The CHEMS approach to benchmarking goes beyond the comparison of data-based scores and conventional performance indicators; it looks at the processes by which results are achieved. By using a consistent approach and identifying processes which are generic and relevant, irrespective of the organization and how it is structured, it becomes possible to benchmark across sectoral boundaries (e.g., geography, size etc.). The overall purpose and intent of the Best Practices benchmarking can be summarized as the

- Development of an understanding of the fundamentals that lead to success,
- Focus on continuous improvement efforts, and
- Management of the overall change process to close the gap between an existing practice

of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables.

Key Takeaways

- Best practices are the practical standards or ethical guidelines that provide the best course(s) of action in a given situation.
- Companies, regulators, or governing bodies can all set best practices for businesses.
- Best practices serve as a roadmap for a company on how to do business and provide the best way to deal with problems and issues that arise.
- Some steps to setting best practices in a company include doing your research of the industry and competitors, communicating broadly to everyone in the company the best practices, setting the right metrics, managing change, modifying, evaluating, and refining the best practices.
- Two common best practices that have been implemented by companies for inventory management include "just in time" and "kaizen."

Stages in the application of Best Practices

1. Identification of best practices
2. Implementation of best practices
3. Institutionalization of best practices
4. Internalization of best practices
5. Dissemination of best practices

Indian Higher Education : A Review

India has always been a source of inspiration in the field of Literature, Astronomy Art, Yoga, Sculpture, Monuments and great historical events. It had its own unique niche in the field of education and attracted many foreign scholars. During ancient period, India was popular for its contribution to higher education with existence of universities like Takshashila, Nalanda Vikramshila and many other universities. Modern education system which is now prevailing in India was started in 1857 under colonial regime with establishment of three universities – University of Bombay, University of Madras and University of Calcutta. Since the system has been growing with ups and downs. Ever since independence, a lot of structural and systemic reforms have taken place at different levels of education. Initially, the focus was on establishing higher education institutions (HEIs) to give opportunity to the students of both rural and urban areas to graduate themselves and seek jobs. This has lead to massive increase in the number of students going for graduate and postgraduate courses as well as the number of universities and colleges. The number of universities in India at present is 1044 which can be briefly categorized into 54 Central universities, 412 State universities, 95 Institutes of National Importance, 127 Deemed to be universities and 356 Private universities. These numbers are continuously on rise. The trend indicates that by 2027, India would have the largest enrollment in higher education institutions

Recommendations of Various Committees and Commissions

In order to improve the quality of higher education, many recommendations have been given by various committees and commissions set up time to time. The University Education Commission

(1948-49) while delineating the aims of has highlighted the following: students should be made to realize the ultimate goals and purpose of life; to acquaint them with the social philosophy that governs all institutions; to train for democracy; to train for self-development; develop certain values like fearlessness of mind, strength of conscience and integrity of purpose; to acquaint with cultural heritage for its regeneration; to enable them to understand that education is a lifelong process; to train them in skills; and to develop in them the understanding of the present as well as that of the past. Based on these, the curriculum for higher education was to be developed and implemented in higher education institutions. But, still many of these aims are not actually taken into cognisance while developing curriculum. The recommendations given by Kothari s Report (1964), and National Policy on Education (NPE), 1986 are relevant even today and give scope for action plan at various stages of education. Some of these aims are achieved by higher education Institutions that have committed for the cause of education. The draft of new National Education Policy 2019 (DNEP-19)was submitted to the Ministry of Human Resource Development, Government of India (MHRD, 2019). The following are some of the highlights related to higher education in the draft:

- A new vision and architecture for higher education has been envisaged with large, well-resourced, vibrant multidisciplinary institutions. The current 800 universities and 40,000 colleges will be consolidated into about 15,000 excellent institutions.
- A broad-based liberal arts education at the undergraduate level for integrated, rigorous exposure to science, arts, humanities, mathematics and professional fields will be put in place. This would provide imaginative and flexible curricular structures, creative combinations of study, integration of vocational education and multiple entry/exit points.
- Institutional governance. This will be based on autonomy - academic, administrative and financial. Each higher education institution will be governed by an Independent Board.
- Regulation will be 'light but tight' to ensure financial probity and public spiritedness - standard setting, funding, accreditation, and regulation which will be conducted by independent bodies to eliminate conflicts of interest.
- Teacher preparation programmes. This will be rigorous and will take place in vibrant, multidisciplinary higher education institutions. The 4-year integrated stage-specific, subject-specific Bachelor of Education offered at Inducing Quality and Relevance in Indian Higher Education

Initiatives of National Assessment and Accreditation Council

The National Assessment and Accreditation Council has brought significant changes in Indian higher education system by creating impact on the various quality parameters of the Institutions. NAAC gives direction and motivates the institutions to address many of its issues through its criteria and key indicators related to quality assessment and accreditation process, such as Evaluation Process and Reforms; Student Performance and Learning Outcomes; Promotion of Research and Facilities; Resource Mobilization for Research, Innovation Ecosystem, Research Publications and Awards; Consultancy; Extension Activities; Collaboration; Library as a Learning Resource; IT Infrastructure; Faculty Empowerment Strategies; Financial Management and Resource Mobilization; Internal Quality Assurance System (IQAS); Institutional Values and Social Responsibilities; Best Practices and Institutional Distinctiveness. These key indicators help NAAC to collect evidences which in turn help to assess the quality of higher education Institutions. Nevertheless, there are a number of

higher educational Institutions with A++ Grade, and are doing well keeping in view the national as well as the international perspective. Others are getting motivated in the process. In view if changing scenario and the requirements NAAC has revised its Assessment and Accreditation Framework in 2017.

Initiative in Higher Education: A lot of digital initiatives has been done in higher education to improve the quality.

- SWAYAM
- SWAYAM Prabha
- National Digital Library
- E-Yantra
- FOSSEE
- ARPIT

Conclusion

India is progressing in the field of higher education with many shortcomings. Demand for developing various types of skills including the digital skills, among the students is increasing. At this critical juncture, it is a crucial challenge to address the gaps between the skills that are imparted and the skills required at the workplace, so that the rate of employability can be increased. Similarly, higher education institutions should develop a good research ecosystem focusing on collaborative research projects to become more visible at the global level. But creating such an ecosystem is not easy, it requires intensive coordination among the government, universities and the regulatory bodies. It is high time that the Indian higher education system gears up with appropriate measures to put the system on right track. Implementation of valuable recommendations given by the education commissions and committees set up time to time in real sense of term would help in the process in a big way. The HEIs should be ready with positive mindset as well as readiness to implement the recommendations of the New Education Policy as soon as it is launched. Institutions like National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) which are responsible for quality assurance need to be strengthened.

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NEED OF E–SPORTS IN INDIAN HIGHER EDUCATION SYSTEM

Mohamed Prince & LT. Dr. Saleem MK***

India's Union Education Ministry is planning to encourage and work on 'online gaming' as a viable career option. According to several reports, the ministry is working to support the students in the field of online gaming and toy-making so as to generate employment opportunities for them. The Education Ministry is going to implement innovative ways to cultivate an interest in toy making. A special training program will be launched for this process, in which students will be taught the art of puppet and toy making.Not just India, several other countries across the world have displayed their utter interest in the gaming and esports sector. European countries have gone one step ahead in creating esports committees and associations to oversee the events and operations of the gaming industry. Nations need to provide esports in higher education systems. by including subjects in schools and also need to provide degree and post graduation in esports among the colleges and universities in India.

***Keywords*: *E-sports, Online gaming, Education*,**

Introduction

Professional gaming is quickly becoming a legit career choice among the youth thanks to the massive push being provided by Esports with their gaming degrees and events like the Free Fire Battle Royale League in India. Sports offers professional degrees in some select colleges which require the students to play games on computers and consoles as part of the curriculum with universities in the United States and United Kingdom making the dream of pursuing a career in this field a reality.

The University of Staffordshire in the UK and Becker College in Massachusetts are one among the many colleges which is offering bachelor's and master's degrees in Esports for all those who want a career in gaming. And here in India as well, more and more people are getting drawn into the world of gaming thanks to competitions like the Free Fire India Today League which started last month and will conclude with the finals in New Delhi on October 12.With Battle Royale games gaining huge popularity in the country, the Free Fire India Today League is seen as a massive push to promote E-sports. Free Fire allows users to enjoy the premium mobile battle royale experience on almost any smartphone, and it's quicker gameplay with smaller maps offers an engaging and immersive experience every round. The social and interactive elements of Free Fire, including its unique guild system and story arcs for main characters in the game, ensure players are always enjoying the

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game with those around you. Our nation needs good academic support from the school level to college level for esports players in india.

What Is E-sports?

Gaming has always included a competitive element, even in the earliest video games such as Pong*1 2. However, it wasn't until the early 2000s that technological innovation provided the environment for esports to thrive. Broadband internet allowed gamers to join multiplayer competitions first through LAN connections (e.g., a "LAN party") and later through wireless ones. Streaming services like Twitch* and YouTube* popularized watching others play video games. Additionally, a host of new games such as StarCraft*, FIFA*, and Counter-Strike* and game types including first person shooter and multiplayer online battle arena capitalized on the vastly improved power, performance, and graphics of modern computing. While still rapidly evolving, the esports industry is now mature enough to include niches for almost anyone with any affinity towards gaming, no matter their age, interests, or level of enthusiasm.

The Benefits to K-12 Education

There's little argument about the benefits of extracurricular activities for high school students. Studies have shown that students who are involved in extracurricular activities are more successful in a number of ways, including:

- Higher graduation rates and higher attendance
- Improved scores in math and reading
- More students aspire to higher education
- Higher focus in class
- Higher self-esteem with fewer engagements of smoking and drinking
- Apart from tangible benefits such as these, students who engage in extracurricular activities—be they athletic, artistic, scholarly, or otherwise— experience an essential sense of belonging. They must learn to negotiate the dynamics of a team; they must reliably attend meetings and practices; and, they are held accountable for a summative performance of some kind (a debate, a playoff, a theatrical performance, or a spelling bee).
- Esports represent a unique opportunity to capitalize on an after-school happening that is already occurring and formalize the gathering to a school sponsored, constructive activity.

College and Career Readiness

The field of esports can offer students the academic and technical skills necessary to succeed in STEM and non-STEM related learning opportunities and careers. The North America Scholastic Esports Federation (NASEF) is developing a Career Technical Education (CTE) curriculum that involves a multiyear sequence of courses for students in grades 8-12 that will integrate core academic and technical knowledge with 25 courses, organized around four major esports sectors:

- Strategists
- Organizers

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* e-game

- Content creators
- Entrepreneurs

Starting an E-sports Program

When starting an esports program, high schools generally have little trouble attracting students. According to the Pew Research Center, 81% of teens have access to a gaming system and 72% of teens are actively playing video games outside of school. In fact, it's the students who are leading the effort to bring esports to their school around the globe. Many leagues provide resources to students to help get an esports club or team started. HSEL's handbook walks students through the entire process, covering topics such as identifying an advisor, hosting their first meeting, and preparing for their first competition.

Hardware Selection

Often schools adopt a gradual approach to implementing an esports program. They might start small, providing a space for students to bring in their own gaming consoles and compete against one another after school. As the esports team becomes more competitive, teams begin to purchase more dedicated PC gaming systems, monitors, networking, and even event displays that allow for enhanced competition

Purchasing for esports programs is often different than for other education technology. With esports, system performance can correlate directly to athlete performance in a game. As a result, purchasing tends to be more modular—after the initial purchase of powerful PCs based on Intel® Core™ i7 or i9 processors, schools and teams tend to upgrade individual components including the latest processors, faster graphics cards, and increased memory and storage. This type of incremental improvements can help teams to remain competitive over time.

Key Technology Requirements for Esports Gaming Stations Typically Include:

Microsoft Windows* 10 Pro operating system

Powerful processors such as Intel® Core™ i7 and i9 systems

16 GB of memory or more

The latest video cards

Monitors with high refresh rates

Specialized keyboards, mice, headsets, and chairs

Conclusion

As a part of this partnership, Global Esports has announced that it aims to make Harrisburg University's Esports Degree including aspects such as faculty, lectures, assistance in curriculum, masterclasses and workshops accessible to India and the rest of Asia. The organization also states that it will follow this up with esport events and tournaments hosted for the university across India.Global Esports will also help scout talent for Harrisburg University's collegiate esports team.Additionally, they will also facilitate the Indian representative at the Overwatch World Cup, Team India, via a bootcamp at Harrisburg University before the tournament.

"This partnership will provide opportunities that will benefit both aspiring Esports athletes and pro players alike," said Chad Smeltz, Director of Esports, Harrisburg University (HU). "It will kick off with Global Esports bringing their Overwatch World Cup Team from India to Harrisburg University's

state-of-the-art practice facilities to bootcamp and train before the Tournament,"

An exchange program with coordinated bootcamps at Global Esports' training facilities for collegiate teams and weekend game-a-thons at Harrisburg University will follow.

"Global Esports (GE) has been making significant waves in Esports around most of Asia with top tier performance in Overwatch, Fortnite, CSGO, Dota 2 and PUBG. We have been keen to expand our reach to North America for some time now and Harrisburg was the clear choice", said Dr. Rushindra Sinha, Co-Founder of Global Esports. "This is the first time a partnership between a university and an Esports Organization is being forged. We are keen to partner with Harrisburg University as they are the primary disruptors of the educational system in this domain."

In 2017, the Asia Pacific University of Technology and Innovation in Malaysia announced an esports academy to train upcoming esports athletes. This is a very similar initiative by Global Esports and Harrisburg University to bring this degree in esports to Indian and Asian esports athletes.

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INSTITUTIONAL BEST PRACTICES OF BTTC – A CASE STUDY

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Bombay Teachers' Training College, a premier college of education, is located in South Mumbai. The college was established in April 1969 as a grant-in aid, linguistic (Sindhi) minority institution by the Hyderabad (Sindh) National Collegiate Board. The college has been accredited thrice with an 'A' grade in 2004, 2011 and in 2016 respectively. The College is an English medium, co-educational teacher education institute. The college now prides itself as being a constituent college of the HSNC University, Mumbai, which is the first Cluster University in Maharashtra consisting exclusively of three grant-in-aid colleges. The college has travelled a long and distinguished journey of over 50 years. Just before the lockdown was imposed due to the Covid-19 Pandemic, the institution had celebrated its 50 years of establishment and extraordinary achievements. In this paper, the institutional Best-Practices and quality initiatives of the college are presented by the former and the current IQAC Coordinators.

Key Words: Best Practices-Purpose & Outcomes, Quality initiatives.

Bombay Teachers' Training College (BTTC), a premier college of education, is located in South Mumbai. The college was established in April 1969 as a grant-in aid, linguistic (Sindhi) minority institution by the Hyderabad (Sindh) National Collegiate Board. It is an English medium, co-educational institute, affiliated to the University of Mumbai. It was the vision of the founders of the H.(S.)N.C. Board, 'Vidyasagar' late Principal K.M. Kundnani of K.C. College and a legal luminary Barrister Hotchand G. Advani, who realised the need and importance of teacher education. Both these eminent personalities played a pioneering role in the field of higher education in Mumbai. Beginning with conventional degree courses, the H.(S.)N.C. Board continued to set up institutions of specialized learning. Today, the Board manages a chain of professional, vocational and job-oriented courses in various disciplines, and is one of the largest educational corpus in Mumbai & Thane District.

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The college offers teacher preparation programmes for various levels ranging from Early Childhood Education Programme (ECEP) (now under the HSNCU, Mumbai, from 2021), the Diploma in Elementary Education (D. El. Ed.), the Bachelor of Education (B.Ed.) (under University of Mumbai till 2021 and HSNCU, Mumbai, from 2021) and M. A. (Education) (under HSNCU from 2021). It is also a centre for Doctor of Philosophy (Ph. D. in Education) of the University of Mumbai. With a humble beginning in 1969, BTTC has become a resource centre in education due to its prominent achievements in teacher preparation, in-service training, research, extension services, co-curricular activities and add-on courses. The alumni of the college are well-placed in esteemed educational institutions both locally as well as globally.

Significant contributions made by the institution

- **Catering to Diversity:** Celebration of important days and festivals throughout the year. Highlighting of Sindhi language, culture and personalities has been a special feature due to the minority status of the institution.
- **Quality of Faculty:** Faculty achievements and engagements in various events, seminars, conferences, paper publications are prominently high,
- **Research:** 100% faculty, including the librarian, have completed Ph.D. and are contributing as resource persons, Ph. D. guides, and are Curriculum developers. The faculty members have also undertaken UGC, ICSSR and University of Mumbai sponsored research projects consistently.
- **Student Progression:** Student achievements and engagements in intra and inter collegiate events, field trips, guest and expert lectures, and competitions are visibly high.
- **Networking:** Collaborations and networking with institutions and schools, departments and colleges of education and NGOs are evident.
- **Add-on courses & ICT Skills:** Students are trained in the use of Interactive White Board (IWB) & Language Lab. Subsequently the students use this knowledge in their practice teaching. These are conducted for Learning Language Digitally & Integrating Technology in Education for B.Ed. & D.El.Ed and Early Childhood Education Programme (ECEP) students.
- **Extension Work:** The college conducts coaching for the B.Ed. CET Entrance Examinations for the wives and women from the Naval fraternity. This activity is conducted by the College Women Development Cell (CWDC) in association with Western Naval Command, Mumbai as consultancy Services of the college faculty. Later on this extension service was opened to general candidates as well. After the completion of teacher training, the institution takes responsibility for readiness and preparation for CTET & MHTET (Teacher Ability Test).
- **Distinguished Alumni:** Among the various distinguished alumni of the college in India and abroad, is the current Minister of School Education Department of Maharashtra.

For the last 50 years, the institution has almost contributed in every sphere of Teacher Education. e.g. Curriculum development at university level, producing Ph.D scholars, providing trained and experienced principals to the schools and colleges, generating opportunities for teachers to distinguish themselves from ordinary to extraordinary and fabricating and bridging between employers and

employees.

The highlighted institutionalised Best Practices of the institution presented here are described in terms of purpose and outcome of each as follows:

The 'BTTC Week' Celebrations – A Platform for Training in Event Management

The purpose of the practice:

- The aim is to inculcate skills of event management in the student teachers by providing a platform to student teachers to compete and cooperate with their peers with other colleges of education and establish a network with cooperating schools and other institutions.
- The Panel Discussion on a topic of educational significance is held just after the inaugural ceremony wherein eminent personalities from different walks of life are invited to interact with the student teachers. The question-answer session is the much awaited section of the session which enlivens the auditorium.
- A range of inter and intra class competitions are organized and mass participation is encouraged in some of the events.
- The inter-collegiate competitions like Teachers' Personality Contest, Hum-Tum (Duet Dance), Main Hoon Naa (Mono Acting), Light Vocal Music, and inter-school competitions like Poetry Recitation (in English and Hindi - Primary and Secondary), Drawing / Painting, and intra-class competitions like Stand-Up Comedy, Folk Dance, Puppetry Show, Flower Arrangement, Rangoli, Music and Movement and Nutritious Food for Early Childhood are most cherished events of week long celebrations.
- The College provides student teachers an opportunity to showcase their talents and skills.
- An exhibition of SUPW products prepared by the ECEP student teachers is on display throughout the week.
- The foremost aim of this entire practice is to stand out amongst the crowd and also to keep our student teachers and teacher educators abreast with the current trends in the educational scenario.

Outcome of the Practice

On the basis of student's feedback, social involvement and alumni interactions, Institution comprehends and concludes that the practice had been very supportive in developing self-confidence, assurance of performance, managerial and organisational skills, team spirit and cooperation among students. It is evident that students learn to use available resources optimally. The opportunity given to students to put-up their inborn talent and shouldering responsibility to organise the event undoubtedly enhances their academic performance. So the institution continues with *BTTC Week Celebrations* as Institutional Best Practice.

Cultural Kaleidoscope (Since 2005): **Centre for Cultural Resources and Training – [CCRT] Kit based Regional Cultural Presentations** –

India is a country characterised by multi-cultural ethos. Multicultural education in the modern parlance needs inclusivity as well as cultural education in India's rich cultural heritage. This best practice in particular focusses to prepare future teachers who are ready to face the challenges of a

global education system wherein multicultural perspectives are considered a norm rather than a challenge.

The purpose of the practice

- The purpose of this practice is to create an awareness about the Conservation of the Natural and Cultural Heritage of India and develop an appreciation of the Philosophy, Aesthetics and Beauty inherent in Indian Art, Architecture and Culture.
- This practice is directed towards student teachers to develop hands-on skills in formulating Methodologies for incorporating Cultural Components in the Curriculum and its integration in school activities.
- The practice has also given student teachers an experience of teamwork as the activity requires a lot of cooperation and team effort.
- The student teachers explore various methodologies for incorporating a Cultural Component in Curriculum. They have made effective use of CCRT Kit and created awareness among Secondary School students about our rich Indian Cultural Heritage

Outcome of the Practice

The Cultural Kaleidoscope has also had an indirect but major impact on History teaching practice undertaken by the History method group students. The students make a serious attempt to incorporate these ideas into their lesson plans. The students have often borrowed ideas from the presentations and have actually used the Cultural Kit components as instructional aids in the classroom. The cultural component is also correlated with other subjects besides History, and students have incorporated the Core Element of India's common Cultural Heritage into Science, Mathematics, Geography and Language lessons in interesting ways. The activity has its roots in respecting cultural diversity which also forms the basis of inclusive education. The practice has also led to a constructivist approach and experiential learning. The institution has received several letters of appreciation from the practice teaching schools for the Cultural Kaleidoscope presentations by our student teachers. So BTTC as a leading institute continues with training of CCRT KIT, and considers '*Cultural Kaleidoscope' as INSTITUTIONAL BEST PRACTICE.*

The institution awards the "Dr. Rajeev I. Jha and Dr Manisha M. Tyagi Rotating Trophy" in Best Practice "Cultural Kaleidoscope" for Contribution to Cultural Activities.

The LENS Series - Learning Experientially Novel Strategies (since 2007)

The world is heavily influenced by mass media. Popular culture such as films, television, drama, music lyrics and books often present educational themes in fascinating ways. The LENS Series was introduced in 2007-08, with the intention of drawing lessons from popular culture while making learning a joyful experience for the student teacher.

The purpose of the practice

- The analysis of popular culture through the lens of the educationist was conceived of as a great way of introducing multiple perspectives about discourses that surround teachers and teaching.

- The practice also intended to provide opportunities for student teachers to focus on novel strategies.
- The practice was also conceptualized to encourage reflective practice among teachers, while aiming at high interest levels.
- An attempt is made to correlate topics from different papers of curriculum and school subjects.

Outcome of the Practice

The series marked a shift from traditional lecture-based teaching to experience-based learning. The use of multimedia and technology was an added feature and was making student teachers comfortable with ICT. The practice involves the process of integrating elements of popular culture with the learning process. Learning is intended to take place through team teaching as well as greater involvement of students. Reflecting on personal experience and engagement of students in discussion is also an important component of this practice. The outcome of the practice has thus far been very encouraging in terms of the responses that institution has received from the students, alumni, and faculty. The practice encourages reflection, new perspectives, discussion and healthy debate. Communication skills are developed and students actively participate and put forward their points of view. So BTTC preferred to continue training upcoming teachers and enhance their learning through 'Learning Experientially Novel Strategies'.

Student Portfolio – (Digital and Print)

The purpose of the Practice:

- To help the student teachers to reflect on their learning and capabilities, communicate personal information through the use of portfolios, develop and maintain record of activities undertaken by the student teachers over time.
- To create evidence for teachers to use portfolios as an assessment tool.
- This Practice of portfolio development includes collections of student teachers' work representing a selection of products that represent specific student performance.
- The institution emphasizes the total involvement of its faculty in assessing student teachers, and portfolios are used for the same.

Outcome of the Practice:

- The *(Digital and Print)* portfolios of the individual student teachers developed by the institution derive from the visual and performing arts tradition in which student teachers showcase artists accomplishments and personally favoured works.
- They act as a folder containing a student teacher's best pieces and the student teacher's evaluation of the strengths and weaknesses of the pieces.
- The institution uses portfolios as a record of the activities undertaken over time and to reflect quality of learning.
- The institution uses a portfolio to support cooperative learning and to develop team spirit by offering an opportunity for student teachers to share and comment on each other's work.

- Reference to meaningful feedback given by the students and faculty in the process of developing basic and advanced teaching skills helps in developing confidence among the student teachers.
- The institution uses portfolios as an assessment tool because, as representations of classroom-based performance, they can be integrated into effective learning.

Science Corner (Since 2016-17)

The purpose of this practice:

- This practice promotes the quest among students' spirit of inquiry and pursuits methodology of observation and experimentation helped everyone get richer in their knowledge banks and also built confidence in students to present and express themselves in front of other classmates, seniors and professors.
- Demonstrations are the core component of science teaching.
- The traditional approach has been DOE (Demonstrate, Observe Explain). Through this practice scientific thinking and processes are promoted even among non-science pedagogy students of the college.
- The idea of the science corner is to develop scientific attitudes science process skills, such as observing, question-raising, hypothesizing, predicting, finding patterns relationships, communicating effectively, designing making, devising planning investigations, manipulating materials equipment effectively, measuring calculating, arranging, classifying, describing, explaining, etc

Outcome of the Practice:

The science corner demonstrators followed the meta-cognitive and constructivist strategy promoting active learning amongst learners through a POER (Predict, Observe Explain, React) approach. They learn to Predict, Explain, Observe and Reflect/ React/Review/ Rethink/ Revisit/ Reinforce. The students are also engaged in preparing scientific toys, herbarium sheets and improvised apparatuses as part of Science Corner activities. Thus, the Science Corner is a transient place of activity change in the premises.

The college motivates the students to excel in this practice by awarding them the "Late Shri Gaurav Neeraj Jha Rotating Trophy" for "Contribution to Creative Science".

Thus the purpose and the outcome of these institutional practices makes it evident that these are extraordinary and outstanding best practices of the Bombay Teachers' Training College. These are remarkable and are well recognised as experienced and reported by the various stakeholders involved, including the NAAC peer team members of the previous three cycles.

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INCENTIVISING QUALITY IN HIGHER EDUCATION IN THE LIGHT OF THE NEP 2020: AN APPRAISAL

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The Union Cabinet in July 2020 approved the New Education Policy (hence after NEP), which aims at transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It reiterates the role of education in inculcating values, and to provide skills and competencies for the citizens, and in enabling them to contribute to the nation's well-being. This policy has envisioned building a robust vibrant world class higher education system with some deliberate propositions for incentivising quality in higher education in India. This paper attempts to critically examine the incentives for quality enhancement in the Indian higher education landscape embedded in the NEP 2020. It in no way undermines the many affirmative recommendations embedded in it. Rather it decodes the intent of the policy with respect to quality enhancement and challenges involved in enhancing quality in higher education.

Keywords: Education, Education Policy, National Development, Quality, Research and Innovation

Introduction

A national policy on education is a comprehensive national framework to guide the development of education in the country. The National Education Policy 2020 is the third in the series of National Education policies (1968 and 1986 modified in 1992) in India and is the first education policy of the 21st century. The Union Cabinet chaired by the Prime Minister Shri Narendra Modi approved the 66-page document under the title 'National Education Policy 2020' **on the 29the July, 2020**. The 66-page policy text is very impressive in its breadth of coverage touching every dimension of education (Govinda, 2020). The new National Education Policy (NEP) 2020 of India provides a comprehensive framework from primary education to higher education, vocational and technical education and a new paradigm of internet-based e-leanings. Five founding pillars of this policy (i.e., Access, equity, affordability, accountability, and quality) have been considered to build the new education system of India to create a perfect harmony with the principles of United Nations (UN) 2030 agenda for sustainable development (Kumar et al., 2020).

This policy envisions a complete overhaul and re-energising of the higher education system to deliver high-quality higher education, with equity and inclusion for moving India towards becoming a knowledge economy and society in the 21st century. Moreover, the NEP 2020 is the first education policy of the 21st century and it has to create a new system that is aligned with the stand-alone education goal i.e. Sustainable Development Goals (SDGs: Ensuring inclusive and quality education for all and promoting lifelong learning).

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Conceptualising Quality Education

The anxiety to ensure quality has surfaced relatively recently against the background of universal access (Kumar, 2004).The 'quality' is an elusive term for there is a wide range of understandings, perspectives and views among the different stakeholders. Quality is also a dynamic and multidimensional concept. It is an ever-changing pursuit of excellence that the issue of quality cannot be seen in isolation from the socio-cultural context of education (Kumar, 2004). Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges (UNICEF, 2000). Quality itself has not remained constant and has been changing over the years in response to social, cultural, economic and political factors (Naik, 1979, p. 182). Quality as contained in Oxford Advanced Learner's Dictionary (2010) means the standard of something when it is compared to other things like it~ how good or bad something is. Quality is used on every commodity e.g. quality shoes, shirts, cars, etc. Quality education is the demand of the present era. It determines how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits to themselves and the nation (NCERT, 2018).

Vedder (1994) explains that quality in education is the extent to which, and the manner in which, aims and functions of education are achieved or realised. Aims are the anticipated effects of learning, and functions refer to what schools are expected to accomplish apart from learning as such, for instance keeping children off the street and selection for further positions in an educational or job career. Winch (2010) questions quality of education as a system being measured as inputs received and outputs delivered as it obscures the key issues of quality and the interdependence of inputs and outputs.

A quality education, as defined by Education International (EI) and the Association for Supervision and Curriculum Development (ASCD), is one that focuses on the whole child, preparing the child for life, not just for testing, and is supported by three key pillars championed by EI: ensuring access to quality teachers; providing use of quality learning tools and professional development; and establishing safe and supportive quality learning environments. Moreover, the cardinal dimensions of system quality as denoted by UNICEF (2000) are learners, learning environments, content, process and outcomes. However considerable consensus exists on viewing quality in terms of improved learners, learning environment, content and classroom processes, learning outcomes, and child based assessment. Regular, reliable, timely assessment and feedback is imperative for improving students' learning as well as performance of teachers (NCERT, 2018). The meaning of a Quality Education is one that is pedagogically and developmentally sound and educates the student in becoming an active and productive member of society.

Key Changes for Incentivising Quality in Higher Education Envisaged by the NEP 2020

The policy's vision includes the following key changes to the current system:

1. Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages;
2. Moving towards a more multidisciplinary undergraduate education;
3. Moving towards faculty and institutional autonomy;
4. Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;

5. Reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service;
6. Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges;
7. Governance of HEIs by high qualified independent boards having academic and administrative autonomy
8. "Light but tight" regulation by a single regulator for higher education;
9. Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

Cross-Cutting Challenges in the Light of the NEP 2020

The new NEP 2020 proposes the deadlines for transforming the concept of higher education institutions (HEIs) by 2030 at least one large multidisciplinary HEI in or near every District, and transforming all HEIs into Multidisciplinary Institutions by 2040. It further envisages that over a period of time, every college would develop into either an Autonomous degree-granting College, or a constituent college of a university. With appropriate accreditations, Autonomous degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire. The key challenges to transforming the concept of higher education institutions may include lack of funding needed for developing robust infrastructure (Where 6% GDP is a distant Goal) and multi-layered Indian HEs in terms of investment in education (obsession with elite institutions). Besides, mushrooming of Autonomous Degree - Granting Colleges (ACs) may be detrimental to controlling the uniformity of quality across District, State, and Country.

Due to heavy concentrations of power and conflicts of interest within the existing bodies, namely, National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC) and General Education Council (GEC) will be set up as four independent verticals within one umbrella institution, the Higher Education Commission of India (HECI). By proposing Higher Education Commission of India (HECI), an overarching regulator and by subsuming all existing regulators into it including UGC and NAAC, the NEP 2020 gives birth to a number of questions such as what is the usability of creating such new distinct, independent, and empowered bodies under the single umbrella of the HECI if the functional aspects of the existing bodies and proposed new bodies same? Secondly, under the garb of a complete overhaul in order to re-energize the higher education sector, will it promote centralisation of the education system in full swing?

The NEP 2020 has made a lofty target to increase the Gross Enrolment Ratio in higher education including vocational education from 27.1% (2019-2020) to 50% by 2035. Even the NEP 2020 has shortened this deadline more than the Draft NEP 2019 recommended to increase the GER to at least 50% by 2035. However, the NEP 2020 has proposed some possible ways and means, such as greater emphasis on vocational education from secondary education, multiple exit options with appropriate certifications at graduate level, mandating MOOCs for earning credits and welcoming the foreign education providers to set up campuses in the landscape of Indian higher education.

Undergraduate Degrees of either 3 or 4-Year duration with Multiple Exit Options with appropriate certifications and flexible designs of Master's Programmes allow the opportunity to experience the full range of holistic and multidisciplinary education. However, Multiple Exit Options with appropriate certifications promotes multi-graded certificates. These certifications must have applicability in the world of employment. Without creating job opportunities, Issuing multi-layered certificates will be futile.

The NEP 2020 has also explored a new horizon i.e. internalisation of Indian higher education. To this effect, a legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India (Para 12.8). Considering the content, the two cardinal questions arise why we need such universities' Campuses if their content norms are at par with Indian HEs and why we invite foreign providers to sell education below the quality prevalent in India. The intent of the policy implies that under the garb of internationalization of Indian higher education, actually India moves to promote privatization of Indian higher education though a sound legislative framework.

Despite the critical importance of research, the research and innovation investment in India is currently at only 0.69% of GDP as compared to 2.8% in the United States of America, 4.3% in Israel and 4.2% in South Korea. To catalyze quality research in the nation, this policy envisions the establishment of a National Research Foundation (NRF). But, the NEP 2020 has proposed no statement of increasing the existing % of GDP in Research & Innovations or having neither deadline nor required percentage of GDP lead research and innovation in the 21st century. What is new in the new NEP 2020? New is in the policy is the addition of a new body i.e. National Research Foundation (NRF). Without a mandate on increasing the existing % of GDP in Research & Innovations, what is the utility of creation of a new body?

Unfortunately, public expenditure on education in India has not come close to the recommended level of 6% of GDP, as envisaged by the 1968 Policy, reiterated in the Policy of 1986, and which was further reaffirmed in the 1992 review of the Policy. The current public (Government - Centre and States) expenditure on education in India has been around 4.43% of GDP (Analysis of Budgeted Expenditure 2017-18). The promise to spend 6% of GDP towards education remains a promise even after 54 years; the NEP 2020 mentions this again but with considerable ambivalence stating "the centre and the states will work together to increase public investment in education sector to reach 6% of GDP at the earliest" (Para 26.2).This statement entails no time bound commitment. This policy has boldly made a time-bound period with respect to the 50 % GER at higher education by 2035 but only in the case of a public investment level of 6% of GDP there remains no time-bound commitment on the part of the government. Thus, it can easily be perceived that a history of consistent denial will exist in the future. This type of gesture definitely promotes privatisation of higher education under the pretext of enhancing quality in higher education.

Conclusion

For incentivising quality, Indian higher education institutes should create a supportive environment for good research and innovations at the International level. All types of universities including some of the top universities and institute of national importance like Indian Institute of Science (IISc), Indian Institutes of Technology (IIT) and Indian Institutes of Management (IIMs) can have a collaboration with high ranked universities of USA, European Countries, Australia, etc., so that international best practices can be adopted in our higher educational institutions and India can have

better chances to come under the world class ranking system (Sharma, 2020). Quality Assurance mechanisms at institutional level may be implemented rigorously. Outcome-based teaching and outcome-based learning needs to be ensured at all higher educational institutions, along with training in soft skills, digital skills and other technical skills to ensure better employability. Students should be encouraged to acquire various skills through online platforms like SWAYAM which can help students to have better employability. Lastly, adequate investments in higher education including research and innovations must be ensured. Under the pretext of incentivising quality, entry of foreign educational providers should be checked. We should not compromise with such foreign campuses providing the quality education which is available in India.

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MAKING HIGHER EDUCATION GLOBALLY COMPETITIVE: A NEED OF THE HOUR

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This paper attempts to highlight the need for higher education of India to meet global demand. The authors examine the quality and access of higher education in India. It points out major concerns, challenges of higher education in India. Suggests few guidelines to make higher education of India to meet global challenges

KeyWords: Higher Education, Global Competitive, Knowledge Society

Introduction

We are living in an important epoch-making age. This is an age of accelerated change; the age of unprecedented developments in information and communication technologies. This is an age of knowledge; the age of quality and of uncertainties and the age of paradoxes. In this period of flux, we look to education for solutions. It is here that 'education' plays an important role. Education is an enlightening experience which helps in making a meaning out of the complex realities of life. Nobel laureate Amartya Sen considered education and health as two vital elements for the realization of the full potential of individuals and nations.

In the present knowledge society where the world is highly competitive, it is only higher education that provides qualified and trained human resources to keep pace with the fast changing world. It imparts in-depth knowledge and understanding so as to expose the students to new frontiers of knowledge in different walks of life. It not only broadens the cerebral power of the individual within a narrow specialisation but also gives a wider perspective of the world around. While elementary and secondary education fulfill the needs of a common man, it is the higher education that takes an individual ahead of others in this competitive world and its benefits are, in turn, disseminated to the society and the nation at large. Therefore, investing into quality higher education is highly rewarding as it strengthens the society and the nation as a whole.

Higher Education: Assess

It is on record that the Government of India has been quite concerned to ensure progress in the growth of higher education, as it is aware that a knowledge society can be built on the fabric of higher education only. The Govt. of India and UGC had set a target of taking the GER to 15% by the end of the XI plan i.e 31st March, 2012, which was about 10% at the beginning of the XI five year plan i.e 1st April 2007. The Govt of India set another ambitious target of taking the GER to 20% by the end of the XII five year plan i.e 31st March, 2017 and to 30%by 2020. As per NEP 2020 the aim

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will be to increase the GRE in higher education including vocational education to 50 percent by 2035 .Thus about 57 millions students will have to be additionally enrolled by 2020 to achieve the target of 50% GER of the increased population. At present there are about 993 universities and 39931 colleges and 10,725 stand alone institutions with enrolment of 3.85 crore students. Between 2000-01 and 2011-12 the number of colleges in India increased from 12,806 to 35,539- an average of nearly six new colleges a day.

Quality of Higher Education

No doubt with the establishment of new institutions, the access to higher education has increased. However this massive institutional expansion in higher education during the last few years, has served a severe blow to its quality.

Thousands of students are going abroad every year. This has been happening since Gandhi, Nehru period, mainly because our universities are highly deficient in knowledge generation and knowledge transfer to industry and society at large. The present system of higher education produces degree holders with mere knowledge and information in a particular area, but it has failed to develop general employability skills needed for entry level employers. A general complaint from the employers is that a large number of our graduates are not employable. They need to be trained extensively to make them work as per requirement.

Many Indian universities and colleges have five star infrastructure, brilliant faculty and scholarly students and do possess a lot of advanced scientific knowledge needed mostly by national and global economy. They continuously generate new knowledge through research at Ph.D, PG and UG levels. However the existing mechanism for transferring knowledge from laboratory to land is not perfect. As a result, productivity of various professions and vocations remains slow.

The main reason for this is higher education institutions in India are not in touch with the industrial and technological market. They have no knowledge/technology of transfer and marketing departments. They have no eyes and ears to sense what the society wants and which way the world is moving.

Our higher education continues to be stereotyped, based on memorization and not focusing on creative thinking. Students are taught sunset knowledge, presuming that knowledge is finite. Institutes in India produce too little sunrise knowledge, new theories. Students are not learning innovation so they do not learn how to discover the unknown. Our institutions of higher education are reflection centres, teaching knowledge which comes to them from developed countries. It does not focus on creativity, discovery and innovation.

In today's global village, national boundaries have no relevance as far as the job market is concerned. To compete in the world job market successfully, one has to have command of the English language. According to a survey done by the organization, 'Aspiring Mind', 51% of the engineering graduates do not have command of the English language.

The entry of a large number of private institutions has also resulted in rapid proliferation in litigation involving students, teachers, employers, management and other stakeholders. In the absence of a speedy justice delivery system for resolution of dissatisfaction among stakeholders adversely impacts the quality of education and efficient functioning of the institutions. There has also been a spurt in activities of Foreign Educational Institutions operating in India since the mid 1990s. While some of them are well known institutions, a number of them are resorting to various mal-practices to

lure and attract students, particularly in smaller cities and towns. Many of these institutions have come up because there is neither a centralised policy nor the regulatory regime. Consequently, there are major concerns before the institutions of higher education in India. These are:

Major Concerns/ Challenges

- Over-centralization, lack of institutional autonomy and accountability and very slow response to changes.
- Variable quality, market mismatch and inflexibility.
- Little knowledge creation-little interaction with economy, society and other academic/ research institutions.
- Difficulties in recruitment and retention of qualified teachers in critical areas.
- Diminishing and skewed public funding and system inefficiencies.
- Limited access and regional disparity.

The major challenge before Indian higher education is now to create new strategies, policies and programmers of revolutionary nature that would align the two pulls in the same direction.
The 21st century has been widely acclaimed as the 'knowledge century era'. Every nation is finding itself to be performing in an increasingly competitive and globalised international environment where the information infrastructure, research and innovation systems, education and lifelong learning, and regulatory frameworks have become critical parameters.

We have to therefore, gear up the machinery of higher education to fulfill the aspirations of people and be conscious towards quality maintenance as well as its roles to elevate the country to newer heights.

National Knowledge Commission (2005-2008) Chaired by Sam Pitroda rightly emphasised that:

"To respond to global challenges more strongly than ever before, India today needs a knowledge-oriented paradigm of development to give the country a competitive advantage in all fields of knowledge. NKC's overarching aim is to transform India into a vibrant Knowledge economy. This entails a radical improvement in existing systems of knowledge as well as the creation of avenues for generating new forms of knowledge." The institutions of higher education that can accept the challenges and implement the process of change will lead the system in the 21st century. It will be a paradigm shift for most of the traditional universities in terms of its functioning and activities-its teaching and research, its service to the society, its financing mechanisms.

Guidelines for Developing Higher Education Highly Competitive

Hence, it is high time for planners, policy makers and practitioners of higher education to ponder over it and make necessary reforms in the course and strategies so that employability skills can be developed among the students. In this regard, following guidelines may be suggested:

- Restructuring and repositioning of Indian universities and colleges with respect to society and the world is needed. The conventional wisdom of the university system, with outdated visions & missions, systems & procedures, policies & practices is not fit for today and tomorrow. It served well when universities were capped by ideas from the government, then they were fully sheltered. Now in the free world, universities are expected to stand on their own merit, ideas and imagination.

- Universities and colleges without marketing are like a dam across a river storing water but having improper canal systems to carry water from reservoir to field for raising crops. So as to improve quality and relevance of education at UG, PG, PhD levels universities need interaction with industry. This can come about well only if universities have efficient outreach. Economizing on outreach mechanisms is a false economy.
- The programme of higher education should be restructured keeping in mind present time needs, giving more importance to the tasks relating to employability skills.
- Continuous and comprehensive evaluation should be introduced so that all the basic, higher-order and affective employability skills get their due place in both internal and external examination.
- The classroom should be arranged in such a way that it replicates key features of actual work settings and assigns students tasks similar to those performed by workers in those settings.
- There should be collaboration between higher education institutions and the employers both public and private so that students get opportunities for active interaction.

Conclusion

Thus a concerted effort is needed on the part of higher learning institutions to make a transition from the traditions of the past to the challenges of the present and ensure the entry into the future and surely success will lie only with such institutions.

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EQUITABLE QUALITY EDUCATION- AN AGENDA OF NEP-2020

*Dr. Gurjit Kaur**

The United Nations (UN) ratified 17 Sustainable Development Goals (SDGs) to serve as a benchmark for every nation to ensure global prosperity, protection of the planet, and an eradication of poverty. The Goals 4 of the SDGs was a unique goal focused purely on Quality Education i.e. to Ensure inclusive and equitable quality education and to promote lifelong learning. The call for quality education is not merely access to any education but it is a grand step in ensuring that all children and not just those from high income groups have a quality education. Realizing its responsibility towards global peace and prosperity, National Education Policy 2020 was launched by the Ministry of Human Resource Development, Govt. of India, which aligned the global education development agenda reflected in the Goal 4 of the 2030 Agenda for Sustainable Development. The foundational pillars of this policy are Access, Equity, Quality, Affordability and Accountability which may transform India into a Vibrant Knowledge society and global knowledge superpower. NEP 2020 advocates increased use of technology with equity and aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. The present paper will highlight the agenda of NPE 2020 as to promote equitable quality education at all levels of School Education.

Keywords: Quality, Sustainable, NEP, Equitable

Education is the most important factor in the development of an individual and society. Education is a process that makes a complete individual in all aspects. It provides individuals with the opportunity for self empowerment through intellectual development, skill acquisition, vocational development and environmental awareness. The process of education must provide the individual with the means and abilities to apply knowledge to the task at hand, and at the same time to have the strength of character to overcome difficulties. If students are to do well in life, they would require quality education to be equipped with requisite knowledge and skills to perform the task at hand with excellence.

It is a well known fact that knowledge is power and the main gateway of knowledge is education. Therefore Education is the fundamental requirement not only for the individual but also for the success of any democratic system. Education is a Human Right and is indispensable for the achievement of sustainable development. Everybody has the right not only to get education, but also to receive education of high quality. Quality education deals with continuous improvement of the process, implementing, evaluating and decision making in the educational system. Quality pertains to the relevance of what is taught and learned to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. In other words,

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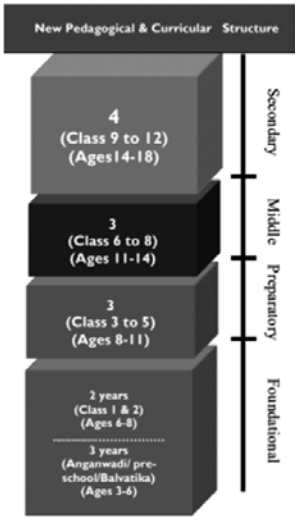
equitable quality education requires putting systems in place to ensure that every child has an equal chance to succeed. Building a more equitable educational environment is about student empowerment : making sure all students have what they need to succeed in the classroom and beyond. Equitable quality education is the need of the hour, as the Covid-19 Pandemic has revealed and accentuated inequalities between learners. Equitable quality education will help us to understand the diverse perspectives and unique requirements of the needs of various learners which would empower students to fulfill their aspirations and for the development of a sustainable society.

Under the 2030 Agenda for Sustainable Development, the United Nations (UN) ratified 17 Sustainable Development Goals (SDGs) to serve as a benchmark for every nation to ensure global prosperity, protection of the planet, and eradication of poverty. The Goal 4 of the SDGs is a unique goal focused purely on Quality Education i.e. to ensure Inclusive and Equitable Quality Education and to promote lifelong learning. The call for Quality Education is not merely to have access to education but it is a grand step in ensuring that all children, and not just the High Income group have access to quality education. This Goal 4 further focuses on the attainment of various targets. Target 4.1 of UN SDGs would ensure that by 2030, all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, without discrimination. Target 4.2 of SDGs focuses on provision of at least one year of free and compulsory quality pre-primary education for all boys and girls. Target 4.3 emphasizes on reducing barriers to skill development and vocational education and training (TVET) starting from the secondary level. Target 4.5 of SDGs ensures elimination of gender disparities in education and equal access to all levels of education irrespective of sex, age, race, colour, ethnicity, language, religion etc. Particular attention is to be paid to vulnerable groups including persons with disabilities (PWD), indigencous people, ethnic minorities and poor people.

National Education Policy (NEP) 2020 launched by the Ministry of Human Resource Development, Govt. of India is aligned to the 2030 Agenda for Sustainable Development which was adopted by India in 2015. It is clearly mentioned in the NEP 2020 that education is a potent instrument for developing an equitable and just society and promoting national development. Thus, for achievement of the lofty goals of education reflected in the Goal 4 (SDG4) and NEP 2020 require the entire education system to be reconfigured to support and foster learning with equitable access to highest quality education for all the learners regardless of social or economic background with particular focus on historically marginalized, disadvantaged and underprivileged groups. The policy aims at undertaking initiatives to ensure that all students from such groups, despite inherent obstacles, are provided with various targeted opportunities to enter and excel in the educational system. The NEP 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. With special reference to school education, the policy envisages the current 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18 years as shown in figure below:



Presently, quality Early Childhood Care and Education (ECCE) is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. For universal access to ECCE, NEP 2020 proposed that Anganwadi Centres be strengthened with high quality infrastructure, play equipment and well-trained Anganwadi workers. Further, to ensure that all students are school ready, a school preparation module for all Grade I students will be prepared.

The policy pointed out that the ability to read and write, and perform basic operations with numbers is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. Therefore, attaining foundational literacy and numeracy for all children will thus become an urgent national mission. Immediate measures will be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3). A concerted national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education– including vocational education - from preschool to Grade 12. Secondary schools will collaborate with ITI's, polytechnics, local industry etc. for integration of vocational education programmes with mainstream education. Alternative and innovative education centres will be put in place in cooperation with civil society to ensure that children of migrant labourers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.

For providing equitable and quality education from the Foundational Stage through Grade 12 to all children up to the age of 18, suitable facilitating systems shall be put in place. Trained and qualified social workers from civil society organizations/departments of Social Justice and Empowerment and government functionaries dealing with empowerment of Persons with Disabilities at the State and district level, could be connected to schools. To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened. For the enrichment of the children, and for the preservation of the Indian rich languages and their artistic treasures, all students in all schools, public or private, will have the option of

learning at least two years of a classical language of India. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment. Students will be given more flexibility in choosing their individual curricula. Certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings. Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels Mathematics and computational thinking will be given increased emphasis throughout the school years, Activities involving coding will be introduced in Middle Stage.

Recognizing the role of teacher in quality education, the NEP-2020 clearly stated that by 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor 's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor 's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty.

Conclusion

India is a young nation with more than 540 million youth population. Quality education and usable skills along with values can transform the youth into an incredible force of change and progress. Introduction of job oriented and vocational courses is very necessary and school education can play an important role in this regard. The new policy is an attempt to re-link learning with life. The thrust of NEP 2020 is to eliminate inequalities and to liberate talents to achieve a national self-fulfillment.

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BENCHMARKING HIGHER EDUCATION - QUALITY ENHANCEMENT

*Dr. Jasbir Kaur**

Quality is a descriptive term. It refers to something satisfactory or unsatisfactory, good or bad in nature. In the context of education quality is always considered as a defining element. Achieving quality in higher education requires an institution to find a balance between responsibility for quality and quality improvement (Stensaker, 2003). The vision of the NAAC has given due importance to the quality of higher education. NAAC aims to 'To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives'. The National Assessment and Accreditation Council (NAAC) is advocating the best practices benchmarking approach for quality enhancement in higher education.

Keywords: Benchmarking, Higher education, Quality enhancement

"Benchmarking must come to mean learning from others" Camp (1995)

Higher education is experiencing a rapid change. New challenges are being imposed for colleges and universities seeking them to adapt to this new world. This creates a great uncertainty for higher education institutions in seeking to respond to these changes, uncertainty about the new environment, about the choices available, about appropriate strategies and about the effectiveness of the responses which managers ultimately choose. Benchmarking is an attempt to deal with this uncertainty, and give policy makers and Higher Education (HE) managers a toolkit to help ensure that their strategic decision-making process is as rational as possible. The growth of benchmarking in Higher Education reflects the search for continuous quality improvement and more effective ways of improving performance in an increasingly diversified higher education sector.

Benchmarking has been defined as an "ongoing, systematic process for measuring and comparing the work processes of one organization with those of another for the purpose of identifying best practices that can lead to improvements in operations and customer service" (Shafer and Coate, 1992). As a quality enhancement technique, benchmarking is quite popular in the field of business and industry and the benefits of such practice can be drawn in the field of higher education also. Under the category of best practices this technique can help institutions of higher education to find a platform for self- improvement. Alstete (1995) quoted "Benchmarking is analogous to the human learning process…a method of teaching an institution how to improve." Benchmarking is often defined as a diagnostic instrument, a self-improvement tool, a collaborative learning exercise and an on-going evaluation and systematic approach of continuously measuring work processes (UNESCO CEPES, 2007 and HEFCE, 2003).

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Between the improvement strategies and techniques such as Total Quality Management (TQM), Continuous Quality Improvement (CQI) and Business Process Reengineering (BPR), benchmarking has emerged as a useful, easily understood, and effective tool for staying competitive. Benchmarking is an internal organisational process which aims to improve the organisation's performance by learning about possible improvements of its primary and/or support processes by looking at these processes in other, better-performing organisations. The growth of benchmarking in Higher education reflects the search for continuous quality improvement and for a more effective way of improving performance in a highly diversified higher education sector in order to ensure that public funding is used effectively to support it. As such, it is strongly encouraged by policy-makers. Benchmarking also serves the needs of individual institutions to learn in order to improve, to change and to manage operations in a more professional way. Benchmarking identifies gaps in performance, seeks new approaches for improvements, monitors progress, reviews benefits and assures adoption of good practices.

Benchmarking can be either a formal or informal knowledge sharing process based on the comparative analysis of practices for improvement purposes beyond that of evaluation (Ronco, 2012; Tomlinson and Lundvall, 2001). It is a quality-based technique that provides a roadmap that links and aligns organisational action and planning to mission, vision and values (Bridgland and Goodacre, 2005).

Using benchmarks under the category of best practices is not a new concept in higher education as NAAC is already using this in the form of various criterion statements to assess the quality of higher educational institutions.

Need of Benchmarking

In the context of higher education, benchmarking has now become an essential practice as it helps in qualitative improvement of an institution, a product or service. Some of the important considerations are:

- Helps in Continuous improvement
- Helps in identifying the areas for development or growth.
- Helps in developing appropriate strategies for growth.
- Helps in enhancing organisational learning
- Helps in improvement of the design of a product or service
- Better Performance assessment can be made.
- Recalibration or setting of goal
- To stay ahead of one's competitors
- It promotes quantum leaps in performance.
- It encourages striving for excellence, breakthrough thinking, and innovation.
- It emphasizes sensitivity to changing stakeholders (internal and external) needs.
- It creates a better understanding of competitors and the dynamics of the HEI. ·
- It provides a sense of urgency for business process improvement.
- It ensures that the best practices are included in work processes.
- Enhanced customer satisfaction, cost reductions, and enhanced employee satisfaction.
- Gaining professional development.
- Identifying additional opportunities for improvement

Types of Benchmarking

The major types of benchmarking are internal, external-competitive, external-collaborative and best in class. Alstete (1996) identifies five types: internal, external competitive, external collaborative, external trans-industry (best-in class), and implicit benchmarking. Jackson and Lund (2000) classified benchmarking types according to referencing processes:

1. Implicit or explicit benchmarking,
2. Independent or collaborative benchmarking
3. Internal or external focused benchmarking,
4. Vertical or horizontal benchmarking which is focused on the whole process,
5. Quantitative and qualitative approach benchmarking,
6. Input-process-output focused benchmarking.

According to Bhutta and Huq (1999), predominant types of benchmarking include:

- Performance benchmarking (the comparison of performance measures to determine how an organization compares to others)
- Process benchmarking (methods and processes comparing methods and processes in an effort to improve an organization's own processes)
- Strategic benchmarking (when changing an organization's strategic direction and the comparison with the competition is pursued in terms of strategy)
- Internal benchmarking (comparisons made between an organization's own departments/ divisions),
- Competitive benchmarking (performed against "best" competition to compare performance and results)
- Functional benchmarking (compare the technology/process in one's own industry or technological area to become the best in that technology/process).
- Generic benchmarking (comparison of processes against best process operators regardless of industry

Steps in Benchmarking

Before adopting this practice as quality enhancement technique in higher education;

- Determine what to benchmark including aims and types
- Identify whom to benchmark
- Forming the benchmark team
- Identifying the partners will be the next steps in the series.
- Planning and conducting the investigation;
- Collecting the data,
- Communicating the findings
- Refining goals
- Developing and implementing action plans
- Monitoring progress and
- Recalibrating benchmarks

To conclude Benchmarking requires commitment to change, investment in financial and human resources and involvement of senior leadership and staff at the appropriate levels in the institution

(i.e. depending on the processes benchmarked) in order to produce efficient results in terms of data collection and the implementation of findings.

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TOWARDS EXCELLENCE IN HIGHER EDUCATION: A ROADMAP

*Dr. Rashmi Singh**

The emergence of the concept of 'knowledge economy' has brought our education system to the forefront of our society. Education in general and higher education in particular has an important role in the creation of our society as a knowledge economist. Merely a quantitative increase in the higher education system cannot suffice the very purpose to achieve excellence. Quality and excellence must be the benchmark of the higher education system so that our youths can become competitors in this global digital world. The present article would be dealt with, what should be the criterion to achieve excellence, what must be the roadmap for it, which are the national bodies who are dealing with the policy matter and what are the challenges which are creating obstacles in achieving this excellence.

Key Words: Knowledge Economy, Quality, Excellence, Benchmark, Higher Education System

Introduction

Earlier Universities were like "ivory towers" i.e., for elite ones and had nothing to do with general masses. Only in the 20th century, urbanisation and industrialization made higher education accessible to wider society. The dimension of quality in higher education gradually developed in the second half of the 20th century. Gradually the concept of knowledge economy emerged and education became the fundamental enabler of knowledge economy. The product of higher educational institutions has to be skilled enough to become the creator, disseminator and user of knowledge in true sense. Report of World Bank (2005) provides a "big picture" assessment of India's readiness to embrace the knowledge economy, and highlights some of the key constraints, and emerging possibilities confronting India on four critical pillars of the knowledge economy: 1) strengthening the economic and institutional regime; 2) developing educated and skilled workers; 3) creating an efficient innovation system; and, 4) building a dynamic information infrastructure. It is imperative for India to be fit in a world where knowledge becomes power, to leverage its strength in the higher education sector. And this can be done by inclusion of the concept of quality and excellence in itself. It's a matter of serious concern that India has achieved an enormous increase in the number of higher educational institutions only. We have increased exponentially in terms of quantity but in this race, we have missed the intent of good quality standards. This is the reason why we do not show our presence felt in the global ranking of higher educational institutions. Hence it is the call of the hour to include quality in our higher educational system to achieve excellence and can produce knowledge workers.

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Concept of Quality and Excellence

When we talk about quality in higher educational systems, it is nothing but overall transformation of all its stakeholders. And for the smooth functioning in this knowledge driven society, it is a matter of paramount importance that higher educational institutions must adopt and achieve excellence in its system. For a better understanding of the concept of quality and excellence, let's have a look at some definitions of quality and excellence. The British Quality Assurance Agency (QAA) has defined 'quality' in this way, "Academic quality is a way of describing how well the learning opportunities available to students help them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them".

With the accelerated handling of knowledge society and international competition in higher education, the discussion about teaching excellence has become an urgent need (Teichler, 2003). At the international level also OECD/UNESCO has increasingly obtained quantitative performance indicators to offer global comparisons of higher education systems. Quality assurance agencies address the two main factors of quality teaching. First, agencies frequently urge internal quality systems to assure the best results for teaching excellence (for this purpose IQAC cell have been constituted in higher education institutions to assure the internal quality in the institution) and secondly HEIs might be subject to the performance control process to check the consistency of their programs and syllabuses (in this way there is a provision of self- check among the stakeholders). Skelton (2005) assured that as there is no unanimous understanding of the concept of teaching excellence, there are different manners of quality cultures. We are also experiencing in the same way as concept of quality differs as we change the discipline or type of institution. Skelton presented four different understandings of teaching excellence in higher education: traditional, performativity, psychologized, and critical. This means by taking care of these four understandings, excellence can be achieved. In addition to this, Skelton (2005) revealed three main characteristics which are related to the concept of teaching excellence, which are i) to promote the performance of a nationwide economy ii) to increase the chances of universities competing for students for a digital market and it must be presented in such a way as to be measured and rewarded.

Thus, we can say that quality and excellence are the comparatively newly included concepts in higher educational scenarios due to rapid industrialization, globalization and the competitiveness in this new digital world. And we can no longer deny the adoption of these two basic terms in the higher education system. There is yet another term called benchmarking in the higher education system to assess oneself in comparison to others.

Benchmarking in Higher Education

In the second half of the 20th century, the benchmarking method was widely applied in businesses as an easily understandable and effective instrument for strengthening the competitive ability of companies. At the time, the method gained recognition and was positioned among such instruments for improvement of organisational performance are Total Quality Management, Continuous Quality Improvement, and Business Process Reengineering (Alstete 1995). Later on, educational institutions have borrowed this concept from the business world to excel in their field. Many thinkers had worked on this concept and defined it. The popular definition of benchmarking is given by, American Productivity and Quality Centre 1993, "Benchmarking is the process of continuously comparing and

measuring an organization with business leaders anywhere in the world to gain information, which will help the organization take action to improve its performance". Benchmarking is an effective instrument for the improvement of performance quality in HEIs and complement the already implemented quality management system in higher educational institutions. One of the most cited sources on the topic is Alstete's work published in 1995, entitled "Benchmarking in Higher Education. Application of Best Practices for Quality Improvement''.

Benchmarking is a modern management instrument with a great added value. It can be helpful to executives of HEIs making strategic decisions for the development of their organisation. Benchmarking is described as one "of the most effective antidotes to the complacency that is treated as a stigma of higher education" (Sorensen et al. 2005). Hence it can be summarized that benchmarking is nothing but comparing oneself with a benchmark set by some other highly rated institution of the same profile. It is an effective tool to evaluate oneself with all its input, processes and output. This is the high time when we start comparing our institutions with the benchmark set by the world's top most institutions. Ministry of Education keep notifying about various criterion for benchmarking in higher education institutions and also release grants for achieving the same.

NEP 2020 and Higher Education

Our National Education Policy 2020 has presented a fully restructured education system in general and higher education in particular so that complete overhauling of the education system can take place. If we follow the recommendations of NEP 2020, the several innovative concepts can come into play which can break the monotonous, dull nature of our higher education system such as emergence of ABC (Academic bank of credit), multiple entry and exit system, formation of National Education Technology Forum etc. has provided a roadmap for achieving quality and excellence in higher education system. Research is one of the main functions of higher education hence for revitalizing this level of education, NEP 2020 has laid main emphasis on research related activities. For this, NEP has recommended establishment of a National Research Foundation (NRF). Hence, we can say quality and excellence are the two main core factors on which foundation of NEP 2020 has been set up.

Challenges in Adopting Excellence

Theoretically it seems very nice and motivating that quality and excellence can be achieved through benchmarking in the higher education system. It is the need of the hour that higher educational institutions must reorient themselves in the light of global demands. But practically it is not so easy. There are many challenges which we have to overcome in order to proceed in this journey. Major challenges in this way are:

- **Lack of funding:** In-spite of recommendations of so many commissions and committees, India has spent less percentage of its GDP on higher education systems in comparison to the other developed countries of the world. Hence the resultant is we are lacking in providing world class infrastructure and equipment to our higher education institutions.
- **Poor Internet Facility:** On one hand we are talking about 5G, but still there is ground reality far from it. Still places in India where people are struggling with the speed of the internet throughout the day. Then how can we imagine that they can achieve excellence in this digital world, when everything is devoid because of unavailability of network facility.

- **Mismatch between demand and supply:** Our products of higher educational institutions are not industry ready. There is a complete mismatch between what is being taught in the classroom and what skills are required for a skilled 21st worker in this world driven by knowledge economy. Hence it is the biggest challenge in adopting quality culture. It is the demand of the time that we have to inculcate thorough changes in input and processing in our higher education so that the product may become ready for the new world.
- **Rigid mindset:** Still there are people in academia who are not ready to adapt to the new normal of this world. If we still adhere to the age-old traditional system of instruction, then we cannot compete in this world where there is bombardment of information every second. We have to be flexible enough to be in sync with the wave if it changes for our survival.
- **Tendency to go for shortcuts:** There isa general tendency rampant in the society to go for shortcuts without indulging in any hard work. But it is a well-known fact that hard work has no substitute, if we want to adopt excellence, set a benchmark for others we have to inculcate the culture of hard work and dignity of labour in our students so that they can become contributors of knowledge and productive members of our society.

Conclusion

Hence we can summarize this journey in the way that without inclusion of quality and excellence, merely a rise in the number of higher educational institutions will not provide any goodness to our society. If we want to produce productive members, skilled workers, entrepreneurs, innovators and the like then we have to revamp our higher educational institutions towards excellence by including quality culture in itself. Our very own NEP 2020 has provided us with a roadmap to achieve this milestone. The need of the hour is to effectively implement it now.

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QUALITATIVE INITIATIVES AND BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS

*Dr. Rajwinder Kaur**

Quality dimension is the most important element of efficient and effective higher education. Best practices are those which add value to human life and support the main cause of an institution. It helps in the development of an institution as a source/means to perform social responsibility. It can change the life of the whole institution. Colleges undertake different types of best practices as per their institutional environment, trying to bring about innovations and new ideas. Traditional system of teaching-learning and college as the place meant only to cater knowledge has been altered drastically; it is now hailed as the centre for many activities—socio-economic, political and cultural reformations. Increasing competition, demands for accountability, and higher volumes of available information are changing the methods of how institutions of higher education operate nowadays. For higher education to enact substantial and sustainable changes in efficiency and productivity a new way of thinking or paradigm that builds efficiency.

Keywords: Higher Education Institutions, Qualitative Initiatives, Best Practices

Introduction

Indian higher education has been continuously developing its quality base since independence but still lacks in greater reforms, lagging behind the top world educational institutions. Policy framing and reformations have been undertaken by the governments before also and current higher education agencies' outcome is not yet visible but still promising. The Ministry of HRD and University Grants Commission (UGC) has linked the grants, facilities and benefits given to Higher Education Institutions (HEIs) to its performance and quality up-gradation, in a way, it made assessment and accreditation mandatory. HEIs are undergoing the process of accreditation through National Assessment and Accreditation Council (NAAC). India is one of the largest education systems in the world, there are 39000 colleges all over the country (Sawant, 2017). It has become the need of hour to cope with the changing dimensions and means of higher education and to sustain in the tide of globalization. The world renowned HEIs use technology not to reach the larger masses of students but also provide the need based quality education, generating their bases world-wide.

The Indian HEIs are also generating new ideas through research and innovation. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in overall assessment and accreditation of a college. Best practices are those which add value to human life and support the main cause of an institution. It helps in the development of an institution—a source/ means to perform social responsibility. It can change the life of the whole institution as well as individual stakeholders. Colleges undertake different types of best practices as per their institutional environment,

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trying to bring about innovations and new ideas. Traditional system of teaching-learning and college as the place meant only to cater knowledge has been altered drastically; it is now hailed as the centre for many activities—socio-economic, political and cultural reformations.

Best Practices as Institutional Quality Index

Best practices, the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The best institutions are those which widely use them. To put it differently, institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance. The National Assessment and Accreditation Council (NAAC) is advocating the best practices benchmarking approach for quality enhancement in higher education. The benchmarking, the systematic means of measuring and comparing the work processes of an organization with those of others, is widely used in industry and the service sector for quality measurement and improvement. The prevailing quality management systems in higher education also can benefit from this tool. The best practices as benchmarks help institutions to find their anchor for self-improvement.

The benchmarking concept is also defined in the following ways: 'the process of measuring and comparing the performances of a business with similar processes extent within the main organizations in order to obtain information which will help the organization to identify and implement improvements' or 'the continuous process of measuring products, services and business methods belonging to your own company, in comparison to the ones of the most powerful competitors and of those companies which are known as big industry leaders'.

Establishing benchmarks through best practices is not a new concept in higher education. The NAAC uses the best practice benchmarking in the form of criterion statements to assess the level of performance of higher education institutions. In 1996 Commonwealth Higher Education Management Service (CHEMS), a sub system of the Association of Commonwealth Universities (ACU) launched an international "University Management Benchmarking Club" for universities from the Commonwealth. This club focuses on the effectiveness of university-wide processes. The CHEMS approach to benchmarking goes beyond the comparison of data-based scores and conventional performance indicators; it looks at the processes by which results are achieved. By using a consistent approach and identifying processes which are generic and relevant, irrespective of the organization and how it is structured, it becomes possible to benchmark across sectoral boundaries (e.g., geography, size etc.). The overall purpose and intent of the Best Practices benchmarking can be summarized as per following:

- Development of an understanding of the fundamentals that lead to success,
- Focus on continuous improvement efforts, and
- Management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables.

Stages in the Application of Best Practices: Four I and D Model

The successful application of the best practices approach depends on our ability to adopt the following five-stage strategy i.e.

1. Identification of best practices
2. Implementation of best practices
3. Institutionalization of best practices
4. Internalization of best practices
5. Dissemination of best practice

For most institutions of higher education the desire to learn from each other and to share aspects of good practice is almost as old as the university itself. With the emphasis on collegiality and the recognition of the international role of the university such desires have traditionally manifested themselves in numerous ways: professional associations, both academic and nonacademic, meeting to share common interests; numerous visits by delegations from one higher education system to examine practice in another; professional bodies working collaboratively with institutions in supporting academic provision and mediating standards; and where formal quality assessment or accreditation systems exist, their ultimate dependence upon the maintenance of the goodwill of universities often by providing their own staff to take part as assessors of other institutions. Thus improving performance by collaboration or comparison with other universities is nothing new in higher education. What is new, however, is the increasing interest in the formalization of such comparisons, and this short monograph reports on one recent innovation in this area: the development of benchmarking in higher education.

'Quality' has also become used as shorthand for the bureaucratic procedures applied to monitor various notions of quality. It is thus not the quality itself that is regarded as undesirable, but the paraphernalia of quality monitoring that is seen as so intrusive. Quality is not so much about what or why, but about assurance and assessment. It is about who decides what an appropriate educational experience is, for what purposes and at what cost. 'Quality' is about academic autonomy, about expanding and improving higher education systems.

Benchmarking can be:

1. Internal (inside the institution) and external (between several institutions);
2. Intended for comparison of results;
3. Intended for comparison of processes (comparing procedures and processes of institutions);
4. Strategic (comparing operations and decisions on the strategic level).

Types of Benchmarking

The major types of benchmarking are internal, external-competitive, external-collaborative and best in class. Alstete (1996) identifies five types: internal, external competitive, external collaborative, external trans-industry (best-in-class), and implicit benchmarking. Jackson and Helen (2000) classified benchmarking types according to referencing processes:

(i) Implicit or explicit benchmarking,
(ii) Independent or collaborative benchmarking,
(iii) Internal or external focused benchmarking,
(iv) Vertical or horizontal benchmarking which is focused on the whole process,
(v) Quantitative and qualitative approach benchmarking,
(vi) Input-process-output focused benchmarking.

Consortium for Excellence in Higher Education (2003) identifies seven main approaches to benchmarking:

- Strategic benchmarking, which is used where organizations seek to improve their overall performance by focusing in on specific strategies or processes;
- Performance or Competitive Benchmarking, a process whereby organizations use performance measures to compare themselves against similar organizations;
- Process Benchmarking, which focuses on specific processes or operations in higher education.Examples might be enquiry management, enrolment or timetabling;
- Functional and Generic Benchmarking, which involves partnerships of organizations drawn from different sectors that wish to improve some specific activity or process;
- External Benchmarking, which enables the comparison of the organizations functions and key processes against good practice organizations;
- Internal Good Practice Benchmarking, which establishes good practice of organization through the comparison of internal activities or operations;
- International Benchmarking, it can be undertaken internationally as well as nationally. The commonsense approach to benchmarking draws appropriately from a mix of all these approaches and organizational learning is best done when it is carried out within a spirit or partnership and collaboration that enable both parties to learn from each other.

Possible ways of Benchmarking in HEIs:

1. The institution compares procedures and results with those of other institutions (comparative assessment) to comprehensively strengthen and improve its performance.
2. The institution has procedures for generalisation of results on indicators measuring satisfaction of students and researchers and compares the results to those of other similar institutions.
3. The institution compares student performance data with relative student performance data of other institutions.

Assumptions and Opportunities for Application of Benchmarking in HEIs

Most HEIs have the ambition to learn from each other and share best practices. However, typical problems experienced by HEIs can range across a wide variety of issues. They include scarce market knowledge and customer-centred approach, slow and bureaucratic preparation of new study programmes, high costs of performance, the average quality of studies (or organisation) or even uncompetitive prices. HEIs are among especially conservative organisations that have implemented very few changes during a long period.

Benchmarking could be a suitable method for solving these problems. Benchmarking can help universities to indicate areas of successful performance and compare them with universities of the same profile (group). Also, the instrument helps to acknowledge areas of improvement and prepare targeted strategies for enhancement of performance in these areas. Benchmarking is a modern management instrument with a great added value. It can be helpful to executives of HEIs making strategic decisions for the development of their organisation. The decisions are based on a systematic collection of data and identified objectives for higher performance results.

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NATIONAL EDUCATION POLICY 2020 – WITH SPECIAL REFERENCE TO HIGHER EDUCATION

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On 29th July 2020, the Union Cabinet approved the long-awaited NEP, after a gap of 34 years. Finally, the NEP was unveiled on 31st July 2020. It is the first education policy of the 21st century. The NEP-2020 aims at providing a comprehensive perception and all-embracing framework for both school and higher education all over India. The NEP 2020 is expected to bring a positive and long-lasting impact on the education system of the country. The urge of such a framework was realized in the year 1968 which was then revised in the year 1986. This was again reviewed and updated in 1992 as per the need of the hour. Since then, the entire world and the overall sector of education have witnessed massive changes. Hence, in the year 2020, the government decided to revise these policies to make them more relevant and compelling for the education ecosystem. The policy aims to transform India's education system by around 2040. This paper is an attempt to highlight main features of NEP 2020 with special reference to higher education.

Keywords: Government, Higher Education, Universities, Institutions

There are a set of policies formulated by the government of India to promote education among Indian people. The NEP 2020 aims at providing a comprehensive perception and all-embracing framework for both school and higher education all over India. The NEP is expected to bring a positive and long-lasting impact on the higher education system of the country. The urge of such a framework was realized in the year 1968 which was then revisited in the year 1986. This was again reviewed and updated in 1992 as per the need of the hour. Since then, the entire world and the overall sector of education have witnessed massive changes. Hence, in the year 2020, the government decided to revise these policies to make them more relevant and compelling for the education ecosystem. Here the question arises: why is it needed? What are the issues and problems, which need to be addressed, to bring higher education of India at par with global level? Some of the major problems which are currently faced by higher education system in India and are addressed by NEP 2020 to update higher education system includes:

- A severely fragmented higher education system;
- Less emphasis on the development of cognitive skills and learning outcomes;
- A rigid separation of disciplines;
- Limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages;
- Limited teachers and institution autonomy;
- Inadequate mechanisms for merit-based career management;
- Lesser emphasis on research at universities and colleges;

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- Suboptimal governance and leadership of HEIs;
- An effective regulatory system; and
- Large affiliating universities resulting in low standards of undergraduate education.

The NEP-2020 has tried to overcome the above-mentioned problems and developed a comprehensive framework to show a way for the development of higher education in the country. A number of reforms and new developments have been introduced in the higher education sector by NEP-2020. The NEP is expected to bring a positive and long-lasting impact on the higher education system of the country. It has highlighted the strategies of the government to benefit the higher education institutions and universities

Now let's focus on some of the important highlights of this policy, which are well-poised to create a positive difference in higher education.

Major Highlights of NEP-2020 with Special Reference to Higher Education

Enhancement in Gross Enrolment Ratio: The NEP 2020 is planning to enhance the Gross Enrolment Ratio to 50% by the year 2035 which is currently around 26% (2018). To make this plan a reality approximately 3.5 crores seats or even more will be allocated to higher education institutions. The new NEP looks picture perfect currently. But the key to this success is its implementation within the set deadline.

Multiple Entry and Exit Option: There will be provision of multiple entry and exit options for the students who wish to leave the course in the middle and appropriate 'certification' will be given to them within their graduation tenure. A Credit Bank of Academic Progress will also be established to keep track of the credits earned during the entire educational journey of the students. The credit obtained in the year will be transferred to the next level after completion of successive academic years.

Establishment of Multidisciplinary Education and Research Universities: The government is taking steps towards establishment of Multidisciplinary Education and Research Universities (MERUs) with global education standards just like Indian Institute of Management (IIM) and Indian Institute of Technology (IIT). A National Research Foundation will also be created for fostering research and development activities in the higher education sector. The proactive steps to impart professional education will also be taken. The independent technical universities, agriculture universities, health science universities, and legal universities will head towards becoming multidisciplinary institutions. The policy of introducing multi-disciplinary institutions will lead to renewed focus on every field of education such as arts, humanities, science and this form of education will help students to learn and grow holistically. Thus, students will be equipped with a stronger knowledge base.

Single Regulatory Body: As a paradigm shift, a new ruling body called 'Higher Education Commission of India' (HECI) will come into existence in order to ensure best practices in the higher education sector, except the medical and legal field. HECI will replace all other regulatory agencies such as the University Grant Commission and the All-India Technical Education Council. And to make it one of the most centralized regulatory institutions, all four of its independent verticals will also be responsible for all funding, grants, standards, and accreditations. The HECI will have the right to penalize institutions, who don't adhere to quality education.

Foreign Universities to set-up Campuses in India: The world's top 100 universities will be facilitated to operate in India through a new law. According to the HRD Ministry document,

"such (foreign) universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India." The fact that foreign universities will be allowed to open campuses in India is a commendable initiative taken by the government. This will help the students experience the Global Quality of education in their own country.

Single Common Entrance Exam for all Colleges: The introduction of a single Common Entrance Exam is another positive step which will reduce the stress of multiple competitive exams and ease off the pressure of preparing for many of them. It will also ensure a level of playing ground for all students' applicants going forward. The common Entrance exam for all higher education institutions to be held by National Testing Agency (NTA). The exam will be optional.

Tech-based Option for adult Learning through Apps, TV Channels: Quality technology-based option for adult learning such as apps, online courses/modules, satellite-based TV channel, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed.

E-courses to be Available in Regional Languages: Technology will be part of education planning, teaching, learning, assessment, teacher, school, and student training. The e-content to be available is in regional languages, starting with 8 major languages- Kannada, Odia, Bengali among others to join the e-courses available in Hindi and English.

Scholarships to Support Students: The government will make efforts to ensure that students belonging to ST, SC, OBC and SEDGs get scholarships as per their merit. The official would encourage higher education institutions to offer scholarships to support talented students. The role and activities of the National Scholarship Portal will be broadened to keep a tab on the performance of students who have received scholarships.

Preservation and Promotion of Indian Languages: To ensure the preservation and promotion of Indian languages, NEP 2020 has recommended to set up various bodies such as, (i) National institute for Pali, Prakrit and Persian, (ii) Indian Institute of Translation and Interpretation (IITI). The higher education Institutions are allowed to use mother tongue, regional, local language to help the students grasp concepts. The government will create an autonomous entity called the 'National Education Technology Forum' (NETF) to ensure appropriate integration of technology in Educational Institutions, which in turn will be able to empower their faculty as well as students by streamlining classroom processes through ICT enablement.

Core structure of Universities: The new NEP states that, the Core Structure of Universities will be formed in a new manner. As per the vision and mission of NEP, educational institutions, various categories of universities such as teaching- intensive universities, and autonomous degree-granting colleges will come into existence. The college affiliation procedure will be phased out in 15 years step by step and institutions will be granted autonomy. The government will take several measures to ensure high quality education by opening the doors of open learning facilities, such as online courses introduction, digital repositories, funds for research work, credit-based education etc. A team for the developing digital infrastructure including E-content, digital library, etc. will be initiated to meet the needs of the students and maximize the learning outcomes.

The above mentioned are the major focus areas of NEP-2020 with special reference to higher education. Now let's go a step ahead to compare NEP-2020 with NPE-1986 to know how the new policy is wider in scope as compared to the previous one? After reviewing the documents of both the policies and the articles of various educationists and academicians, following major points have been derived out:

- There is much difference in the NEP-2020 when compared to NEP-1986, w.r.t the

education policy, as the period of development, 1991 industrial policy, technological advancement, India moves towards complete education and globalization of business and in all spheres attaining overall growth, hence NEP-2020 scope is much wider as compared to NEP-1986.

- The priorities of 1986 policy is on minority education, women education, reducing dropout rates, adult education and vocational training, whereas, the priority of NEP- 2020 is majorly given to multidisciplinary courses, vocational courses, bucket system of choosing subjects, music, art, and science is given prominence. Holistic development of students is given a big platform.
- The NEP-1986 focused on a common curriculum framework that contains a common core along with other components that are flexible, but on the other hand NEP-2020 emphasizes a flexible curriculum through an interdisciplinary approach, creating multiple exit points. The curriculum is totally based on the multidisciplinary courses chosen by the students and autonomous colleges who are going to take the opportunity of introducing new courses and design their curriculum as per the market demand. Such provisions were not there in NEP-1986.
- The NEP-1986 contributed towards job opportunities to many and the reforms that took place after 1991 industrial policy paved the way for jobs to many in the millennium in Multinational Corporations, the NEP-2020 also will aim at the same but globally. The students will be multi- talented in the approach, which may give them opportunity for global-wide jobs.

From the above description, it is clear that the new education policy of 2020 has much wider scope for the multidisciplinary approach with digital learning, autonomy to courses and curriculum and the advancement of technology, business and education globally. It is paving the way for holistic development of the students. Importance is given to music, art, instruments, vocational courses, which were not emphasized in the previous policies. Hence in the NEP-2020, there is much scope for the multidisciplinary approach with student-centric learning.

To conclude, we can say that though NEP-2020 offers choice, chance and change but on the other hand many educators believe that such significant government regulation will impede the advancement of education in the long run. Now it's the time to wait patiently for things to unfold and see how this policy turns out in future and how we can reap the massive benefits that will be brought into the system with its successful implementation of NEP-2020.

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BENCHMARKS IN HIGHER EDUCATION FOR QUALITY ENHANCEMENT

*Arshdeep Kaur**

Conditioned by globalisation and constant change, higher education institutions (HEIs) are forced to pursue new instruments for quality assurance in higher education. Quality dimension is the most important element of efficient and effective higher education. From the perspective of a state, assessment and monitoring of quality are instruments for the management of processes of higher education. Increasing competition, demands for accountability, and higher volumes of available information are changing the methods of how institutions of higher education operate in nowadays. For higher education to enact substantial and sustainable changes in efficiency and productivity a new way of thinking or paradigm that builds efficiency and a desire for continual learning must be integrated into institutional structures. Tools are also being developed that measure or benchmark the progress and success of these efforts. Among the improvement strategies and techniques, benchmarking has emerged as a useful, easily understood, and effective tool for staying competitive.

Keywords: Benchmarks, Higher Education, Quality Enhancement

Introduction

Benchmarking has emerged as the buzzword during the last decade as a tool for quality assessment and improvement. It is a planned, systematic effort with clear objectives and processes to measure and compare with the best in class. As stated by UNESCO in their benchmarking study that desire to learn from each other and to share aspects of good practice is almost as old as the university itself. Thus, improving performance by collaboration or comparison with other universities is nothing new in higher education. New paragraph: use this style but recent efforts on benchmarking stress on the formalization of such comparisons. Although it is not as easy as it seems. Higher Education Institutions (HEIs) globally face many challenges in formalizing and systematizing the benchmarking approach. Many HEIs simply imitate the best practices without consideration for the level playing field; which ultimately results in mismatch and brings chaos instead of improvements. The benchmarking concept is also defined in the following ways: 'the process of measuring and comparing the performances of a business with similar processes extent within the main organizations in order to obtain information which will help the organization to identify and implement improvements' or 'the continuous process of measuring products, services and business methods belonging to your own company, in comparison to the ones of the most powerful competitors and of those companies which are know as being industry leaders'.

Balm (1992) defines benchmarking in the following way: 'The continuous action of comparing

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a process, a product or a service with a similar activity, known as being the best in that field, with the purpose of establishing ambitious but real improvement objectives and actions so as to become and keep the number one position among the best within a reasonable period of time'.

Xerox, the first company that ever used this method, called it 'a continuous search process for new ideas, methods and practices, for processes and for adjustment of these practices; or the adaptation of some good ideas and their real life application so as to become the first among the best'.

In Camp's (1989) vision, 'Benchmarking is the continuous assessment process of our products, services and methods in comparison to those of our most serious competitors or of an enterprise recognized as being the leader in their field'.

For most institutions of higher education the desire to learn from each other and to share aspects of good practice is almost as old as the university itself. With the emphasis on collegiality and the recognition of the international role of the university such desires have traditionally manifested themselves in numerous ways: professional associations, both academic and nonacademic, meeting to share common interests; numerous visits by delegations from one higher education system to examine practice in another; professional bodies working collaboratively with institutions in supporting academic provision and mediating standards; and where formal quality assessment or accreditation systems exist, their ultimate dependence upon the maintenance of the goodwill of universities often by providing their own staff to take part as assessors of other institutions. Thus improving performance by collaboration or comparison with other universities is nothing new in higher education. What is new, however, is the increasing interest in the formalization of such comparisons, and this short monograph reports on one recent innovation in this area: the development of benchmarking in higher education.

'Quality' has also become used as shorthand for the bureaucratic procedures applied to monitor various notions of quality. It is thus not the quality itself that is regarded as undesirable, but the paraphernalia of quality monitoring that is seen as so intrusive. Quality is not so much about what or why, but about assurance and assessment. It is about who decides what an appropriate educational experience is, for what purposes and at what cost. 'Quality' is about academic autonomy, about expanding and improving higher education systems.

Assumptions and Opportunities for Application of Benchmarking in HEIs

Most HEIs have the ambition to learn from each other and share best practices. However, typical problems experienced by HEIs can range across a wide variety of issues. They include scarce market knowledge and customer-centred approach, slow and bureaucratic preparation of new study programmes, high costs of performance, the average quality of studies (or organisation) or even uncompetitive prices. HEIs are among especially conservative organisations that have implemented very few changes during a long period.

Benchmarking could be a suitable method for solving these problems. Benchmarking can help universities to indicate areas of successful performance and compare them with universities of the same profile (group). Also, the instrument helps to acknowledge areas of improvement and prepare targeted strategies for enhancement of performance in these areas. Benchmarking is a modern management instrument with a great added value. It can be helpful to executives of HEIs making strategic decisions for the development of their organisation. The decisions are based on a systematic

collection of data and identified objectives for higher performance results.

Benchmarking can be:

1. Internal (inside the institution) and external (between several institutions);
2. Intended for comparison of results;
3. Intended for comparison of processes (comparing procedures and processes of institutions);
4. Strategic (comparing operations and decisions on the strategic level).

Establishing benchmarks through best practices is not a new concept in higher education. The NAAC uses the best practice benchmarking in the form of criterion statements to assess the level of performance of higher education institutions. In 1996 Commonwealth Higher Education Management Service (CHEMS), a sub system of the Association of Commonwealth Universities (ACU) launched an international "University Management Benchmarking Club" for universities from the Commonwealth. This club focuses on the effectiveness of university-wide processes. The CHEMS approach to benchmarking goes beyond the comparison of data-based scores and conventional performance indicators; it looks at the processes by which results are achieved. By using a consistent approach and identifying processes which are generic and relevant, irrespective of the organization and how it is structured, it becomes possible to benchmark across sectoral boundaries (e.g., geography, size etc.). The overall purpose and intent of the Best Practices benchmarking can be summarized as the:

- Development of an understanding of the fundamentals that lead to success,
- focus on continuous improvement efforts,
- Management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class institutions with reference to the most relevant key performance variables.

Types of Benchmarking

The major types of benchmarking are internal, external-competitive, external-collaborative and best in class. Alstete (1996) identifies five types: internal, external competitive, external collaborative, external trans-industry (best-in-class), and implicit benchmarking. Jackson and Helen (2000) classified benchmarking types according to referencing processes:

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- Internal Good Practice Benchmarking, which establishes of good practice organization wide through the comparison of internal activities or operations;
- International Benchmarking, it can be undertaken internationally as well as nationally. The commonsense approach to benchmarking draws appropriately from a mix of all these approaches and organizational learning is best done when it is carried out within a spirit or partnership and collaboration that enable both parties to learn from each other.

Possible ways of Benchmarking in HEIs:

1. The institution compares procedures and results with those of other institutions (comparative assessment) to comprehensively strengthen and improve its performance.
2. The institution has procedures for generalisation of results on indicators measuring satisfaction of students and researchers and compares the results to those of other similar institutions.
3. The institution compares student performance data with relative student performance data of other institutions.

Conclusion

The best practice benchmarking approach is an inductive approach to quality management in higher education institutions with a focus on practice and continuous improvement. The five-stage approach will help institutions of higher education to play their role effectively in quality sustenance and enhancement. The best as an ideal should be the vision of every higher education institution in the country. Stakeholders can contribute differently for the realization of this goal by the institutions. Policy makers in education have an important responsibility of creating an enabling policy framework for effective functioning of the institutions. The Management should ensure proper infrastructure and effective governance systems. Teachers have a critical role in building competencies of learners through best pedagogic practices. Finally, students, for whom the whole system is designed, should desire and demand the best. Then everything else will follow.

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BENCHMARK IN HIGHER EDUCATION FOR QUALITY ENHANCEMENT

*Dr. Rajvinder Kaur**

Increasing competition, demands for accountability and higher volumes of available information are changing the methods of how institutions of higher education operate in now a days. For higher education to enact substantial and sustainable changes in efficiency and productivity a new way of thinking or paradigm that builds efficiency and a desire for continual learning must be integrated into institutional structures. Benchmarking has proved to be an effective method to identify best practice information and improve processes in an organization. Although the technique has been used widely in business and industry, the concept has not broadly embraced and applied in higher education. Tools are also being developed that measure or benchmark the progress and success of these efforts. Among the improvement strategies and techniques, benchmarking has emerged as a useful, easily understood and effective tool for staying competitive. Present paper emphasizes on types, importance and model of benchmarking in the higher education for quality assessment.

Keywords: Benchmarking, Higher Education, Quality Assessment

Introduction

The world of higher education is changing rapidly, bringing new challenges for University and Colleges and seeking of them to adapt new strategies. Creating a great uncertainty for higher education institutions, uncertainty about the new environment, different choices available, about appropriate strategies, University benchmarking is an attempt to deal with this uncertainty, and give policy makers and Higher Education (HE) managers a toolkit to help ensure that their strategies decision-making process is an rational as possible.

Concept of Benchmarking

Benchmarking is a self-improvement tool for organizations which allows them to compare themselves with others, to identify their comparative strengths and weaknesses and learn how to improve. "Benchmarking is a way of finding and adopting best practices. Benchmarking is the process of continuously comparing and measuring an organization with business leaders anywhere in the world to gain information, which will help the organization take action to improve its performance" (American productivity and quality center 1993). Benchmarking is often defined as a diagnostic instrument, a self -improvement tool, a collaborative learning exercise and an ongoing evaluation and systematic approach of continuously measuring work processes (Unesco-cepes,2007).

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Why Need of Benchmarking:

- Universities must change to stay ahead of competitors, and benchmarking is a system for managing that change.
- It promotes quantum leaps in performance.
- A minimum amount of time is required to accomplish change.
- It helps to establish effective goals and measures productivity.
- It encourages striving for excellence, breakthrough thinking, and innovation.
- It emphasizes sensitivity to changing stakeholders internal and external needs.
- It creates a better understanding of competitors.
- It ensures that the best practices are included in work processes.

Types of Benchmarking

Camp (1989) define four types of Benchmarking.

1. **Internal Benchmarking:** Work processes are compared within between internal department, divisions or company. Advantages of such benchmarking is easy data collection and the definition of area for future external investigations. The disadvantage of internal benchmarking is a lower probability that it will yield significant process improvement breakthroughs.

2. **Competitive Benchmarking:** An organization's performance is measured against its peers or competitors. In competitive benchmarking, a consultant or other third party, rather than the organization itself, collect and analyzes the date.

3. **Functional/Industry Benchmarking:** An organization's performance is compared against similar processes in the same function but at companies outside its own industry. This type of benchmarking is an opportunity for breakthrough improvements by analyzing high- performing processes across a variety of industries and organizations.

4. **Generic Process/best-in-class" Benchmarking:** One organization's processes are compared against exemplars of truly innovative practices and world class performance levels, regardless of industry. This type of benchmarking makes the broadest use of data collection. One difficulty is in understanding how processes translate across industries; however, generic benchmarking often can result in an organizations drastically altering its ideas of its performance capability.

Figure 1.

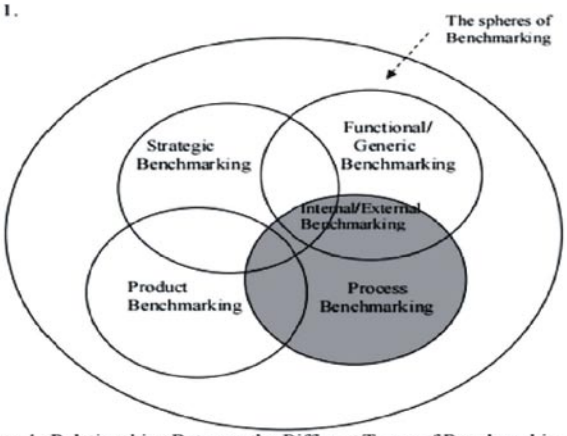

Figure 1: Relationships Between the Different Types of Benchmarking. (Source: *Benchmarking Methods and Experiences, 2003, p8*).

Benchmarking Model

Numerous model of benchmarking are decided by educationist. However, the approaches are fundamentally similar and can be adapted for specific circumstances, fitting the University's quality model or police. The BIH approach to continuous improvement, the QA model, is cyclic with four phases: plan; Do; Review; and improve. Alongside the Quality A model, the nine -step method of success factors for higher education bench marking has specific questions as guidance (Table 1).

A twelve-step benchmarking process has four phases: planning; analysis; integration; and action.

- Planning has five steps: determine what to benchmarking, identify key performance indicators identify benchmarking partners, determine data collection method and collect data;
- Analysis has two steps; understand performance gaps, and predict future performance levels;
- Integration has two steps; communicate findings and gain acceptance, then establish functional goals and implementation plans; and
- Action has three steps: implement and monitor progress, measure results against stakeholder wants and needs and then modify benchmarks

A list of success factors for higher education benchmarking includes:

- Determine which areas to benchmark;
- Determine types and level of benchmarking;
- Prepare benchmarking documents and templates including the purpose,
- Performance indicators, performance measures and performance date;
- Design benchmarking process;
- Implement benchmarking process;
- Review results;
- Communicate results and recommendations; and,
- Implement improvement strategies,

An overview of the stages and steps of a typical university benchmarking process.

Defining priorities, targets, criteria, indicators and benchmarks	Data gathering and reporting	Developing an Action plan to introduce change	Monitoring & follow -up
Deciding priority areas. ● Brainstorming the priority area processes. ● Developing the list of potential indicators. ● Agreeing the 'long list' of potential indicators. ● Developing expertise levels & scoring. ● Creating the ' balanced score card'. ● Finalising the indicator set with senior mangers	● Gathering & Validating the data. ● Scoring the institution against the benchmark.	● Diagnosis of institutional strengths and weakness. ● Developing an action plan.	● Implement the action plan. ● Reporting back.

Conclusion

The purpose of quality assurance is to ensure accountability, yet it must also enhance the quality of higher education itself. The European standards and guidelines for quality assurance provide directions for higher education institution to improve their internal quality assurance policies and procedures, yet there is often a perception that European quality assurance has become too bureaucratized failing to lead to real changes in the sector. The competition has been increasing in higher education sector, benchmarking is a modern management tool to support strategic decision-making, yet its use is still too limited. Whether carried out within or between institution, benchmarking must always lie in the identification of strengths and weaknesses with a view to set a targets for improvement.

Benchmarking must always be taken at the strategic level to support strategic developments.it will only produce valuable results if it is placed in the context of organisational transformation and progress. Where efforts should be placed to maximize result and constantly set new targets for institutional improvement.

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BENCHMARK IN HIGHER EDUCATION FOR QUALITY ENHANCEMENT

Gagandeep Kaur & Tajinder Kaur***

In the present scenario, there has been change in the way institutions of higher education operate due to increasing competition level, demands for accountability and higher volumes of available information. For higher education to enact substantial and sustainable changes in efficiency and productivity, a new way of thinking or paradigm that builds efficiency and a desire for continual learning must be integrated into institutional structures. From the different improvement strategies and techniques, benchmarking has emerged as a useful, easily understood and effective tool for retaining in a competitive world. That is why the present article aims to emphasize the importance of benchmarking in higher education for quality enhancement.

Key Words: Benchmarking, Higher Education, Quality Enhancement

Introduction

In earlier times, quality in higher education was demarcated as exceptional. In higher education, exceptional teachers were appointed, researchers and students were provided with exceptional libraries, laboratories and opportunities to learn from one another. 'Excellence' was the demand of all universities. The focus was laid on high quality inputs. With high quality inputs, results were 'excellent' along with innovative research, scholarly theses and exceptional graduates, who were attractive to employers simply by virtue of being graduates Harvey (2007). Quality' is considered as shorthand for the educational institutions applied to monitor different aspects of quality. It is not only the quality itself that is regarded as important but quality monitoring plays a pivotal role. Quality not only configures what or why, but it puts stress on assessment. Quality refers to who will decide what an appropriate educational experience is, this experience is used for what purposes and at what cost. Quality reflects academic autonomy and expands and improves higher education systems.

Higher Education Quality Assessment

Quality assessment reflects power and control at a broader level. It is about students' experience and achievement when we consider its narrow aspect. As growth in the demand for higher education increases, the students' experiences and achievements have become more visible, more pivotal and more costly for the community. External quality assessment used as a tool to subject higher education institutions for public scrutiny. In the current scenario, it is becoming a global phenomenon. Simultaneously, higher education institutions are devoting more attention towards internal assessment and quality enhancement. Internal quality and expectations of external quality bodies are inter-

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connected. They consider other reasons as well such as growth with diversification and with financial cutbacks. These changes in the external environment raise the questions of choice and decision-making for institutions and internal assessment and evaluation processes can inform these decisions. Internal quality is connected with major institutional changes and developments in higher education institutions.

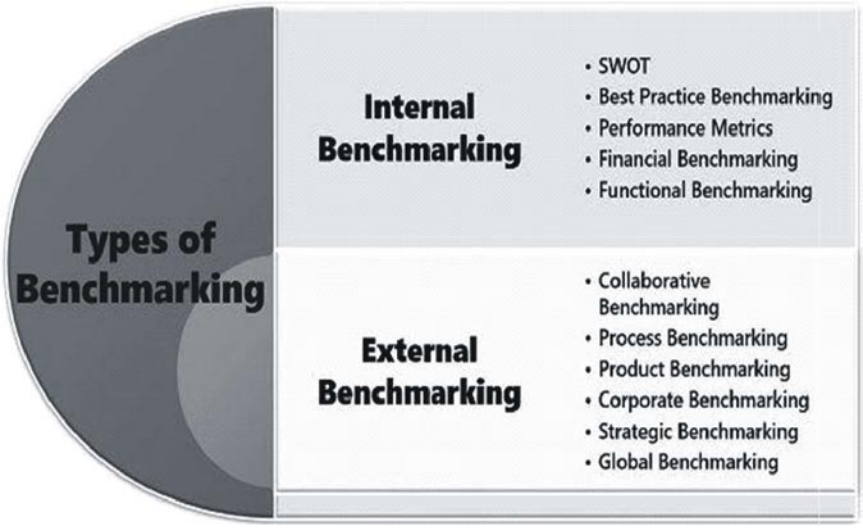
The rewards and appreciation given to both individuals and institutional units are linked with positive internal and external assessment results. These results are more important, particularly when they result from assessment processes. Although rewards of money are important in some places, it is the reward of reputation which is most strongly sought. External quality assessments and evaluation may have relatively limited direct effects upon institutions. Externally driven institutional review and evaluation activities are connected with persuasion and explanation and not about learning. The introduction of external quality assessment has been a pivotal part of the external context which has stimulated internal attention to quality issues. One of the factors associated with the impact of external quality assessment may be the extent of the standardization of the methods used in a particular country. External assessment and evaluation methods are standardized; they are likely to fail to address institutions' own issues in the ways and to the timescales that the institutions would find most useful. If external quality assessment seems to have only an indirect and fairly limited effect on quality improvement, it may still have an important accountability role to play. External quality assessment processes will remain necessary in those countries where governments do not trust their higher education institutions.

What is Benchmarking?

During the early 1980s, Benchmarking was developed in the United States at the Xerox Corporation "in response to increased competition and a rapidly declining market share". Since then it has proliferated in the business sector and an industry of services has arisen to support it. After this it was used in the education sector as CHEBA (Consortium for Higher Education Benchmarking Analysis) provides a forum for the exchange of performance measurements and benchmarking data for all levels of higher education around the world. The association is currently a free organization with fees assessed only when members want to join specific benchmarking efforts. Benchmarking strengthens an institution's ability to successfully self-assess their educational institution better understand the processes which support strategy formulation and implementation in increasingly competitive environments; measure and compare to the competition, i.e. how well are other higher education institutions in the sector performing, which higher education institutions are doing better and why; discover new ideas, looking out strategically; learn from others how to improve; obtain data to support decision-making with new strategic developments; set targets for improvement of processes and approaches in order to increase performance; strengthen institutional identity, strategy formulation and implementation; enhance reputation and better position the Institution; respond to national performance indicators and benchmarks; set new standards for the sector in the context of higher education reforms.

Benchmarking refers to a mechanism to learn from one's own experiences and from the experiences of others; learn for a purpose; and be aware of the fact that the organizational learning is a continuous process of systematic proactive continuous improvement, involving a cycle of enquiry, action, feedback and organizational memory. Although the use of comparative data has been used

for years in some industries, including higher education, benchmarking as defined today was developed in the early 1980s at the Xerox Corporation in response to increased competition and a rapidly declining market Camp (1989). The strategy of benchmarking is important both conceptually and practically, and is being used for improving administrative processes as well as instructional models at colleges and universities by examining processes and models at other schools and adapting their techniques and approaches Chaffee and Sherr (1992) Clark 1993). More concisely, benchmarking is an ongoing, systematic process for measuring and comparing the work processes of one organization 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 and McNair (1992). As with other quality concepts, benchmarking should be integrated into the fundamental operations throughout the organization and be an ongoing process that analyzes the data collected longitudinally. Jackson and Lund (2000). Benchmarking involves comparing organizational or industry practices, performance, and process to improve the focal organization or business. Schuler (1998). A structural approach for looking outside an organization to study and adapt the best outside practices to complement internal operations with new, creative ideas.



Benchmark Categories for Stakeholders

- Persistence Rates
- Student Services Staff
- Transfer Student Performance
- Student Satisfaction
- Student Performance Measures
- Career Preparation
- Academic Success
- Access & Participation

- Workforce Development
- Section Size, SF Ratio, Faculty Load
- Instructional & Professional Development Costs

Camp(1989) identifies four kinds of benchmarking.

1. **Internal Benchmarking:** Work processes are compared between departments, divisions, or other internal company segments. Advantages of such benchmarking include the ease of data collection and the definition of areas for future external investigations. The primary disadvantage of internal benchmarking is a lower probability that will yield significant process improvement breakthroughs.
2. **Competitive Benchmarking:** An organization's performance is measured against its peers or competitors. In competitive benchmarking, a consultant or other third party, rather than the organization itself, often collects and analyses the data because of its proprietary nature.
3. **Functional/Industry Benchmarking:** An organization's performance is compared against similar processes in the same function but at companies outside its own industry. This type of benchmarking is an opportunity for breakthrough improvements by analysing high-performing processes across a variety of industries and organizations.
4. **Generic Process/"best-in-class" Benchmarking**: One organization's processes are compared against examples of truly innovative practices and world class performance levels, regardless of industry. This type of benchmarking makes the broadest use of data collection. One difficulty is in understanding how processes translate across industries; however, generic benchmarking often can result in an organization drastically altering its ideas of its performance capability and in the reengineering of business processes.

Each type of benchmarking has advantages and disadvantages, and some are simpler to conduct than others. And each benchmarking approach can be important for process analysis and improvement. Only functional and generic process benchmarking, however, are known to yield breakthrough improvements Camp (1995).

In his fundamental first book, Benchmarking, Camp (1989) defined a detailed, 10-step process for "benchmarking users". At their simplest, however, all benchmarking processes can be boiled down to four basic steps.

1. **Planning the study**—Identifying what processes will be compared, with what metrics, with which benchmark partners.
2. **Collecting the data**—From primary or secondary sources
3. **Analyzing the data**—Documentation of best practices and identification of performance gaps
4. **Taking action**—specifying improvement programs and action items, and monitoring results.

Conclusion

Benchmarking activities also apply for the comparison of the study programme and diplomas for the relation between teaching staff and students. Benchmarking activities are also required by the quality assurance agency, it seems like few people know what benchmarking really means. It is not impertinent to mistake benchmarking activities with imitating. Benchmarking means comparing, adopting good practices, continuous and organizational learning, a process that provides continuous

and sustainable development, and innovation in order to become the best-in-class.

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BENCHMARKS IN HIGHER EDUCATION FOR QUALITY ENHANCEMENT

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Increasing competition, demands for accountability, and higher volumes of available information are changing the methods of how institutions of higher education operate nowadays. For higher education to enact substantial and sustainable changes in efficiency and productivity a new way of thinking or paradigm that builds efficiency and a desire for continual learning must be integrated into institutional structures. Tools are also being developed that measure or benchmark the progress and success of these efforts. Among the improvement strategies and techniques, benchmarking has emerged as a useful, easily understood, and effective tool for staying competitive. This is why the present article aims to emphasize the importance of benchmarking in the higher education quality assessment.

Key Words: Benchmarking, Higher Education, Quality Management

Introduction

For most institutions of higher education, the desire to learn from each other and to share aspects of good practice is almost as old as the university itself. With the emphasis on collegiality and the recognition of the international role of the university such desires have traditionally manifested themselves in numerous ways: professional associations, both academic and nonacademic, meeting to share common interests; numerous visits by delegations from one higher education system to examine practice in another; professional bodies working collaboratively with institutions in supporting academic provision and mediating standards; and where formal quality assessment or accreditation systems exist, their ultimate dependence upon the maintenance of the goodwill of universities often by providing their own staff to take part as assessors of other institutions. Thus, improving performance by collaboration or comparison with other universities is nothing new in higher education. What is new, however, is the increasing interest in the formalization of such comparisons, and this short monograph reports on one recent innovation in this area: the development of benchmarking in higher education.

Quality

Traditionally, quality in higher education was seen in terms of the 'exceptional'. By its very nature, elitist higher education recruited exceptional teachers, researchers and students and provided them with exceptional libraries, laboratories and opportunities to learn from one another. 'Excellence' was the clarion call of all universities.

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The emphasis was on high quality inputs. The result was 'excellent' outcomes - pioneering research, scholarly theses and exceptional graduates, who were attractive to employers simply by virtue of being graduates (Harvey, 2007).

'Quality' has also become used as shorthand for the bureaucratic procedures applied to monitor various notions of quality. It is thus not the quality itself that is regarded as undesirable, but the paraphernalia of quality monitoring that is seen as so intrusive. Quality is not so much about what or why, but about assurance and assessment. It is about who decides what an appropriate educational experience is, for what purposes and at what cost. 'Quality' is about academic autonomy, about expanding and improving higher education systems.

Quality in Higher Education Source: Harvey, 2007 Cynicism about 'quality' in higher education is thus superficially linked to a view that it involves an agenda being controlled from outside academia. The changing perceptions of 'quality', from something intrinsically 'good' to something to be treated with suspicion, reflects the complex inter-relationship in higher education between massification, funding, academic autonomy, and changing student needs (see Fig.no.1). Massification and the changing needs of students in themselves reflect the pressure of international competition and the internationalization of labor markets

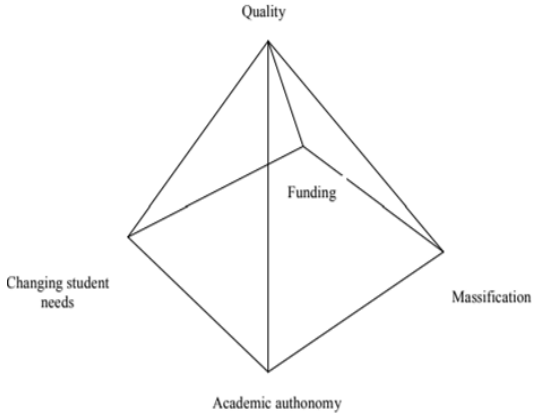

Fig. no. 1 – Quality in Higher Education

'Quality' becomes the focus of attack or derision from those within academia reluctant to face up to changing student needs and preferring an introverted cloisters approach (as opposed to a responsive colloquialism). 'Quality', conversely, becomes the legitimating for ever more insidious managerialism. It 'conceals' the underfunding of mass/fled systems and it brings with it overbearing and bureaucratic accountability.

As per Quality Funding Massification Academic autonomy, changing student needs should not be focusing on 'quality' at the pinnacle of the pyramid, but also on the elements on the base of it. A dominant characteristic of European educational policy in the last decade is the systematic evaluation of higher education institutions undertaken as a consequence of indirect pressure from or by the direct initiative of governing authorities (Annales Universitatis Apuleius Series Economical, 2009).

The evaluation methods which are used often combine self-evaluation with external evaluations and various forms of external reporting. In what is known as quality audits, the evaluation focus is

on the higher education institution as a whole, where the objectives are often coupled to the desire to support universities and colleges in their attempts to redefine their mission, their activities and organization, and to stimulate and renew their way of dealing with the expectations of both society and students.

Higher Education Quality Assessment (Quality Management)

At the macro-level quality assessment is about power and control. At the micro-level it is about student experience and achievement. With the growth in the demand for higher education, the micro-level processes have become more visible, more important and costly to society. External quality assessment is, therefore, used as a means to subject higher education institutions to wider public scrutiny. External quality assessment systems are now fast becoming a global phenomenon. At the same time, individual higher education institutions are devoting more attention to internal assessment and evaluation. To some extent, these two trends are dearly connected; institutions are looking at their internal quality because of the expectations of external quality bodies. But they are doing so for a lot of other reasons as well - reasons to do with growth, with diversification, with financial cutbacks. These changes in the external environment pose questions of choice and decision-making for institutions and internal assessment and evaluation processes can inform these decisions.

In several recent papers, Martin Trow (1996) has questioned the compatibility between internal evaluation processes which are designed to address internal needs and problems and internal evaluation processes which feed into the requirements of external quality bodies. The first type he describes as being primarily about learning and the second type primarily about persuasion. Trow questions whether the two functions can be achieved within the same process.

Some authors claim that it all depends on context and that the three crucial elements of context are:

- The general state of relationships between higher education and government (including the level of trust between the two)
- The methods adopted by the external assessment agency (including the extent of standardization and whether rankings or league tables are involved); and
- The character of the higher education institution itself (with factors such as reputation, pace of change and external threats all being important).

The relationships between student skills, knowledge and achievement, the required merits of the workplace, professional body requirements, promotion of the department and marketability of students have all been brought into sharper focus because of the institution's quality assessment systems. Internal quality assessment and evaluation activities are resulting in quite major institutional changes and developments in higher education institutions in several countries. (It is equally true that major institutional changes and developments frequently drive quality assurance and evaluation. The relationship between institutional change and quality assessment and evaluation is a reciprocal one.) The rewards - to both individuals and institutional units - associated with positive assessment results (whether internal or external) appear to be increasingly important, particularly when they result from assessment processes which command strong legitimacy among academic peers.

Although rewards of money are important in some places, it is the reward of reputation which is most strongly sought. External quality assessment and evaluation may have relatively limited direct effects upon institutions (Annales Universitatis Apuleius Series Economical, 2009) . This

supports Trow's view that externally driven institutional review and evaluation activities tend to be about persuasion and explanation and not about learning.

There may, however, be important indirect impacts. In some countries, it is undoubtedly the case that the introduction of external quality assessment has been a powerful part of the external context which has stimulated internal attention to quality issues. One of the factors associated with the impact of external quality assessment may be the extent of the standardization of the methods used in a particular country. Our case studies show how internal assessment and evaluation is frequently stimulated by quite particularistic institutional problems and needs. Where external assessment and evaluation methods are standardized, they are likely to fail to address institutions' own issues in the ways and to the timescales that the institutions would find most useful. If external quality assessment seems to have only an indirect and fairly limited effect on quality improvement, it may still have an important accountability role to play.

Although external quality assessment processes appear to have discovered remarkably little real quality anywhere in the world, they may nevertheless be important to satisfy governments that the quality of higher education is satisfactory. Thus, our final conclusion is that external quality assessment processes will remain necessary in those countries where governments do not trust their higher education institutions.

Benchmarking

Definitions of benchmarking vary widely, from the practical 'a self-improvement tool for organizations which allows them to compare themselves with others, to identify their comparative strengths and weaknesses and learn how to improve. Benchmarking is a way of finding and adopting best practices'; to the participative 'the open and collaborative evaluation of services and processes with the aim of emulating best available practice'; through to the global and ambitious "benchmarking is the process of continuously comparing and measuring an organization with business leaders anywhere in the world to gain information, which will help the organization take action to improve its performance" (American Productivity and Quality Center 1993).

The benchmarking concept is also defined in the following ways:

The process of measuring and comparing the performances of a business with similar processes extent within the main organizations in order to obtain information which will help the organization to identify and implement improvements' or 'the continuous process of measuring products, services and business methods belonging to one's own company, in comparison to the one of the most powerful competitors and of those companies which are known as being industry leaders'.

Gerald Balm defines benchmarking in the following ways:

The continuous action of comparing a process, a product or a service with a similar activity, known as being the best in that field, with the purpose of establishing ambitious but real improvement objectives and actions so as to become and keep the number one position among the best within a reasonable period of time'. Xerox, the first company that ever used this method, called it 'a continuous search process for new ideas, methods and practices, for processes and for adjustment of these practices; or the adaptation of some good ideas and their real-life application so as to become the first among the best'. In Robert Camp's vision, '

Benchmarking is the continuous assessment process of our products, services and methods in

comparison to those of our most serious competitors or of an enterprise recognized as being the leader in their field'. In the face of such potential confusion, a number of sources have found it easier to describe what processes characterize typical benchmarking rather than trying to define it. Thus, it is generally recognized that benchmarking is a means of making comparisons of performance, usually with a view to establishing 'good' - or more ambitiously 'best' - practice methods, and as such it is also Annales Universitatis Apuleius Series Economical, 11(2), 2009 854 used to diagnose problems in performance and to identify areas of strength. Like the publication of performance indicators, benchmarking does not necessarily provide solutions to problems - it is an aid to judgment rather than a substitute for it.

In addition to concentrating on what benchmarking is, another way of identifying what constitutes it is to identify what it is not. Thus, the Innovation Network, a US-based higher education management consultancy group, makes the point that ideally benchmarking is not just 'comparative analysis' of how an institution matches up to others in terms of measures like student staff ratios, or graduation rates, because this "doesn't drive change" and "does not specifically focus on the practices which create superior performance". It is not 'process reengineering '(where internal processes are examined and improved, without looking at other organizations' practice). It is not just a survey, where data is presented in aggregate or average terms; benchmarking studies, by contrast, draw attention to successful scenarios of practices - for the process or function. Nor is it a "three-hour 'show and tell' session with another institution, because "no improvement mechanism has been developed...nor have any measurements of success typically been put in place" (Innovation Network, 1994). Other distinctions between what benchmarking is and is not were drawn by Spindling (1992).

An important work for the American Management Association, when benchmarking was identified as: a continuous process and not a one-off event; a process that provides valuable information rather than simple answers; a process of learning from others rather than mere copying of ideas or practice; a time-consuming and labor-intensive process rather than being quick and easy; and viable tool for improving virtually any business activity rather than a buzzword or fad.

The process-oriented benchmarking within higher education seeks to answer some of the following questions:

- How well is the university or college doing compared to others?
- How good, and in what areas, does the university we want to be? across the university as a whole which part of it is doing best, and how do they do it?
- How can universities introduce into their own practice what is done well in others?
- How does an institution improve its performance while retaining its unique features? and - more competitively - in the longer term how an institution might become better than the best in the context of its own mission?
- For many in universities such questions will be provocative, 'and a challenge to the traditionally inward-looking decision-making systems of higher education.

So far as types of benchmarking are concerned,

Alstete identifies four categories based upon the voluntary and proactive participation of Institutions:

- Internal benchmarking in which comparisons are made of the performance of different

departments, campuses or sites within a university in order to identify best practice in the institution, without necessarily having an external standard against which to compare the results;

- External competitive benchmarking where a comparison of performance in key areas is based upon information from institutions which are seen as competitors;
- External collaborative benchmarking usually involves comparisons with a larger group of institutions who are not immediate competitors;
- External trans-industry (best-in-class) benchmarking seeks to look across multiple industries in search of new and innovative practices, no matter what their source.

Separate from these types of benchmarking are the methodologies that institutions can adopt, and five main approaches are evident:

- Ideal type standards (or 'gold' standards) whereby a model is created based on idealized best practice, and then used as the basis to assess institutions on the extent to which they fit that model.
- Activity based benchmarking is a methodology in which a selected number of activities, which are either typical or representative of the range of institutional provision, are analyzed and compared with similar activities in other selected institutions. Annales Universitatis Apuleius Series Economical, 11(2), 2009 855
- Vertical benchmarking seeks to quantify the costs, workloads, productivity and performance of a defined functional area, for example the work of a student admissions department.
- Horizontal benchmarking on the other hand seeks to analyze the cost, workloads, productivity, and performance of a single process that cuts across one or more functional areas, for example all aspects of student admissions irrespective of their location within an institution.
- Used by institutions of comparative performance indicators is, as noted above, a highly questionable form of benchmarking, but a number of initiatives are reported below that are extremely important in influencing judgments being made about comparative performance within universities.

Benchmarking was developed in the US during the early 1980s at the Xerox Corporation "in response to increased competition and a rapidly declining market share". Since then it has proliferated in the business sector and an industry of services has arisen to support it. There are, for example, benchmarking clubs, networks and exchanges - groups of organizations that have formed collectivities to facilitate the sharing of information and the arrangement of visits for benchmarking purposes; there are numerous data sources and other resources available, sometimes at a price, for organizations that wish to benchmark independently of the established cooperatives; and there are software packages and consulting firms specifically focused on the conduct of benchmarking.

A relevant example: **CHEBA** (Consortium for Higher Education Benchmarking Analysis) provides a forum for the exchange of performance measurements and benchmarking data for all levels of higher education around the world. The association is currently a free organization with fees assessed only when members want to join specific benchmarking efforts. Membership is limited to individuals employed as regular employees of public or private institutions of higher education. In conclusion, benchmarking strengthens an institution's ability to successfully self-assess their institution;

better understand the processes which support strategy formulation and implementation in increasingly competitive environments; measure and compare to the competition, i.e. how well are other higher education institutions in the sector performing, which higher education institutions are doing better and why; discover new ideas, looking out strategically; learn from others how to improve; obtain data to support decision-making with new strategic developments; set targets for improvement of processes and approaches in order to increase performance; strengthen institutional identity, strategy formulation and implementation; enhance reputation and better position the Institution; respond to national performance indicators and benchmarks; set new standards for the sector in the context of higher education reforms.

Benchmarking refers to a mechanism to learn from one's own experiences and from the experiences of others; learn for a purpose; and be aware of the fact that the organizational learning is a continuous process of systematic proactive continuous improvement, involving a cycle of enquiry, action, feedback and organizational memory. Due to its reliance on hard data and research methodology, benchmarking is especially suited for institutions of higher education in which these types of studies are very familiar to faculty and administrators. Practitioners at colleges and universities have found that benchmarking helps overcome resistance to change, provides a structure for external evaluation, and creates new networks of communication between schools where valuable information and experiences can be shared.

Benchmarking is a positive process, and provides objective measurements for base lining (setting the initial values), goal-setting and improvement tracking, which can lead to dramatic innovations (Shafer et Coati, 1992). In addition, quality strategies and reengineering efforts are both enhanced by benchmarking because it can identify areas that could benefit most from TQM (Total Quality Management), and make it possible to improve operations with often dramatic innovations.

Despite the majority of positive recommendations for using benchmarking and successful examples of its current use, there are critics of its applicability to higher education. The stated objections include the belief that benchmarking is merely a strategy for marginally improving existing processes, that it is applicable only to administrative processes (or only to teaching practices), is a euphemism for copying, is lacking innovation, or that it can expose institutional weaknesses.

These concerns are largely unfounded because benchmarking can radically change processes (if warranted), apply to both administration and teaching, adapt not 'adopt' best practices, and if the Benchmarking Code of Conduct is followed, confidentiality concerns can be reduced. The Code of Conduct calls for benchmarking practitioners to abide by stated principles of legality, exchange, and confidentiality.

Benchmarking can make it possible for the industry to improve processes in a 'leapfrog' fashion by identifying and bringing home best practices, and therefore offering a way of responding to demands for cost containment and enhanced service quality in a cost-effective and quality-oriented manner (Shafer et Coati, 1992).

Conclusion

Although the specialty literature does not have too many works about benchmarking, the ones that exist were enough for us to understand the theoretic framework of the concept. The importance and the role of benchmarking were not discovered in the literature work but in practice. In Romania, the Romanian Agency for Quality Assurance in Higher education, the agency whose mission is the evaluation and assurance of quality in higher education, has established, in compliance with the

European norms and regulations, the standards and indicators for the quality assurance. This is why, in the visit records, among quality standards and indicators, one can find the following:

The institution must have 'a central commission and study programmed commissions which function in an integrated manner, promote a quality culture within the institution, develop quality and quantity benchmarking activities by comparison with other universities inside the country and abroad for quality evaluation and monitoring'.

These benchmarking activities also apply for the comparison of the study programmes and diplomas that must be as the ones in EU, for the relation between teaching staff and students, and so one. Also benchmarking activities are required by the quality assurance agency, it seems like few people know what benchmarking really means. It is very important not to mistake benchmarking activities with copying. Benchmarking means comparing, adopting good practices, continuous and organizational learning, a process that provides continuous development, innovation in order to become the best-in-class.

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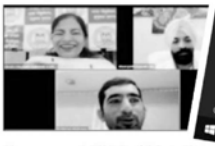
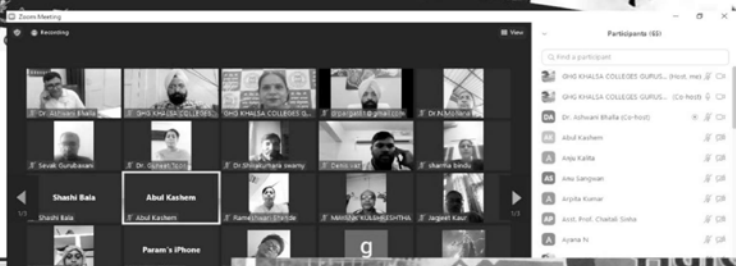
GHG Khalsa College launches two day National Seminar on 'Qualitative Initiatives '

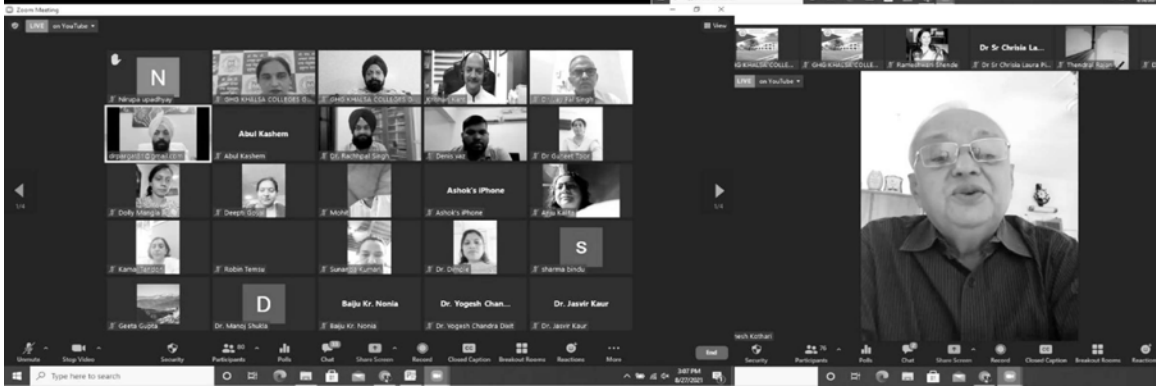
GURUSAR SADHAR (HARPREET LADI SIDHU): To make the stakeholders of higher education institutions aware about educational, social and market change, a two-day National Seminar on "Qualitative Initiatives and Best Practices in Higher Education Institutions" was launched at GHG Khalsa College, Gurusar Sadhar was a great success. This webinar is sponsored by the National Assessment and Accreditation Council (NAAC), Bangalore. The webinar started with the college word "Deh Shiva Bar Mohe Eeha". On first day of the webinar, Dr. Shyam Singh Inda, Assistant Advisor, National Assessment and Recognition Council; National Assessment and Recognition Council Advisors and Professor Amiya Kumar Rath and Aggarwal P. G. College Balbhagarh, Faridabad Principal Dr. Krishna Kant participated as the keynote speaker. The webinar was inaugurated by Dr. Manu Chadha, IQAC Coordinator and Associate Professor of the College with a welcome address for all the participants. He also presented various sub-topics of the webinar with all the participants.






ਜੀ.ਐੱਚ.ਜੀ. ਖ਼ਾਲਸਾ ਕਾਲਜ ਗੁਰੂਸਰ ਸੁਧਾਰ ਵਿਖੇ ਦੋ ਰੋਜ਼ਾ ਰਾਸ਼ਟਰੀ ਵੈਬੀਨਾਰ

'ਉੱਚ ਸਿੱਖਿਆ ਸੰਸਥਾਨਾਂ 'ਚ ਗੁਣਾਤਮਕ ਪਹਿਲਕਦਮੀ, ਸਰਬੋਤਮ ਵਿਸ਼ੇ' 'ਤੇ ਚਰਚਾ



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The college is located in village Sadhar, which is 28 Kmts. from Ludhiana on Ludhiana-Raikot-Barnala Road. This institution is associated with the name of Sri Guru Hargobind Sahib Ji, the sixth Guru, who once visited this place in 1657, symbol of Miri-Piri i.e. a combination of Spiritual as well as temporal authority. People of the area are grateful to Nihang Shamsher Singh who selected this place as the nucleus of his spiritual and great educational adventure. In 1921, he started a modest Gurmukhi Pathshala (Vernacular primary school). In 1948, Intermediate College was started and later on, it became a Degree College. The Teacher Training (B.T.) was started in 1955 as a department of the Arts College with 100 seats. In 1957, the B.T. Department was transformed into an independent and full-fledged institute i.e. G.H.G. KHALSA COLLEGE OF EDUCATION. In 1976, 100 more seats were added. M.Ed. class was started w.e.f. 1982. The College is awarded 'A' Grade (CGPA 3.30) Second Cycle by National Assessment & Accreditation Council. The college is managed by a registered body i.e. Governing Council, G.H.G. Khalsa College, Gurusar Sadhar (Ludhiana). It is a Grant-in-aid college under 95% deficit grant-in-aid scheme of Govt. of Punjab and is recognized byUniversity Grants Commission, New Delhi under 12 (B) & 2 (F) of the UGC Act. It is permanently recognized byNational Council for Teacher Education, New Delhi.

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