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6th February, 2018



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Innovative Practices in Teaching Learning and Evaluation

6th February, 2018

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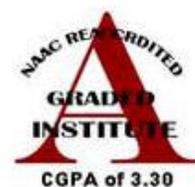
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EDITORS SPEAK...

Recently Bill Gates was in India as Editor of the Day of Times of India. He commented that his biggest disappointment was the education system of India. Our natural reaction would be to criticize Bill Gates. But it made us pause and introspect and wonder why education can not be fun? One can write pages on what is wrong with our education system, on why that spark, that curiosity that fuels learning is missing. Not many of us will disagree that the present system as it exists makes learning a drudgery. What we need today is to explore, to innovate, to experiment with new ways of teaching, learning and evaluation to ignite among the stakeholders of the education system the passion, the joy of teaching and learning.

This National Conference on “Innovative Practices in Teaching, Learning and Evaluation” organized by the Internal Quality Assurance Cell of A. V. College is a step in that direction. We thank all the participants for joining us in this endeavour of exploration for sharing their ideas, experiences and learning’s.

- Dr.Vinita & D.Suhasini

ACKNOWLEDGEMENTS

The IQAC Team thanks our management members, Prof. K. Ramchandra Reddy, Sri K. Raghuvver Reddy and Dr. S.V.N. Reddy for constantly inspiring, encouraging and motivating us to take up such academic endeavours. We especially thank our Principal and IQAC Chairman, Dr. Ch. Rajalingam and Vice- Principal Dr. K. Venkateswarlu, for their total support and guidance in organizing this Conference. The IQAC team gratefully acknowledges the assistance and guidance extended by our PG Director, Prof. P. Yadagiri Reddy. The team also expresses a heartfelt thanks to all the Heads of the Departments, without whose support this Conference would just not have been possible. Last but not the least it thanks all the technical and supporting staff that has worked tirelessly.

IQAC Team, A.V. College

ABOUT THE COLLEGE

Andhra Vidyalaya Education Society established the A.V. College of Arts, Science and Commerce in the year 1968 as a multi-disciplinary college. The A. V. Education Society is one of the oldest and pioneering educational societies of the erstwhile Nizam’s State of Hyderabad. It was established with an objective to extend educational opportunities to backward sections of the region, which were deprived of basic education during the rule of the Nizam, by stalwarts and philanthropists like Sri Raja Bahadur Venkatrama Reddy, Sri Suravaram Pratap Reddy, Sri Konda Venkata Ranga Reddy (Former Deputy Chief Minister), Sri Madapati Hanumantha Rao and Sri J.V. Narsing Rao (Former Deputy Chief Minister) who took part in the Freedom Struggle, Women’s Education Movement, Library Movement and Press Movement. The college is centrally located in the heart of Hyderabad, with Hussain Sagar Lake and the T.S. Government Secretariat in its vicinity. It has a sprawling campus of 7.33 acres. It offers nine Undergraduate Programmes and ten Postgraduate Programs. Students in the undergraduate courses of B.Sc., B.Com, B.A. have seventeen core options, nine combinations, thirty elective subjects and five second languages. The postgraduate programmes in M.B.A., M.C.A., M.Sc.(Computer Science), M.Sc. (Biotechnology), M.Sc. (Maths), M.Sc. (Physics), M.Sc. (Chemistry), M.Sc. (Applied Maths), M.A. (Telugu) and M.Com. are offered to meet the diverse needs of students pursue higher education. Fifteen of these programmes are self – financed. The college has been re-accredited with ‘A’ grade by NAAC with a CGPA of 3.3.

A.V. College has one of the best infrastructures in the twin cities. It has 10 Computer Labs with 400 computers, Well Equipped Laboratories, 2 Seminar Halls, 1 Auditorium, 10 E-classrooms, 1 English Language Lab, 2 Audio Visual Hall, 2 Libraries housing books worth 1 crore, and subscribing to journals worth 1.5 lakhs annually, and to leading digital databases. It has 19 Departments, 1 Sports Department, 2 Indoor Sports Centres, Value Education Centre, Career Guidance Cell, Health Centre, Psychology Counselling Centre, a MOOC Centre, an online Teaching Learning Centre and an online Career Development Centre. The Departments of Botany, Physics and Chemistry are recognized as Research Centres.

The college has student strength of approximately 3500 and attracts students not only from other states of India but also from other countries. 80% of our students belong to SC, ST, BC and Minority communities. The College has one NCC Wing of 200 cadets and 2 NSS Units of 100 students each, that bring us annually state, national and this year international laurels too. AV College students are known for excelling in Sports – in State and national level. It has 117 teachers, 70 in UG, 47 in PG.; 20 PhD's and 4 PhD supervisors. Its faculty are regularly publishing in national, international and state level journals. The college annually hosts National and State level seminars, conferences and FDP's. The college has also organized two International Journals, with the third one due in 2019, as part of its Golden Jubilee celebration. The college is supported by 19 administrative Staff and 7 technical Staff.

ABOUT IQAC

The Internal Quality Assurance Cell (IQAC) was established in the year 2005, in accordance with NAAC guidelines. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. A.V. College was first accredited by NAAC in 2007 for the first cycle with an A Grade, in 2014 it was re-accredited with an A Grade for the second cycle, and is now due in 2019 for the third cycle. IQAC established at A.V. College has continuously strived along with the Heads of the Institutions, the Academic and Administrative Departments for the betterment of all processes. The IQAC Committee currently comprises of 21 members representing the management, different departments, industrialists, external experts and alumni of the college. To make the IQAC more effective the College also has a UG Quality Assurance Team comprising of 15 members and a PG Quality Assurance Team, comprising of 9 members representing all the Departments. It conducts various quality related activities on a regular basis.

ABOUT THE CONFERENCE

Innovative developments around the world are disrupting almost all walks of life and Higher Education (HE) is no exception. Our Higher Education System is the third largest in the world, next only to the United States and China. Entrusted with the responsibility of equipping the workforce with the expected skill-set, it has to keep pace with the contemporary developments. This can be done through innovation in the three pillars of education – teaching, learning and evaluation. The use of innovative practices and methods not only help in creating dynamic processes that respond rapidly to the changing requirements but also in creating a lifelong learner. The conference will provide participants with a platform for sharing views, experiences, implementations and best practices on '**Innovative practices in Teaching, Learning and Evaluation**'. The networking opportunity would help them expand the scope of their work and take on further initiatives. The Expert and Knowledge Sharing sessions scheduled on local and global trends, challenges and future directions will further enrich the deliberations.

Sub-themes

- Integration of Traditional and Modern Methods
- Innovations in Higher Education
- Role of Accreditation in improving Quality in HE
- Evaluation as a vehicle of teaching and learning
- Developing Lifelong Learners
- Innovative Use of Technology
- Quality benchmarks
- Role of Institutions in promoting innovation
- Next Best Practices
- Case-Studies
- Other topics relevant to the theme

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A.V. COLLEGE OF ARTS, SCIENCE AND COMMERCE

Our Campus and Academic Blocks



INDEX

	TITLE - AUTHOR(s)	PAPER ID	Pg.No
1	Use of Flipped Classroom in Data Structure Course - S. Gokulakrishnan	IPTLE 001	1
2	Morale of Lecturers and the impact on Higher Education and Productivity - Dr. T. Ravindhra Reddy.	IPTLE 002	5
3	Innovations in an Educational System - Prisilla Jayanthi	IPTLE 003	12
4	Innovative Teaching Strategies for the Millennial Students - Prof. NayanaTara, Acharya Prof. Suprabha Bakshi	IPTLE 004	15
5	Learning Outcomes and Course Handout: way to sustain Quality - Deepa Agrawal	IPTLE 005	18
6	Attitudes towards e- learning and satisfaction with technology among engineering students of Reputed College – Dr .M. Sukanya , Mr. A. Sudheer	IPTLE 006	22
7	Trending Towards Next Best Practices: Platform For Future - Sai Madhavi D, R.P. Rajeswari	IPTLE 007	26
8	Role of Study Projects in Augmenting the Learning Skills of Students - Dr. Geetha Naik Vislavath, N. Suresh	IPTLE 008	29
9	Current issues and future prospects in Higher Education-Dr P.Padma	IPTLE 009	33
10	Enhancing Language Skills Through Digital Storytelling - Hinduja R. K , Abirami K	IPTLE 010	39
11	Innovative Practices in Enhancing the Quality of Teaching - Dr. A. Jagan Mohan Reddy	IPTLE 011	44
12	Innovative Practices in Teaching and Learning - a case study – P. Mohan Rao	IPTLE 012	48
13	Effective teaching methodology in sciences - G. Haritha	IPTLE 013	51
14	Learning With Technology - An Integration of Technology Role With Teacher Responsibility In Digital Era - L. Rajesh Goud	IPTLE 014	54
15	Integrating Ancient Methodology with Modern Technology for Effective Education - Abdul Samad Abdul Sattar Shaikh	IPTLE 015	59
16	Traditional And Modern Teaching Methods - Ch. Laxminarayana	IPTLE 016	64
17	Technology in the field of Education - P. Mohan Rao	IPTLE 017	68
18	Academic Quality & Accreditations: Strategy to Achieve Excellence in Education - S. K. Sharma, Archana Kuchroo Chandra		71
19	Innovative Educator- The Real Game Changer In The Higher Education System - K Visali, Fouzia Shareef	IPTLE 019	76
20	Earn and Learn: An Innovation of Rayat Shikshan Sanstha for Youth Development - Dr. V. R. Chavan	IPTLE 020	80
21	Impact of Digital Resources on effective Teaching & Learning practice - Bhavana Rushi Ganji	IPTLE 021	84
22	A Primary Insight in the Role of Accreditation in Improving the Quality of Higher Education – S.Sreekanth, R.S.Ch. Murthy Chodisetty	IPTLE 022	90
23	Innovative Use of ICT and Digital Literacy for Women’s Empowerment - T. Srilatha	IPTLE 023	95
24	Innovative Methods In Education - P. Aravinda	IPTLE 024	99
25	Academic Leadership: A competency model for Academic Excellence in Higher Education - M. Lenin Babu.	IPTLE 025	102

26	Role of ICT in Commerce Education - M. Sagarika	IPTLE 026	107
27	Technology Blended Teaching and Learning - Dr. R. Komala, K.Sandhya Sree	IPTLE 027	110
28	Bridging The Gap: Technology Trends And Use Of Technology In Education - V. Padmaja	IPTLE 028	112
29	Innovative Methods Of Teaching - G.N.R. Prasad	IPTLE 0290	117
30	Innovation in Higher Education System in India – a move towards Sustainable Development -Dr. Elizabeth Margaret, Dr. N.V.Kavitha	IPTLE 030	120
31	Study On Teaching, Learning And Evaluation Practices of selected NAAC Accredited Institutions in Hyderabad - Dr. Rakhee Mairal Renapurkar, Dr. Sudhakar B Ingle	IPTLE 031	125
32	ELT through Sonnets for Secondary Level Learners - Dr S. Barathi	IPTLE 032	130
33	The Effect Of Learning Orientation On Innovativeness - Dr. Rani Gujari	IPTLE 033	135
34	Innovative Engagement Strategies For Enhancing The Teaching Practices In Higher Education - Dr. K. Bhavana Raj, Dr. K. Srinivas	IPTLE 034	142
35	Innovative Technology Methods in 21 st Century Education - Dr. S. Lakshmi	IPTLE 035	146
36	Effective Utilisation Of Library Facilities - Proposed Best Practices - Padmaja Bhagavatham	IPTLE 036	150
37	Teachers’ Empowerment in Higher Education - A Best Practice to Promote Innovativeness - Ch. Kameswari,	IPTLE 037	154
38	Quality Enhancement in Higher Education through Innovative Practices - Karunamai Dasari	IPTLE 038	157
39	Ensuring Quality In Evaluation Of English Language Teaching At Higher Education- Dr. P. Samata	IPTLE 039	160
40	The Paradigm Shift In Higher Education In India - Issues And Challenges - S. Pushpalatha.	IPTLE 040	164
41	Higher Education in India – Issues and Challenges - Pothireddy Rajashekar Reddy, B. Sabitha	IPTLE 041	168
42	Educating the Budding Life Long Learners - D.S.L. Aryani	IPTLE 042	172
43	A Study on the Challenges faced by Graduates undergoing Transition Process from College to Career - M. Kanchanmala, K. Revathi Lalitha Kumari	IPTLE 043	175
44	Learning to Teach - Teaching to Learn - Madhura, B	IPTLE 044	180
45	Learning Methods And Teaching Technology - Nima Milac C, A. Swathi	IPTLE 045	184
46	Evaluation as a vehicle of teaching and learning - Vigneshwar.V.P, R. Sakthivel	IPTLE 046	187
47	A Next Best Practice - Incorporating the Sustainability Dimension In Higher Education - Dr.Vinita Sharma, D.Suhasini	IPTLE 047	190
48	A Study on Importance of ICT in Higher Education - K. Kiran Kumar	IPTLE 048	193
49	Amalgamation Of Traditional And Modern Methods In Education System - C. Swapna	IPTLE 049	198
50	Innovative technologies used in teaching and studying - Kesav Hari G.R, Anushiya Lakshmi M	IPTLE 050	202

51	English through Literature - R. Gayathri, M.V.Akshaya	IPTLE 051	206
52	Creative Activities for Modern English Classroom - Monica Raani, Sowndarya P.	IPTLE 052	209
53	Technology And Innovations - Shylvia, Premalatha.A	IPTLE 053	215
54	Lifelong Learning & Development-Shailaja.B, J.Shree Ranga Nayaki	IPTLE 054	217
55	Innovations in Indian Higher Education System - M. Narsing Rao, Dr .Gopiseeti Rambabu	IPTLE 055	220
56	Learning Attitudes of Adult learners of (age group of 25 -60 yrs) in Lifelong Learning - Dr. K.Udaya Kiran Rani	IPTLE 056	223
57	EFL- U and French Language in SWAYAM portal - Dr. Kalplata	IPTLE 057	228
58	Management Game on Human Resource Development - Dr Pavan Patel	IPTLE 058	231
59	Institutions as Insignia of Innovation: A Techno- Centric Approach to Teaching and Learning - V.S. Karunashree, P. Jaisri,	IPTLE 059	233
60	A Study On Human Resources Management and Technology - K. Padmavathi Nageswaramma, Dr. R. Padmaja	IPTLE 060	236
61	Pedagogy and Andragogy: The Significant Theories of Learning - Dr. Kolachina Srinivas, Dr. K. Bhavana Raj,	IPTLE 061	240
62	Leveraging technology in academics – a case study of SNIST, Hyderabad - Dr.M.V.S.Sudhakar, K.Sreenivasa Charyulu	IPTLE 062	244
63	Perceptual Mapping of students for Engagement In Class: an empirical study of student apathy towards Higher Education - A. Lakshmi , Kavitha Ramdas	IPTLE 063	247
64	Innovative use of ICT Tools in Class-Room teaching with Emphasis on Selection of Topics Outside the Prescribed Syllabus Challenges and Opportunities - A case study - N. Uma Devi	IPTLE 064	256
65	Training and Development brings a paradigm shift in Management Education - Mrs. Sheena Abraham, Dr. Porinita Banerjee	IPTLE 065	262
66	Evaluation as a Vehicle of Teaching and Learning - Dr. T. Joseph Christadoss	IPTLE 066	267
67	Entry Level Assessment of Students through Proficiency Tests- The Way Forward to Sustain Quality - J. Michael Preetham, Jaimole Cross	IPTLE 067	271
68	Role of Accreditation In Improving the Quality in Higher Education - Gayathri Raparathi	IPTLE 068	276
69	Infrastructure & Learning Resources In Higher Educational Institutions - Sreeram Daida	IPTLE 069	281
70	M- Governance in Higher Education - Dr. K. Rajender Reddy	IPTLE 070	285
71	Management Education- Developing and Propagating Case methodology- A systematic innovative approach - P. Kamasastri	IPTLE 071	289
72	Blogs: For Innovative Teaching And Learning - N. Swamy	IPTLE 072	294
73	Flexible Pedagogies: Technology Enhanced Learning in HEIs - Jyothi Cherukuri, Dr.G.Angela, Dr.N.V.Kavitha	IPTLE 073	298
74	Role Of Institution For Promoting Innovations - Harishma R.J, Nimisha Aushlin.S.D	IPTLE 074	304
75	Innovative Technique in ICT - Open Badge - Resheta Reddy, Renu Mathur, O.Sharadha	IPTLE 075	309
76	Internal Quality Assurance Cell (IQAC) - For new innovations in Higher Education system - J. Ajay Kumar	IPTLE 076	312

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Use of Flipped Classroom in Data Structure Course

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Abstract: *Flipped classroom also known as inverted classroom is a strategy that reverses the traditional learning environment. The main aim of a flipped classroom is to give students-centered learning. A flipped classroom provides students to access contents of lecture at any time, any location and any devices and also it provides the facility to students those who are not attending classes they can follow the lecture by watching the video lectures. In this paper we are going to discuss and implement flipped classroom strategy for Data Structure course by creating and uploading short video lectures of data structure topic online for students to watch at home before the next class session. This flipped classroom helps by solving exercises and encourages students involving in the class room activity in the classroom and clears their doubts from the faculty with in the classroom itself. With the help of Google class room interface we are going to implement this strategy.*

Key Words: *flipped classroom, data structure course, traditional classroom, 24/7 access, student-centered learning.*

1. INTRODUCTION:

With the rise of technology and one-to-one computing in schools, converting the traditional classroom into a flipped one has become a trendy model of instruction in education. A flipped classroom is one where students complete direct instruction independently online, using videos or other technological resources[1]. As a result, time is freed up in the classroom for more engaging activities such as class discussions, projects, and lab experiments. While considered an innovative approach to learning, this model has benefits and weaknesses in its approach to student learning.

Flipped classroom is one way to ensure time is spent assimilation rather than information transmission. In a typical traditional classroom system information transmission is takes place during class that is teacher delivers the lectures or giving notes in the classroom and students are taking the notes and questions are asked from the instructor ,students responses his/her questions to teacher.this will take in vice versa .so inside the classroom there is an information transmission only takes place and outside of the class the students will solve the problems or assignments given by the teacher and submit their assignments in the classroom[3].

The limitations of the traditional classroom systems are students do not pay utmost attention in the classroom and teachers are asked questions to only few students those who are active in the class and also only few students in the class will respond to teacher's query. Students be too challenging and boring their assignments and it leads to copy other students contents in their assignment.

1.1 Benefits of Flipped classroom

Students can consume lecture materials at their own pace.

In traditional lectures, students are bound to the pace that the instructor sets for the course. If a student has difficulty understanding a concept during a lecture, he or she is forced to slow down the rest of the class by interrupting and asking for additional clarification — or do his or her best to keep up and ask for guidance at the end of class. By contrast, in flipped classrooms, students can review and replay any parts of the lecture that they're having trouble with as many times as they need[2]. If students continue to have issues, they are able to come to class prepared to ask specific questions about the concepts that give them pause.

The teacher is present while students apply new knowledge.

In the traditional classroom, students show what they've learned in class through homework. This order of events is suboptimal because, at home, students typically do not have resources to turn to should they have questions.

Consequently, a student must wait until the next class session or wait until the professor's office hours to receive help — or turn in incorrect homework[6]. Bringing homework into class time gives teachers insight into which concepts, if any, that their students are struggling with and helps them adjust the class accordingly.

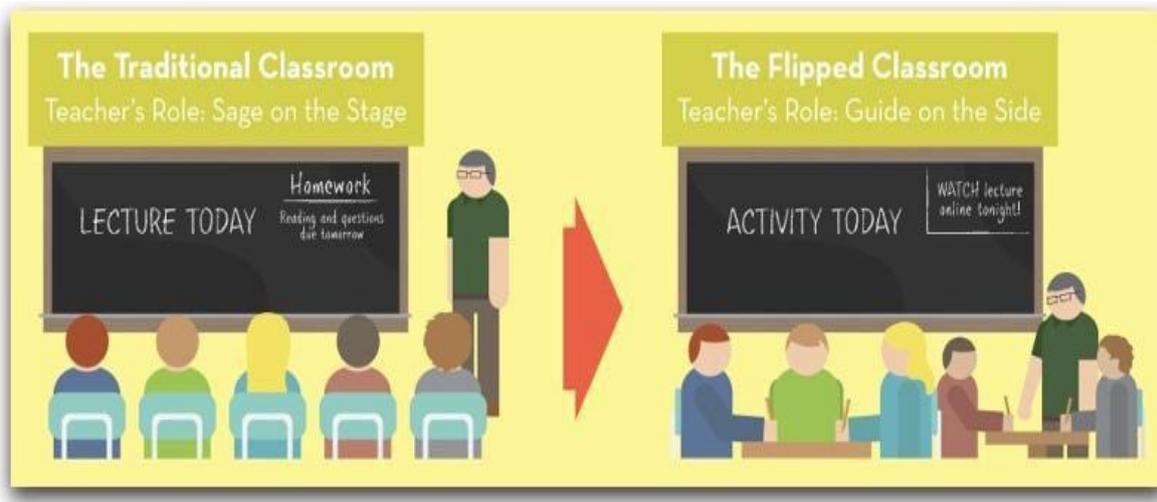


Figure-1 Traditional and Flipped Classroom model

In traditional classroom the students perspectives are ask the questions to the teacher and clears their doubts , the perspective from teacher side is can adapt lecture dynamically to the students .the problems in this model is the teachers do not know the difficulties faced by the students while solving their problems in their home .

In Flipped classroom model teachers asks the students to watch lecture videos at their home and does problem solving activities in the classroom , the students perspectives are get help from their peers and teachers and , the perspective from teacher side is solve and help the students while problem solving inside the classroom .

2. OBJECTIVE:

The main objective of our work is transforms passive listener to active learners by use of flipped classroom activity and also students are actively engage in problem solving and learn from each others by solving their assignments and problems given by the teacher. Here we focuses on concept attainment not assessment .use of these flipped strategy will improve higher cognitive levels such as apply , analyze , create rather than lower levels such as recall and understand.

In this paper we are proposed use of flipped classroom strategy in computer science and engineering subject ie., data structures and will discuss the implementation of flipped strategy to the students and also discusses the response from the students also discussed.

3. PROPOSED WORK:

In this proposed work we are going to implement flipped classroom activity in data structures course.The following series of steps are involved to implement this activity.

- To create one pre recorded video for a topic in data structure subject using camera .
- Upload the recorded video in the youtube website .
- Inform about lecture video to the students to watch the video in their homes before the next class using Google Classroom
- This is the outside class activity and the students will understand the lower cognitive levels like create and understand from the video .
- In class room activity give a problem to students to solve based on their knowledge of watched video.
- Students are required to talk, write, reflect and express their thinking.
- Engage students in higher-order thinking (Analyze-Evaluate-Create).
- Ensure that students get feedback on their work, either from peers or teacher.
- Ensure to provide summary that connects Out-of-Class and In-Class activities.

4. RESULTS AND DISCUSSIONS:

We have used TPS (Think Pair Share) Strategy Inside the classroom and the steps for this activities are as follows

- Teacher gives one problem to solve, here teacher given topic to students is : Implement simple stack using array performing PUSH and POP operation.

- Instruction is given from the teacher is : Think over the steps (pseudo code) to Check Stack isEmpty(UNDERFLOW) Or isFull(OVERFLOW) before inserting/deleting elements to it. Think individually and write pseudocode for the operations.
- Pair (5 minutes) Instruction: Now pair up and compare your answers to your neighbours and agree on one final answer.
- Share (8 minutes) teacher asks a group to share their answer with class and see whether there are different answers. After sharing is done, teacher gives feedback on the correct solution and show his pseudocode for that operations.



Gokulakrishnan S
Oct 12, 2017 (Edited Oct 12, 2017)

Announcements

Dear Students , Next Class Monday 8th Period i will use Flipped Class Strategy , ie., you will gain knowledge of the topic outside of the class and get the assimilation in the inside the class room by solving problems with discussions.

So to implement this concept in the class room Here i attached video link for "Infix to Postfix Conversion using Stack", all of you watch video carefully and understand the knowledge of Notations , Types and Conversion Procedure , Monday 8th Period i will give do the TPS activity , you want to find postfix for the given infix expressions and check your result to your neighbours and finally i will display the result of the postfix conversion and end with discussion.

Link 1 : <https://www.youtube.com/watch?v=SJGi7mbkkCs&feature=youtu.be>

Link 2 : <https://www.youtube.com/watch?v=vq-nUF0G4fI>

Link 3 : <https://www.youtube.com/watch?v=vXPL6UavUeA>

any queries related to this send me the private comment.

Figure-2

Traditional and Flipped Classroom model

The announcement from the teacher side is shown in figure-2 and it gives the details about the activity and also provides lecture video URL to the students. The date on which the activity is also mentioned in the announcement.

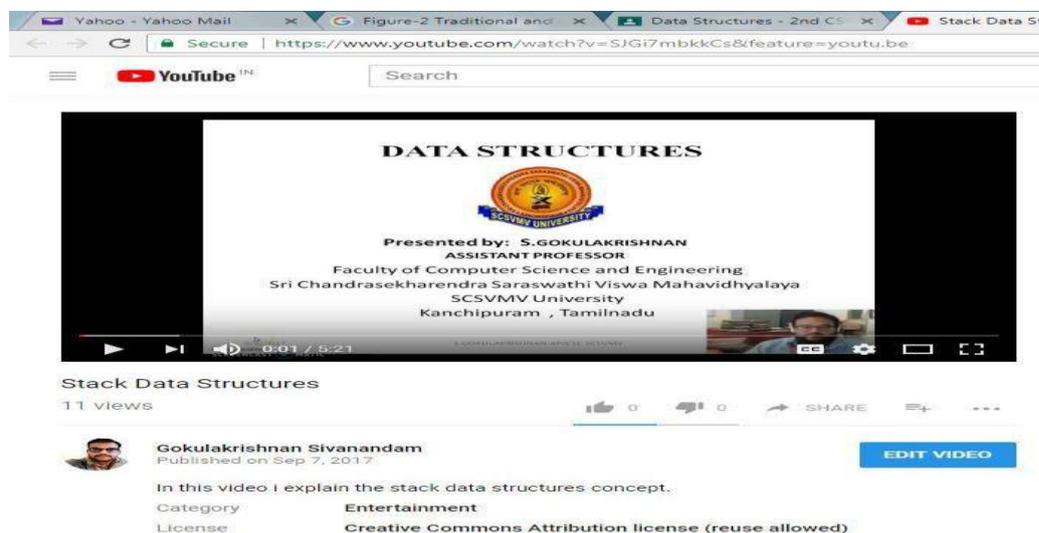


Figure-3 Pre Recorded Video Lecture in Youtube

The prerecorded video is uploaded in the youtube and it is available to the students at any time , they will watch the video again and again to understand and recall the knowledge of particular topic. The flipped strategy conducted over 52 students in classroom and the response from students also recorded and overall the students liked the active learning by doing activities , discussing the problems with their peers.

5. CONCLUSION:

Use of flipped classroom in the data structures changes the passive listener mode in to passive active mode . There is growing evidence that the flipped classroom model can improve student achievement in nearly any subject. It provides the students in engaging actively in the classroom and changes their lower order levels in to higher order

levels that is information transmission is transferred from outside and all the lower order levels(recall and understand)are carried out outside of the classroom , inside classroom time is spent for higher order levels (apply , analyze and create) .

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**MORALE OF LECTURERS AND THE IMPACT ON HIGHER EDUCATION AND
PRODUCTIVITY**

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Abstract: *Morale is purely emotional and is an attitude of an employee towards his job, his superior and his organization. Morale of employees is most important factor in service sector particularly in higher education institute teachers towards to produce the quality and standard output of human resources. The success of an educational organization is purely based on the satisfaction level of the teachers of that organization. Poor or low morale becomes obvious from the negative feelings such as dissatisfaction, discouragement or dislike of the job. Teachers' morale plays a vital role in the educational institution. High morale leads to success and low morale brings to defeat in its wake. The play of morale is not only important for an educational system. The success or failure of the institution much depends upon the morale of its teachers. The main aim of the study is to find the level of satisfaction of teaches of higher education and to find the attributes that influences their morale. For the purpose of the study it has been taken into consideration only the 600 employees of private engineering colleges in Nellore city, Andhra Pradesh. Among them 80 employees are selected as sample. The results indicates that various factors which influences morale and productivity like Social Security measures, welfare facilities salary status, health conditions and recognition of work are getting much importance. The management should provide opportunities for career development and need to pay salaries as per the standards prescribed by the concerned bodies, performance awards, retirement benefits etc.*

Key Words: *Higher education, lecturer, teacher, morale, management, institution*

1. INTRODUCTION:

Morale is purely emotional and is an attitude of an employee towards his job, his superior and his organization. Employee morale refers to an attitude of satisfaction with a desire to continue and strive for attaining the objectives of an organization. It is not a static thing, but it changes depending on working conditions, superiors, fellow employees, pay and so on. Morale may range from very high very low. High morale is evident from the positive feelings of employees such as enthusiasm; desire to obey orders, willingness to cooperate with co employees. Poor or low morale becomes obvious from the negative feelings of employees such as dissatisfaction, discouragement or dislike of the job. Morale is a fundamental psychological concept and is the degree of enthusiasm and willingness with which the members of a group pull together to achieve group goal. Several criteria seem important in the determinants of levels of teachers' morale such as objectives of the organization, organizational design, personal factors, rewards, good system of salaries, promotions; work environment, job Satisfaction and other incentives keep the morale of the teachers high. In order to achieve high morale among lecturers there should be a two way communication between the management and the lecturers as exercises profound influences on morale. There should be a proper incentive system in the organization to ensure monetary and non-monetary rewards of the employees to motivate them. Management must provide for employees welfare measures like quarters, credit facilities, sport clubs, education for their children etc. There should be proper training by way of providing opportunities to participate in research activities, workshops; faculty development programmes and recognition an improvement in productivity. Also, employees can be given performance awards or have their name mentioned at staff meetings, posted on a notice boards etc.

2. OBJECTIVES OF THE STUDY:

- To find out the morale of the lecturers and their level of satisfaction.
- To find out the attributes that influences their morale.
- To suggest measures to increase morale of the lecturers.

3. NEED OF THE STUDY:

Teachers' morale plays a vital role in the educational institution. High morale leads to success and low morale brings to defeat in its wake. The play of morale is no less important for an educational system. The success or failure of the institution much depends upon the Morale of its teachers.

4. SCOPE OF THE STUDY:

For the purpose of the study it has been taken into consideration only the 600 employees of private Engineering colleges in Nellore, Andhra Pradesh. Among them 80 employees are selected as sample.

5. RESEARCH DESIGN:

The research design is descriptive in nature for the primary data collection. Field survey method is employed to collect the primary data from the selected respondents. For this purpose direct face to face interview method is employed to collect the data from the respondent and were arranged systematically and sequentially to form simple tables. Secondary data collected from various databases like articles; educational periodicals etc. apart from this data, the leading journals and magazines relating higher education were also referred for this study. The study is done during the period, March to May 2017.

5.1 TOOLS FOR DATA COLLECTION:

Questionnaire was the main tool used to collect the data from the sample respondents. The questionnaire is circulated among the research experts and it was redrafted in the light of their comments.

5.2 PRETEST:

After the construction of questionnaire it was pretested with more than 10 respondents. After pre testing, necessary modifications were made in the questionnaire for the present study.

5.3 SAMPLING PLAN AND FRAMEWORK OF ANALYSIS:

The data collected from the respondents according to the convenience of the researcher. In this study area total number of respondent are about 600. From the total population 80 respondents were selected on the basis of simple random sampling technique.

6. RESULTS AND DISCUSSIONS:

The study shows that the respondents 40. 0% (32) belongs to the age group of 20-30 years, 43.8% (35) belongs to 30-40 years, 16.3%, (13) belongs to 40-50 years. It also reveals that 52.5% (42) respondents belong to male, and 47.5% (38) of them were female respondents. The study shows that 67.5% (54) belongs to PG, 18.8% (15) belongs to UG, 13.8% (11) belongs to Ph.D, qualifications. Majority of the engineering colleges have the post graduate qualified faculty, because the post graduation is the minimum qualification as to teach undergraduates. The study shows that the respondents 35.0 %(28) belongs to 5-10 years of experience, 30.0% (24) respondents belongs to 3-5 years of experience, 22.5%(18) respondents belongs to 1-2 years of experience, 8.8% (7) respondents belongs to less than 1 year, 3.8% (3) respondents belongs to above 10 years of experience. It also shows that 38.8% (31) belongs to the income of Rs 20001-30000, 28.8% (23) belongs to the income of Rs 30001-40000, 18.8% (15) belongs to the income of less than or equal to Rs 20000, 7.5% (6) belongs to the income of Rs 40001-50000, 6.3% (5) belongs to the income of above Rs 50001. The highest percent of the respondents of income belongs to Rs 20001-30000.

6.1 LEVEL OF SATISFACTION WITH PAY:

The satisfaction level with pay is an important factor that affects the teachers' morale. The distribution of simple respondents according to pay level satisfaction and morale is shown on the following table.

TABLE-1-LEVEL OF SATISFACTION WITH PAY (SAMPLE DISTRIBUTION)

S.NO	satisfaction with pay	No. of respondents	Percent
1	Highly satisfied	10	12.5
2	Satisfied	41	51.3
3	Neither satisfied nor dissatisfied	18	22.5
4	Not satisfied	11	13.8
	Total	80	100.0

Source: Primary Data

The above table-1 shows that 51.3% (41) were satisfied with the pay, 22.5% (18) respondent were neither satisfied nor dissatisfied with their pay levels, 13.8% (11) respondents were not satisfied with the pay, 12.5% (10) respondents were highly satisfied with their pay levels in the study area.

6.2 LEVEL OF SATISFACTION WITH THE PRESENT JOB:

The job satisfaction is an important factor that affecting the morale of teachers. The distribution of sample respondents according to a welfare benefits and employee morale is shown in the following table.

TABLE-5.2 -JOB SATISFACTION AND MORALE (SAMPLE DISTRIBUTION)

S.NO	Job satisfaction	No. of respondents	Percent
1	Highly satisfied	1	1.3
2	Satisfied	70	87.5
3	Neither satisfied nor dissatisfied	7	8.8
4	Not satisfied	2	2.5
	Total	80	100.0

Source: Primary Data

The above table 2 shows that 87.5% (70) of the respondents satisfied towards their job satisfaction, 8.8% (7) of the respondents are neither satisfied nor dissatisfied towards their job satisfaction, 2.5% (2) of the respondents are not satisfied towards their job satisfaction, 1.3% (1) of the respondents are highly satisfied.

6.3 LEVEL OF SATISFACTION WITH PROMOTION:

The distribution of sample respondents according to promotion level satisfaction and teacher morale is shown on the following table.

TABLE-3-LEVEL OF SATISFACTION WITH PROMOTION (SAMPLE DISTRIBUTION)

S.NO	Satisfaction with promotion	No. of respondents	Percent
1	Highly satisfied	1	1.3
2	Satisfied	31	38.8
3	Neither satisfied nor dissatisfied	30	37.5
4	Not satisfied	18	22.5
	Total	80	100.0

The above table-3 shows that 38.8% (31) of the respondents were satisfied with the promotion, 37.5% (30) respondent were neither satisfied nor dissatisfied with their promotion, 22.5% (18) respondents were not satisfied with the promotion, and 1.3% (1) respondents were highly satisfied with their promotion level.

6.4 LEVEL OF SATISFACTION WITH STATUS:

The satisfaction level with status is an important factor, the distribution of sample respondents according to status level satisfaction and morale of lecturers is shown on the following table.

TABLE- 4-LEVEL OF SATISFACTION WITH STATUS (SAMPLE DISTRIBUTION)

S.NO	Satisfaction with status	No. of respondents	Percent
1	Satisfied	60	75.0
2	Neither satisfied nor dissatisfied	12	15.0
3	Not satisfied	8	10.0
	Total	80	100.0

Source: Primary Data

From the above table-4 shows that 75.0% (60) of the respondents were satisfied with the status, 15.0% (12) respondent were neither satisfied nor dissatisfied with their status, 10.0% (8) respondents were not satisfied with the status.

6.5 SELF DEVELOPMENT AND LEVEL OF SATISFACTION:

Self development is an important factor that affecting the employee morale. An attempt was made to find out the relationship between self development and morale of the respondents. The distribution of sample respondents according to self development and morale of lecturer is shown in the following table 5.

TABLE-5-SELF DEVELOPMENT AND MORALE (SAMPLE DISTRIBUTION)

S.NO	Self development	No. of respondents	Percent
1	Very often	5	6.3
2	Often	18	22.5
3	Sometimes	32	40.0
4	Rarely	23	28.8
5	Very rarely	2	2.5
	Total	80	100.0

Source: Primary Data

The above table 5 shows that 40.0% (32) the respondents are with sometimes self developed, 28.8% (23) of the respondents with rare self development, 22.5% (18) of the respondents were often, 6.3% (5) respondent with very often self developed and 2.5% (2) respondent with very rare self development.

6.6 WORKING ENVIRONMENT AND MORALE:

The distribution of sample respondents according to working environment and morale of teachers is shown in the following table.

TABLE-6-WORKING ENVIRONMENT AND MORALE (SAMPLE DISTRIBUTION)

S.NO	Working environment	No. of respondents	Percent
1	very good	4	5.0
2	Good	51	63.8
3	Satisfactory	25	31.3
	Total	80	100.0

Source: Primary Data

The above table 6, shows that 63.8% (51) of the respondents were belong to good, 31.3% (25) respondents were belong to satisfactory and 5.0% (4) respondents were belongs to very good of working environment. Maximum of the respondents satisfied with their working environment.

6.7 EXPRESSING THE VIEWS OR IDEAS:

Independence to express the views or ideas of respondents is an important factor that affecting the morale of teachers. An attempt was made to find out the relationship between the independence of expressing views or ideas and morale of the respondents. The distribution of sample respondents is shown in the following table.

TABLE-7-EXPRESSING THE VIEWS OR IDEAS (SAMPLE DISTRIBUTION)

S.NO	Independence to express views	No. of respondents	Percent
1	Strongly agree	15	18.8
2	Agree	46	57.5
3	Neither agree nor disagree	12	15.0
4	Disagree	7	8.8
	Total	80	100.0

Source: Primary Data

The above table 7 shows that 57.5 % (46) of the respondents who agrees that they are independence to express their views or ideas in their profession, 18.8 % (15) respondents who strongly agrees that they have the

independence to express their views or ideas in their profession, 15.0 % (12) respondents who neither agree nor, 8.8 % (7) respondents who disagree they have the independence to express their views or ideas in their profession.

6.8 RULES AND REGULATIONS AND MORALE:

The distribution of sample respondents according to rules and regulations and teachers morale is shown in the following table.

TABLE 8-RULES AND REGULATIONS AND MORALE (SAMPLE DISTRIBUTION)

S.NO	Rules & regulations	No. of respondents	Percent
1	strongly agree	4	5.0
2			
3	Agree	57	71.3
4	Neither agree nor disagree	17	21.3
	Disagree	2	2.5
	Total	80	100.0

Source: Primary Data

The above table-8 shows that 71.3% (57) of the respondents agrees with rules and regulations, 21.3% (17) respondents neither agree nor disagree with the rules and regulations, 5.0% (4) respondents strongly agree and 2.5% (2) respondents disagree with the rules and regulations.

6.9 INNOVATIVE PROFESSION:

Innovation is an important factor that affecting the morale of internal teachers. An attempt was made to find out the relationship between innovative profession and morale of the respondents. The distribution of sample respondents according to innovative profession and teachers' morale is shown in the following table.

TABLE 9--INNOVATIVE PROFESSION (SAMPLE DISTRIBUTION)

S.NO	Innovation	No. of respondents	Percent
1	very often	17	21.3
2			
3	Often	32	40.0
4	Rarely	27	33.8
5	very rare	3	3.8
	Not at all	1	1.3
	Total	80	100.0

Source: Primary Data

The above table 9 shows that 40% (32) of the respondents agree with innovation often, 33.8% (27) respondents agree with innovation rarely, 21.3% (17) respondent agree with innovation very often, and 3.8% (3) respondents agree with innovation very rare, 1.3% (1) respondents not at all agree with innovation.

6.10 SUGGESTIONS FOR THE IMPROVEMENT OF STANDARDS:

The distribution of sample respondents according to improvement standards and morale of teachers is shown in the following table.

TABLE 10 -SUGGESTIONS FOR THE IMPROVEMENT OF STANDARDS (SAMPLE DISTRIBUTION)

S.NO	Standards	No. of respondents	Percent
1	Very often	2	2.5
2			
3	Often	4	5.0
4	Rarely	47	58.8
5	Very rare	23	28.8
	Not at all	4	5.0
	Total	80	100.0

Source: Primary Data

The above table shows that 58.8% (47) of the respondents are said that colleges have been taking their suggestions rarely, 28.8% (23) respondents are said that colleges have been taking their suggestions very rarely, 5.0% (4) respondents were often, 5.0% (4) respondents were not at all and 2.5% (2) were very often.

6.11 SATISFACTION LEVEL WITH LIBRARY FACILITIES:

The distribution of sample respondents according to library level satisfaction and morale of faculty members is shown on the following table.

TABLE 11--SATISFACTION LEVEL WITH LIBRARY FACILITIES (SAMPLE DISTRIBUTION)

S.NO	Library facilities	No. of respondents	Percent
1	Highly satisfied	10	12.5
2	Satisfied	51	63.8
3	Neither satisfied nor dissatisfied	15	18.8
4	Not satisfied	4	5.0
Total		80	100.0

The above table shows that the 63.8 % (51) of the respondents satisfied with the library facilities, 18.8 % (15) of the respondents are neither satisfied nor dissatisfied with the library facilities, 12.5 % (10) of the respondents are highly dissatisfied with the library facilities, 5.0 % (4) of the respondents are not satisfied with the library facilities, in the study area.

6.12 SATISFACTION LEVEL WITH INFRASTRUCTURE FACILITIES:

The distribution of sample respondents according to infrastructure level satisfaction and morale is shown on the following table.

TABLE-12-SATISFACTION LEVEL WITH INFRASTRUCTURE FACILITIES (SAMPLE DISTRIBUTION)

S.NO	Infrastructure	No. of respondents	Percent
1	Highly satisfied	1	1.3
2	Satisfied	67	83.8
3	Neither satisfied nor dissatisfied	10	12.5
4	Highly dissatisfied	2	2.5
Total		80	100.0

Source: Primary Data

The above table shows that the 83.8 % (67) of the respondents satisfied with the infrastructure facilities, 12.5 % (10) of the respondents are neither satisfied nor dissatisfied with the infrastructure facilities, 2.5 % (2) of the respondents are highly dissatisfied with the infrastructure facilities, 1.3% (1) of the respondents are highly satisfied with the infrastructure facilities.

6.13 CAREER PROGRESSION AND MORALE:

The distribution of sample respondents according to Career progression and morale of teacher is shown in the following table.

TABLE-13-CAREER PROGRESSION AND MORALE (SAMPLE DISTRIBUTION)

S.NO	Career progression	No. of respondents	Percent
1	Strongly agree	1	1.3
2	Agree	39	48.8
3	Neither agree nor disagree	27	33.8
4	Disagree	11	13.8
5	Strongly disagree	2	2.5
Total		80	100.0

Source: Primary Data

The above table shows that the 48.8 % (39) respondents agree that they have the career progression, 33.8 % (27) respondents neither agree nor disagree that they have the career progression, 13.8 % (11) respondents disagree

that they have the career progression, and 2.5 % (2) respondents strongly disagree that they have the career progression, in the study area.

7. CONCLUSION:

Morale is psychological concept and it drifters from person to person, profession to profession but various factors which influences morale and productivity. Each as Social Security measures, welfare facilities salary status, recognition etc. Employee morale plays very important role in every profession. Good employee morale helps to the success of the organization. Therefore, an employee has poor morale, if always a possibility of employee disharmony and also affects the results of the organization. The study states that majority of the respondents are satisfied with working environment and are happy to work as lecturers in the organization. But some of the respondents have opinion that their colleges are not providing any retirement benefits and they have heavy workload in the organization. It is also found that education is a major factor which influences the morale of lecturers. High qualified lecturers are expecting higher salaries and other benefits from employer and also they are expecting the familiar treatment and status on their job rather than the low qualified employees. It will be more effective if the management take the steps to introduce suggestion scheme system for the employees. The management should pay the salaries as per the UGC or AICTE norms to the employees. It will be better if the management provides rewards to teachers in case of good results and publication of their research works so it will boost in their morale and output. The management should provide opportunities for career development and has to sponsor for paper presentations and publications. It will better if management given performance awards to employees like best teacher awards. The study concludes that the quality of output of an educational institution is also based on the quality of employees and their morale towards their job and organization.

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Innovations in an Educational System

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Abstract: *The strength and behavior of the education system relies on the needs of the specific context, class and students. Educator's professional practices encompass both teaching practices in the classroom and broader professional practice shapes the learning environment. Every educator tries the best to impart knowledge and holds the responsible for building society which drives through thrives and sets technological innovation and economic growth.*

Key Words: *Educator, Knowledge, Organization, Society*

1. INTRODUCTION:

Knowledge and development of human is essential for the growth, path and quality of education and learning. One can achieve a quality education through a number of skills, including school inspections, parents meetings and survey of teachers, parents and students. The regular meeting of the management board with the teachers for promoting and encouraging the resources. The improvement is needed for the development and adaptability of the educational system.

2. EDUCATION IS AN INNOVATION:

“Education is the manifestation of perfection already in man” – (Swami Vivekananda)

Education is not just a means for achieving social upliftment, but the society must view education as an engine of innovation in an information era propelled by its wheels of knowledge and research leading to development of the society. Educational experience should be challenged or confronted which allows them to reassess their experience and the assumptions on which they are operating. Many institutions are adopting problem-based learning as a solution to produce graduates who are creative and can think analytically and solve problems. As knowledge is lifelong learning for an instructor or student. The education is source of light that guides the mankind in the right direction with a mission and vision to the society.

3. THE ROLE OF EDUCATOR IN INNOVATIVE WAY:

Educators had plenty opportunities to practice the intentional planning of the work ahead of time, defining deadlines and not to mention deliverables. Educators assign the project work to the group of students to make them actively participate and get involved in the subject, discuss among the group and explore themselves. The project assigned to the students helps the students to identify one's individual position and gives a confidence of doing handling a higher task.

Educators use **multimedia** technologies available for developers to create the innovative and interactive multimedia applications. The students are able to grasp better when digital media elements are incorporated into the project.

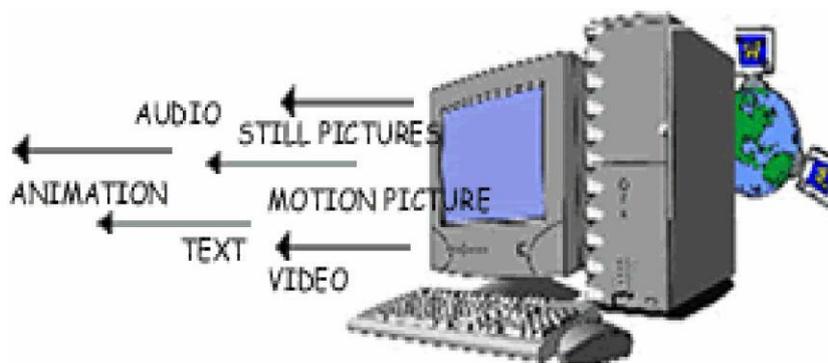


Figure 1: Multimedia Technologies

Educators use **mind maps**, a drawing method for representing the sentence in a diagram form. The diagrams take the form of a tree, with a single starting point in the middle that branches out and divides again and again. The tree is made up of words or short sentences connected by lines. Educator needs to have the **sense of humor**, an effective way of innovative teaching method. Students always like energetic and charming personalities and that's natural. An educator can easily achieve target by being humorous and in entertaining way. The role playing and scenario analysis is excellent way of imparting knowledge in science and engineering courses having practical. The students are provided an opportunity to solve a particular issue by exposing to decision making in a given environment. [1]

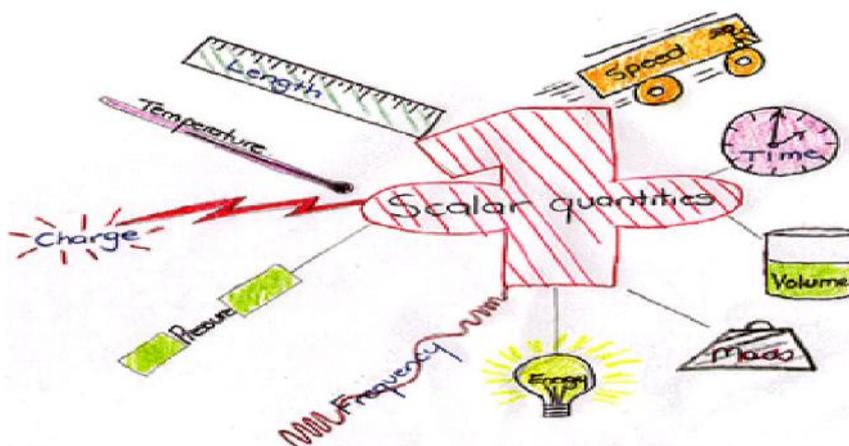


Figure 2: Mind Maps

4. EVALUATION IS A MUST FOR INNOVATIVE:

Every process/step has an evaluation. Evaluating throughout is important; it allows amendments and progresses to be made. The evaluation of teaching and learning has become a significance of present education. Questionnaires can be used to explore the most complex issue, such as what students learnt, what aspects are most useful and how they would be improved further. Maintain journal of their experiences and their comments about the creativity. This increases confidence and understanding by analyzing. Journals can be included as part of student assessment. Student interviews are common valuable means of evaluation, provided the focus is clear. But interviews are time consuming; interviews of a small sample of students may be used. Informal observation of behavior is other method of evaluating and is considered to be sophisticated. [2]

5. INVESTING GOOD APPROACH:

Identify the academic students in various subjects and to design an instrument to shape their professions by providing extra books through library, organizing career counseling workshops, special coaching, training in competitive examinations, and the various events organized by other institutions. At the college level scheme certain unceasing internal evaluation system. It must contain announced and unannounced test, unit tests, individual and group assignments, PPT competitions, online tests etc. Quality of educators is a decisive factor in the qualitative improvement in the education system. In fact the teachers are the spearhead if the quality improvement movement in a college. Hence educators from the various departments should be delegated for research fellowships, orientations and refresher courses, international, national and regional seminars and conferences for their academic development. College should encourage the department to organize workshops, seminars and conferences in the college for upgrading the knowledge of the teachers. They must be encouraged to participate in refresher courses.

Organizing the workshop, seminar, conferences at college level, national level and international level on themes relevant to their courses.

6. THE DEVELOPMENT OF PROFESSIONAL LEARNING COMMUNITIES IN ORGANIZATION:

The development of an educator depends completely on the educational system conditions. The two key conditions are discussed below:

7. FORMAL CONDITIONS AT THE EDUCATIONAL LEVEL:

Formal conditions include the educational building area size, availability of resources and organization autonomy. Organization size affects physical proximity, familiarity, identification and the communication flow. In smaller organization, teachers have more opportunity to interact and communicate with each other frequently. A collective identity and common norms can be developed more easily in smaller organization. Thus, organization size may be positively or negatively related to the existence of professional learning communities. Co-operation requires time and space to meet and talk, and thus a good infrastructure. When educators participate in the selection of new educators, the responsible for their integration and qualification may be achieved. The freedom to devote time and resources to the specific needs of the school, its staff and its student organization is used to establish systems of professional learning.

8. SOCIAL CONDITIONS AT THE EDUCATIONAL LEVEL:

A respectful and positive social climate is central motivation for educators in professional learning communities. A loyal and supportive social environment can encourage educators to reflect on their exercise, share ideas and talk openly about problems.

The educational management is core factor for developing cooperative practices and professional learning communities. Instructional leadership and a focus on learning and development may help create a climate conducive to collective learning. The professional reflection and development by educators are necessary for information on their own strengths and weaknesses. Therefore, regular feedback and appraisal contribute to the development of professional learning communities and help transform schools into learning organizations. [3]

9. EDUCATORS' PROFESSIONAL PRACTICES AND EDUCATIONAL INNOVATION:

Both at national and international levels, educational policy debates seek innovations that may help educational systems adapt in a changing world, responding to growing demands from the labor market for new social and economic challenges and by evolving norms and practices in the life of students and educators. New ideas and further development thoughts of any product that is existing is coined as Innovation. Moreover, process or method that is applied in a specific context with the intention to create a value is the same. Innovations sometimes involve radical changes they result in incremental adaptations of well-known practices. "Education is not a service *for* a customer but an ongoing process of transformation *of* the participant, be it student or researcher". The adaptations may be considered innovations provided on a new idea and when they have the potential to improve student learning, or when they are linked with other outcomes. An innovation is difficult to examine with questionnaires. A survey can help educators gain knowledge on their implementation. Good ideas developed in a specific context by experts, researchers or policy makers need to be spread across classrooms and schools to improve processes and outcomes on a more global scale.

10. CONCLUSION:

Most of the time the educators spends time in the classroom teaching but the supplementary work has gain an attention for the transforming the educational system. The idea of professional learning communities is engrained in socio-constructive concepts. The paperless notes in the classroom are encouraged as an improvement in the learning method. The epad system of writing exams is introduced in quite a few educational systems which show the drastic change with the computer technology.

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Innovative Teaching Strategies for the Millennial Students

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Abstract: *The new generation of learners, the millennials, are found to be extremely tech-savvy, extensively multitasking and firmly career oriented. In addition, they are more interested in the instant success either with respect to money or power. Thus the Generation-Y knowledge-seekers set themselves as a strong contrast to that of the yester years. Traditional methods of dissemination of information and knowledge, therefore, turn out to be either inadequate or at times, obsolete. What proved consistently effective and useful as systems for about a number of decades, have grown irrelevant and inefficient to cater to the current need of learners. Keeping the present times in view, this research paper aims to get an insight of the various aspects related to learning-issues of the millennial-students and to explore workable teaching strategies to make learning a rewarding experience. This research paper will also add to the existing body of knowledge in innovative teaching practices*

Key Words: *millennial, innovation, teaching, strategy, effective learning*

1. INTRODUCTION:

Every generation has special characteristics of its own. But every preceding generation often speaks on a rough and condescending note about the following generation. Many of us in the teaching fraternity incessantly complain that the old were much better off than the new. We consider ourselves more hardworking and diligent than the current generation of students. Though it gets very subjective with such evaluations and statements, the existing chaos experienced with respect to teaching-learning process cannot be overlooked. The present-day students have their own distinctive qualities, upbringing, personas and attitudes that seem to significantly influence their learning styles in the classroom. The generation gap created between the teachers and the students should be taken with utmost seriousness in order to address the problems associated with it and to arrive at a more effective learning experience. The disconnect and the difference between the teaching group and the learning crowd should be analyzed critically and efforts should be directed toward reducing this gap so as to make learning constructive and beneficial for the current generation of students.

The present eastern education system, subjects are taught with the focus more on hard core theoretical aspects rather than on application orientation. In the context of almost everything which has evolved from where it has begun, there is an ever increasing demand for application based subjects. The classrooms have undergone a sea of change in the developed countries. To add on, the classrooms in well-to-do educational institutions are all equipped with projectors complete with internet facilities. The chalk and board method of teaching has taken a backseat though not going completely absent, making way for the era of power-point-presentations. Text books have also found an alternative in the form of learning apps for almost every subject under the sun. In short, everything in the education domain has seen development. Now it is up to the developing cultures and economies to envision newer teaching methodologies and to accentuate the overall growth of the country. The advancement of information technology and its adoption must act as a catalyst in achieving the progress and the general wellbeing. The right molding of the young India for the maximized betterment of the living standards of all of us, relevant and creative education appears as the remedy. The diffusion of knowledge and the popularity of internet bear an evident relationship. The present generation of students who have adapted themselves immensely to the digital media are a trustable source of solution for most of the plights our society finds itself in. This research paper focuses on methods of engaging such a millennial generation in the classroom so as to enable students to become effective learning partners and the nation building subjects.

2. OBJECTIVES:

The main objective of this research paper is to bring to light the learning issues of the present generation of students in the classrooms and solutions to mitigate such issues to make learning more effective and fruitful.

3. DISCUSSION:

Generation Y is also referred to as the “digital native (Marc Prensky 2005). They are so much attached to technology that it is impossible for them to imagine a space free of digital technology (Frاند 2006). The learning approach of the Gen Y students is different from that of their teaching faculty “[W]e are not them because our world is not theirs” (Fausto-Sterling 2000). Gen Y maybe tech savvy but they lack the ability to comprehend what information they receive (Franklin 2005). The learning styles of Gen Y has been referred to as “mediated immersion” (Oblinger and Oblinger 2005). They also prefer learning environments which are more practical oriented and realistic rather than theoretical content (Mills and Sharma 2005). The learning needs of this generation evolve very fast and thus faculty who teach them need to upgrade themselves (Kraus et al., 2008). This generation looks up for customized learning in which faculty are accessible to them as and when required so as to enable learning at their own comfort zones (Sandeen, 2008). In order to have effective learning in the classrooms students need to pay attention in the class and also they should be meaningfully engaged. This is important for their successful learning in the classrooms (Kraus et al., 2008). The students will prefer a creative learning method as against the rote method of teaching. (Roehling et al., 2010). An understanding of the value system and preferences of each generation will actually help teachers to deliver effectively in the classrooms (Sandeen, 2008).

4. LEARNING ISSUES WITH GEN Y STUDENTS IN THE CLASSROOM:

The teaching fraternity faces several challenges in educating Gen Y students. Firstly, the millennial generation of students has a very little attention span and they perceive a subject as important and useful only if it is relevant. For millennials to accept and appreciate any body of knowledge, it should offer sound germaneness and applicability. More so, the subject matter should be presented in a very concise, easy and simple way. They do not welcome any content that has much of history or theory attached to it. They are not found to spend much of their time and energy learning such stuff either. They prefer quickly getting into the application of the subject which makes them feel being meaningfully engaged with it. Secondly, millennials are highly tech savvy and are so used to the technical gadgets such as iPads, smartphones etc. that it is not possible for them to do away with these. They are so well versed with the gadgets that they can multitask without strain such as texting, browsing, listening to music and working on presentations, or with some excel sheets. They are also too much addicted to the new technological apps at hand such as WhatsApp, etc. The issue is to get them to concentrate on the subject to be studied in the class with the co- presence of smartphones or laptops. It is a herculean task to establish the connection and achieve engagement with learning. The addiction with the electronic tiny machines is so strong and distractive that it renders the entire process of teaching and learning meaningless and futile. Thus, getting students to listen to the lectures is indeed a challenging task and the technology has proved to be more of a bane than a boon to the present day learners. Thirdly, the millennial generation is very much oriented and pressurized to excel right from the school days. There is a lot of parental and peer pressure to perform well with good grades and excel, in the middle and secondary school levels, that the learners tend to lose the fizz, energy and passion when they actually reach college for higher education. That most of the courses in higher education do not offer high pressure study environment as in schools could prove to be a unhelpful shift which influences the learners learning behavior. Fourthly, Gen Y, therefore, prefers to work smart rather than work hard. They believe that with the use of technology they can work their way through at their own convenient time and pace and thus can seek a perfect balance between study and life. As a result, they dislike tight schedules and deadlines with respect to learning whether attentively listening to lectures or writing assignments. Students don't prefer to work with any sort of discipline either with specified time or method. They are mostly found advocating for their own comfort, choice and preference.

5. SUGGESTIONS FOR MEANINGFUL LEARNING IN THE CLASSROOM :

One of the best approaches to manage learning issues with Gen Y is to accommodate their value systems and attitudes instead of resenting them and look down upon their views and approaches to learning. By empathizing with new-age learners, the faculty can secure a greater rapport and connection thereby paving the way for smooth teacher-student relationship. Any variety of teaching strategies can work with learners only when students are able to relate themselves to the trainers or facilitators. Only with the help of wisely-experimented, thoughtfully-executed interpersonal skills can the facilitators contribute to the learning magnitude. To adopt the novel and creative approach and restructure the teaching methods by blending theory and application is of a secondary value to motivate and inspire the learners to voluntarily participate in the learning process. Technology is of a significant value in bringing about smoothness and joy in acquiring knowledge. It is without any doubt, very much a part and parcel of the student lives today. Teachers too should exploit these technological aids to accentuate the effectiveness of the current

methods of dissemination of knowledge rather than avoiding or doing away with technology. This will enable the students and teaches to bridge the generation gap between them for their mutual benefits. This surely can minimize the feel of drudgery and boredom associated with learning and facilitate learners of their journey toward success.

Secondly, as students are more inclined towards practical situations, assignments should be based on the real life applications. That is a workable and useful scheme in keeping them engaged in the true sense. The usage of online tests, internet based exercises would definitely prove to be a win-win scenario. Thirdly, students must be given appropriate and timely feedback with regards to their work assignments on a regular basis. The present generation seeks gratification through instant results and expects a quick feedback for their workout. This helps in binding them to their classroom activities of learning.

Their energy can be channelized by designed exercises that require physical movement since the students appreciate activities. The classroom assignments such as role plays, skits, group discussions, extemporaneous presentations etc. that call for teamwork and movement would be of a real value. Fourthly, a code of conduct or norms for assignments must be strictly specified and the adherence made mandatory to students so that they refrain from using study materials directly from the internet sources. This would help teachers prevent the learner from indulging in plagiarism and will encourage the students to think creatively and foster academic honesty.

6. CONCLUSION:

The millenials are technology- savvy generation and cannot do without it. It is inevitable and not a menace if managed with care and caution. The inclusion and accommodation of technology in the in the course of teaching process can result in productive means to an end. The awareness and the later adoption of the same by the teachers plays a crucial role in achieving the educational ends. Both the teacher and the taught should be co-creators in bringing about an effective learning experience. That is how we create and infuse worth to the ‘ Higher Education’.

7. RECOMMENDATIONS:

This research paper offers meaningful and practical insights to provide effective learning environment for the new generation of students. However there exists scope for further research in the comparative studies on various relative subjects. Research can be undertaken on the analysis of teaching strategies for various graduate and postgraduate courses and to assess the efficacy of different methods of teaching such as case study, presentations, role plays, online interactive webinars etc. The analysis of the student preferences for such methods for various subjects can be an additional area.

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Learning Outcomes and Course Handout: way to sustain Quality

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Abstract: *With an increase in the demand for higher education, the need for a dependable quality assurance mechanism has gained importance. Quality in higher education means the educational process is such that it ensures students achieve their goals and thereby satisfies the needs of the society and help in national development. Quality and excellence should be the vision of every higher education institution. However the major problem faced by the higher education Institution is about how to establish, evaluate, ensure, monitor and sustain quality. Learning Outcomes and Course Handouts are two such methods of sustaining quality in teaching in higher education. The present paper focuses on the ways and methods of how learning outcomes and course handouts can be used to improve teaching and learning process and thus sustain quality in higher education.*

Keywords: *Quality, Teaching and learning, higher education*

1. INTRODUCTION:

Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of civilization. Education is one that provides the thrust in getting ahead and building up a powerful democratic society. Therefore, higher education is considered as an important instrument for bringing about social, economic, political and technological progress. The scope and demand for higher education is increasing day by day and the most important mission of higher education is the creation of intellects by providing world class education for promotion of global standards in the Institutions of Higher Education. The most important factor that should be taken care of is to provide higher education without compromising on the quality of education.

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching.

The primary concern of developing countries is to provide quality education to large numbers at affordable costs. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. According to this quality becomes the defining element of education and 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.

Fostering quality teaching needs higher education institutions to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future (Hénard and Roseveare 2012)

Educational Institutions require an innovative supporting tool which helps in improving the quality of processes pertaining to the important functions particularly teaching, research and service. Learning outcomes and course handouts are such tools which help instructors in delivering quality education to the learners.

2. OBJECTIVES:

This study makes an attempt in this direction with the following objectives.

- To focus on the importance of Quality in education

- To study the term “Learning Outcomes and course handout”
- To analyze the advantages of preparing learning outcomes and course handout
- To focus on how learning outcomes and course handout may be used to sustain quality

3. DISCUSSION:

Learning Outcomes and Course handout:

From traditional times we are familiar and comfortable with a teaching process in which we first develop learning content and then deliver it to the best of our abilities as teachers and assess our students to what extent they have understood and learned the content. However today we are aware that there are better and more effective ways in which the teaching learning process can happen. Outcome Based Teaching learning approach(OBTL) is one such method which is getting the approval of many in the field of education as a better alternative to the traditional approach. This method emphasizes, not what the teacher is going to teach, but what the outcome of that teaching is intended to be. Intended Learning Outcome (ILO) is the significant factor which states clearly what the learner is supposed to be able to do and at what level.

We can see in our classrooms passive listeners when we deliver lectures. OBTL necessitates teachers to devise Teaching Learning Activities (TLAs). These activities make students to apply, generate new ideas, invent diagnose and solve problems. These are the stuff which they are expected to do as they start their career in an organization. This type of teaching is preceded by assessment tasks that measure how well students can use knowledge in academically and professionally appropriate ways, such as solving problems, analyzing opportunities, communicating with customers or organizing and executing plans.

Learning Outcomes or Outcome Based Teaching & Learning(OBTL) is not a new educational system but has been newly emphasized as a transformational perspective in higher education. This approach places the learner at the centre of the learning process and introduces strategic educational planning that is aimed at achieving results. The traditional teacher centered approach which focused on the teachers input and on assessment in terms of how well the students absorb the materials taught is now shifted to a learner centered approach where the emphasis is on what the students are expected to be able to do at the end of the learning experience. Here the idea is that the teachers are facilitators of learning who create and sustain an effective learning environment and experience.

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning." These are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills, help students connect learning in various contexts, and help guide assessment and evaluation. They focus on the end result of learning, regardless of how or where that learning occurred. Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly.

Mark Battersby (1999) of the Learning Outcomes Network explains that learning outcomes are more than simply several sentences appended to existing lesson plans or curricula; instead, the development of learning outcomes and their use within a unit of instruction shapes learning and assessment activities and can enhance student engagement and learning.

"Learning outcomes can provide a clear focus on what students achieve and lead to better qualifications and an improved student experience." (Adam, 2004)

While learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity, Course handout are session wise breakup of the course along with the teaching methodology for every session. This is useful for both, the instructor as well as the learner. The instructor needs to prepare a structured plan for all the sessions of a course and then follow the plan during all the sessions. It also helps the learners as there are no surprises in the class and a scheduled structure is followed during every session.

Features:

- Learning Outcomes are student-centered
- They focus on learning resulting from an activity rather than the activity itself
- They reflect the institution's mission and the values it represents
- They answer the question, “ why should a student take this course”
- Handout is a session wise breakup of the course
- It also includes the different teaching methodologies used by the instructor

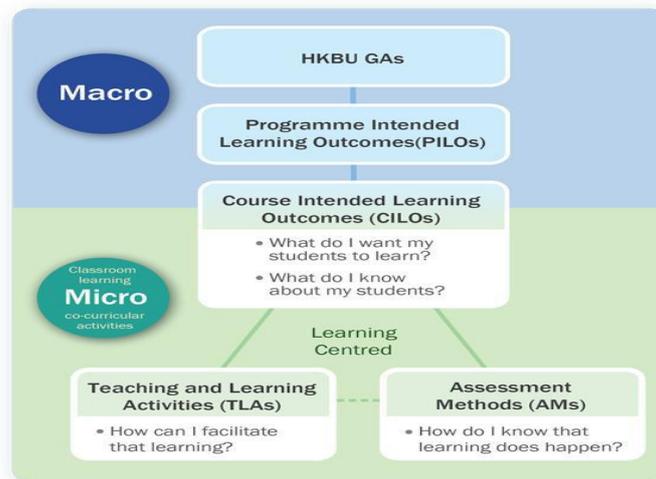


Figure 1: Macro & Micro - Course Intended Learning Outcomes

Source: Outcome based teaching and learning, Hong Kong Baptist university.
HKBU: Hongkong Baptist University GAs: Graduate attributes.

Learning outcomes allow instructors to set the standards by which the success of the course will be evaluated. OBTL is focused not on what the teacher intends to teach but rather the emphasis is on what is the outcome from the learner of that teaching is intended to be. The basic premise of OBTL is that the **teaching and learning activities (TLAs)** and **assessment methods (AMs)** are *constructively aligned* (Figure 1) with the **intended learning outcomes (ILOs)** for the course. In other words, the outcomes determine the curriculum content, the teaching methods and strategies, and the assessment process. The outcomes also provide a framework for curriculum evaluation.

OBTL, at the course/micro level, expects constructive alignments between the ILOs, TLAs and AMs such that the learners know what is expected of them (ILOs); be facilitated to achieve the set outcome via well-structured TLAs and be properly assessed for competency in achievement of said ILO via suitable AMs.

At the macro level, the course ILOs are also constructively aligned to the Programme ILOs, where therein are aligned to the HKBU Graduate Attributes such that the learner can achieve these attributes at graduation.

General structure of a Learning outcome & Handout:

- Section I: The Class and the Instructor
- Section II: The Course
 - Course Description
 - Course Outcomes
- Section III: Student and Instructor Responsibilities
 - Guidelines on Class Participation
- Section IV: Course Schedule
 - Units with learning outcomes
 - Session-wise schedule with proposed instructional strategy
 - Expected Reading List
 - Assessment schedule

Advantages of Learning Outcomes:

- **Clarity:** The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course.
- **Flexibility:** With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the student's needs. OBTL does not specify a specific method of instruction, leaving instructors free to teach their students using any method.
- **Involvement:** Student involvement in the classroom is a key part of OBTL. Students are expected to do their own learning, so that they gain a full understanding of the material. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning.
- **Effective Teaching and Learning:** Outcomes help teachers to design their materials more effectively by acting as a template for them. They help students in knowing what they can gain from following a particular course or lecture. Moreover students know where they stand and the curriculum is made more open to them.

- **Teaching strategies:** They help teachers select the appropriate teaching strategy matched to the intended learning outcome, e.g. lecture, seminar, group work, tutorial, discussion, peer group presentation or laboratory class.
- **Evaluation:** They allow instructors to set the standards by which success of the course will be evaluated. An instructor who has prepared the outcomes will be in a much better position to decide how they may be assessed, since he or she would know exactly what behavior they are supposed to be assessing.
- **Instructor development:** Another major advantage is that the very act of sitting down and writing a list of learning outcomes is a useful instructor development exercise in its own right. It not only forces the instructor and the institution to think deeply about what they are trying to achieve, but in many cases, also makes them take the first step towards a systematic approach to course design and course monitoring.
- **Checklist:** the handout may also be used as a checklist both by the instructor and the learner to check whether the relevant topic has been covered on time.

4. CONCLUSION AND RECOMMENDATIONS:

Learning outcomes and handouts are playing a major role in ensuring quality teaching. It is like a process that brings additional benefits and helps institutions to adopt them as best practices for effective delivery through a quality process which ensure its success. These process can be used for continuous quality improvement of an educational process. This type of structured course delivery helps the instructors in sustaining the quality in teaching and learning process. Higher educational institutions must be encouraged to follow these processes for every course they offer. Outcomes-based learning and assessment approaches comprise effective mechanisms for improving the educational experiences of our students and an effective tool for faculty, programs, and departments in order to obtain better results in terms of student learning for their investment of time and resources.

However we should always remember that course development or outcome preparations is an on going process and hence all objectives and outcomes should be re-appraised at regular intervals to determine whether they are being achieved in the course, but also to establish whether they continue to reflect a valid interpretation of the course's direction and emphasis. If they do not do, then it's time to change such objectives and outcomes.

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**Attitudes towards e- learning and satisfaction with technology among
engineering students of Reputed College**

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ABSTRACT: True education is the harmonies development of the spiritual, mental and physical of a person. E-learning not only edifies the student but also nurtures creativity, perception, attitudes, beliefs, and satisfaction, All these are the driving factors for quality education. The concrete aim of education is to prepare the student for the world and generations to come. The evolution of engineering education depends on the intent capacity of policy-makers for quality education in India, the two agencies responsible to ensure quality education is All India council for technical education (AICTE) is the statutory body responsible for norms, standards and coordinated development of technical education. National board of accreditation (NBA) is the statutory body structures the parameters for engineering colleges. These statutory bodies have build-up strong indicators to measure the quality education through remarkable innovation in e-learning. E-Learning is the strong requisite among the other to access the quality of education in the engineering institutions. The purpose of the study is to ensure for upgrading the technology through meaningful e-learning, in which it covers their perception, attitude, beliefs towards e-learning, which will lead to satisfaction with digitalization and previous e-learning experiences are interpreted as incremental value to engineering students. The purpose of this paper is to find out the importance of e-learning in their curriculum for attaining best performance through survey method, with the help of Questionnaire.

Key Words: E-learning, E-learning Success, Policy Makers, Students Attitude, and Satisfaction.

1. INTRODUCTION:

The pinnacle success of e-learning is driven by various factors of learner's perception, attitude, beliefs, & satisfaction with the exploration of technology. Respondents feel an e-learning program gets successful with the amount of comfortability, easy access and support of technical infrastructure. A successful e-learning is a result of satisfied needs. It is an Achievement of exploration and finds delight in e-learning. Effective & efficient e-learning will lead to consistent improvement in their learning & teaching skills in interpretation of acquired knowledge. It also enables them to analysis & experiment the conceptual knowledge, critical thinking, critical reading skills. Student perceptions, nature of attitudes, beliefs and satisfaction towards the focal point of e-learning is taken from previous data by research scholars. In 2014, near 2.1 billion (75%) of all internet users in the world 2.8 billion live in the top 20 countries. All these analysis clearly indicates the growth in quality education. By incorporating e-learning in education curriculum is now a global need. As the updating world show cases the intensity of e-learning. Rajan Anadan, managing director Google India said that e-learning will exceed the majority in India over U.S.A. By the year end 2018 e-learning will spread its wings to far and widest in out bursting of knowledge, outpouring of wisdom. As the world is transforming in technology, now the e-learning is felt more and more as the students are widely exposed to media, social media and addiction in peeks. This study is to inculcate the attitude of e-learning. E-learning belief and attitudes expose students to problems solving in classrooms for students to have a better understanding of the concepts that they are taught. In this 21st century e-learning is a important skill. Many educators felt the need for sowing e-learning in education which reaps in greater achievement in knowledge scale. Many forums are conducted regarding the importance of e-learning & tried to implement in curriculum through the officials concerned with curriculum planning. But could not able to work in success in implementing. In India issues pertaining to governance and control dominated the decision –making process. Although various committees suggested the bigger picture of quality in programme design and students. The focus is more on non-academic factors like admission policy,

administration, etc. though these factors are also important, they are not significantly important when compared to other essential factors like course design, skill development, faculty development programmes, research, etc. According to many experts who cited on attitudes towards e-learning, the ability to acquire, analyze, and creativity the complex information can be very well received from print, electronic, and digital media. E-learning objective is to expose the students to different types of knowledge content, which enables them to analysis and experiment the conceptual understanding, which inculcates critical thinking, critical review, and critical reading skills and to promote e-learning. Students must be taught to treat e-learning content critically. There is an urgent need to improve their media literacy and enable them to become informed students who look at things differently, take pleasure in questioning everything and get pleasure from hunting of answers to questions. Teachers also have to be trained to implement e-learning into their curriculum and lead them to complex world which engulfs in many challenges. Tennyson pointed in his poem Ulysses, media educators should lead their students with the mission, "to strive, to seek, to find, and to yield".

2. REVIEW OF LITERATURE ON E-LEARNING

(Nicholsen, 2007)¹ Since 1960's there is no single definition of e-learning it has evolved in different ways in Education and business in education sectors e-learning refers to both online learning and software based. According to Simonora et al (2009)² who explain as per historical prospective e-learning as a modern way of education with help of computer networks. Rosenberg, (2000)³ and other authors understand it as a tool for designing, distribution and evaluation of the process of instruction. Maru-Louise, et al (2009)⁴ identified some important prerequisites for success of e-learning during implementation in education. The e-learning outcomes are based on students' perception, beliefs and attitudes. It is very important that teachers should refine the student's beliefs and preference of e-learning over traditional learning. According to Palmer & Holt, (2009)⁵ Attitude is defined as an individual feeling to participate in e-learning program through the attitude success of e-learning depends. Which determines the extent to which students utilize the e-learning system in campus.erez cerejo (2006)⁵ According to him the purpose of measuring attitudes of the students helps in conducting learning out comes for futuristic students. Ela Goyal Seema and Purchit Manju Bhaya (2009)⁶ says technology satisfaction and usage of internet has significant effect on students performance. Chaman Verma and Jasber Singh (2011)⁷ stated that there is no significant effect of e-learning by Gender and locality wise. Song & Bosselmon (2011)⁸ says student learning with meaningful learning satisfaction help in measuring e-learning success. Sanjay Dahiya and Chaman Verma)⁹ concluded that irrespective of urban / rural students show positive attitude towards the usage of the internet in College / University.

3.1 RESEARCH METHODOLOGY

The usage and availability of technology of e-learning in institutions it is choice less demand to understand psychology towards e-learning. There are two objectives which are given below.

1. To study perception and attitude of B.Tech students in engineering college towards e-learning.
2. To find out beliefs and satisfaction level through meaningful e-learning.

3.2 Hypothesis

H01 There is a positive attitude towards e-learning program among B.Tech students.

H02 There is a high satisfaction towards e-learning among B.Tech students.

3.3 SAMPLING SIZE

The sampling included students who are studying B.Tech graduation in reputed engineering college in Hyderabad. The sample population and sample of the study is 490 and the respondents are 95. The sample is taken as 120 students. But the questionnaire was unfilled by 25 respondents, And 95 responded in sharing their opinion against the questionnaire. The sample space area is 490 students of ECE branch which has seven sections and the questionnaire was given to sections. study is conducted with the help of questionnaire to study the attitudes, beliefs and satisfaction level towards e-learning. The size of this study is 95 students of various branches in reputed colleges, Hyderabad. In a way to approach the sample that would represent the whole population the random sampling method is selected. All the students are of similar age group.

3.4 INSTRUMENT

This instrument consists of 21 questions self-report score on 3 point Likert scale, 1 = disagree, 2= neutral, 3=agree, the total score ranged from agree to disagree. This instrument also includes questions of demographic data of students such as gender, age. Students response were statistically analyzed according to the study level and the validity of the questionnaire to confirm through consultation with senior professor of university of bharin.

3.5 STATISTICAL METHOD

For the analysis of the study the statistics methods are taken for demographic data with the help of frequency regarding gender and percentages regarding gender frequencies, age percentage, income level of parent. The find out the attitudes belief and satisfaction levels of students regarding e-learning are measured with the help of SPSS and the observations are done with the help of mean standard deviation, student T.test at significant level of 0.5 and the rest of the result are displayed in data analysis.

3.6 Data Analysis and Discussion of Result

In this study quantitative research methods like (mean, standard deviations t-test and frequency) were used in order to validate assumed hypothesis H1 and H2. The attitudes, beliefs and satisfaction regarding accessibility of Internet for e-learning is measured in terms of study level variables of students. Reliability test is conducted to know the internal consistency as Cronbach’s alpha coefficients for internal consistency reliability varied between.75 and .94. This was an indication for the study alpha coefficients were encouraging and so no changes were made to the scale Table 1 shows the overall reliability value.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.618	.749	21

Table 3.1: Reliability Statistics

To obtain students opinion regarding e-learning a questionnaire is designed and consist of 21 questions which focus on attitudes, beliefs and satisfaction. The results of the one sample t-test which compare the student’s attitudes towards e-learning variable are given in Table 2.

Statistic	B. Tech
Mean	2.52
Observations	08
Standard deviation	.576
Std. Error	.059
Df	94
Mean difference	2.514
Sig (2-tailed)	.000
Probability value (Sig)	.05

Table 3.2 : Attitude towards e-learning of B-tech students at study level I (T-test at significance level 0.05)

As shown in above table 2 the descriptive statistics display (mean, variance, observations, standard deviation, and degree of freedom, significance) of B tech students. Based on the result generated by SPSS, the significant value is 0.00 and it is less than 0.05 so reject null hypotheses and accepts alternative Hence there is significant difference between the two means i.e. population means and sample mean. Regarding attitude towards e-learning.

Statistic	Male and Female B tech students
Mean	2.52
Observations	08
Standard deviation	.348
Std Error	.059
Df	94
Mean difference	2.514
Sig (2-tailed)	.000
Probability value (Sig)	0.05

Table 3.3: Beliefs towards e-learning of B-tech students study level (T-test at significance level 0.05)

As shown in above table 3 the descriptive statistics display mean, variance, observations,, df, and significance of B tech students. Based on the result generated by SPSS, the significant value is 0.00 and it is less than 0.05 so reject null hypotheses and accepts alternative Hence there is significant difference between the two means i.e. population means and sample mean. Regarding beliefs towards e-learning.

Table 3.4: Satisfaction towards internet access and infrastructure of B-Tech students study level
(T-test at significance level 0.05)

Statistic	Male and Female B Tech students
Mean	1.7014
Observations	05
Standard deviation	.352
Std Error	.0361
Df	94
Mean difference	2.525
Sig (2-tailed)	.000
Probability value (Sig)	.05

As shown in above table 2 the descriptive statistics display mean, variance, observations, asd, df, sig of B tech students. Based on the result generated by SPSS, the significant value is 0.00 and it is less than 0.05 so reject null hypotheses and accepts alternative Hence there is significant difference between the two means i.e. population means and sample mean. Regarding access to internet and infrastructure is mentioned. However the mean values of satisfaction towards internet access is low in the organization but there is significant difference between the samples.

4. CONCLUSION:

Survey is conducted on B tech students of a reputed Engineering college in relation to e-learning at study level of taking one stream of Engineering ie. Electronics and communication engineering. It was found that the e-learning is an essential for students in college. There is a meaningful difference of thoughts between the attitudes and beliefs of participants based on their study level. But respondents are unhappy with the internet access and infrastructure of the college. Where they were not able to enhance their studies and do online courses and imparting knowledge form other groups.

5. RECOMMENDATIONS:

Results of the research satisfied and conclusion is that the study motivates to college to take steps to persuade their students by providing good infrastructure on campus.

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Trending Towards Next Best Practices: Platform For Future

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Abstract: *Shifting teacher to a broader supporting role which aids in assisting all students in the class room and the teacher works out all new ways to support the learning and participation of all students in the class room balancing with their curriculum and following pedagogical strategies which will lay a platform for future as next best practices and drive the learners interest in the whole of teaching learning process. In this paper we will be studying all best practices which can be practiced in class-room for active learning of learners.*

Keywords: *Pedagogical, Best practices, Teaching Learning Process.*

1. INTRODUCTION:

To impart best as a teacher, teaching in a classroom with sufficient content and perfection in subject and by pausing in right intervals and checking whether the students are following the content taught so far giving them a scope to clear their doubts in mid of the class. Depending on the need of the subject showing them some demos or videos this is the usual age old process being followed so far, though it seems sufficient yet has many pitfalls. Here the student faces some challenges like -listening at a stretch to a classroom lecturer, fast learners understand the lecturer, it's not so with slow learners, and they are also not confronted with their misconceptions immediately. Also slow learner response and participation in the classroom is less comparatively.

To gradual switch over of role play from teacher centric to student centric results in changes in routine tendency where a student made to listen and copy notes dictated, in changeover of some fast learners participation to all student involvement in the classroom. Here the teacher has to spend time in creating and designing activities where the students are made to talk write reflect as well as express their thinking. Also based on their learning interests, active participation and also evaluating the whole process, redesigning of the activity is done, if required based on evaluating process.

2. OBJECTIVES OF STUDY:

The main objective of discussion is about knowing the learners, and learning about learner's active learning strategies. To every student learning is a personal experience, teachers are master learners, who expertly guide their students through difficult and complex tasks. The main objective of the paper is to discuss various strategies which can be adopted in a classroom, based on active student participation and involvement, these strategies can be practiced in future as best practices. Some of the strategies are discussed below:

3. MUST DO/CAN DO:

Teacher can handle slow and fast learners in the classroom or say different learners by adopting a different methods for both categories, teacher plans a separate schedule and assignments for slow learners before he can come to the class in order to follow the classroom teaching without difficulty at the same time to a fast learner an activity which can further ignite his ideas in a further productive way. This is imposed by the teacher on a must do and can do basis, tasks to a groups of students based on their learning needs.

4. THINK PAIR SHARE:

Is a cooperative learning strategy and gives a scope for each individual student to participate.

Think (individually) : Here each student is given an opportunity to think individually to a question and to analyze what they know or have learned and jot down their answer, the teacher looks into the “engaged” behavior of each student by giving him 1-3 minutes time for whole of this process.

Pair (with neighbor) : This is next stage where in they group up in pairs and discuss on the same issue, which gives them a chance for other students to know each other’s ideas at the same time a chance to discuss their “think” answers and reason out their thought, at this point the teacher can even add another question related to the first question, to further enhance their understanding on the same topic, for this phase the teacher sets 5-10 minutes time .

Share (entire class) : And finally the Students share and present their solutions and reasoning with the entire class, in a more refined way. The teacher concludes and moderates the discussion by highlighting important points. This whole process should be set 10-20 minutes.

5. TEAM PAIR SOLO:

This is a cooperative learning strategy. It helps teacher to motivate the students to solve problems which the students feel are complex and cannot be solved by them.

In this strategy all students are grouped into teams by the teacher in the beginning of class itself, but each person in the group is given with a different problem by the teacher, but all work together, solve together help each other by discussing their ideas, views in solving the problems based on their individual skill set, together as a team, then they break into pairs and help each other and finally solve the task individually. Team pair solo strategy helps students to learn problem solving skills. The student is able to work in group as well as individually. This strategy makes class interactive, by making all students to actively participate in teaching learning process and develop students social skills since they communicate help as well learn from each other and at the same time gain self confidence in themselves. This strategy can also be adopted in reverse as “Solo Pair and Team” where in the students work alone first then they pair up and finally work in team.

6. FLIPPED CLASSROOM ACTIVITY:

Information transmission from a teacher to a student happens within a classroom and teacher gives problems to be solved by the students at home a scope for assimilation of knowledge by the student outside the classroom .This is the age old practice carried out .A changeover of activity from flipping the classroom to Information transmission outside the class by providing the student with videos ,materials ,ppts etc which is a much easier task and having assimilation inside the class by practicing active learning strategies in class which is difficult comparatively, the student gets more time to spend on higher cognitive levels like :How to apply

- Analyze
- Build their creativity - as student is supported with teachers while working on higher cognitive levels, rather than limiting the student to much lower levels:
- Recall
- Understand

In order to conduct this activity efficiently, the teacher should conduct this activity using one of strategies (TPS, TPS,...) to a selected content only where excellent videos are already available and also add in instructors own short videos as and where needed so as to make it much more interesting .At the same time add simple self assessment quizzes along with each video to be taken by the student in order for the student to know/realize or test his level of understanding. In class the activity should not limit only to asking questions and clarifying them and not re repeating about the content already available in videos but in class, activity should develop higher order thinking skills of students. Finally the process should be executed with perfect timing set for each phase, without too less time where the student still don't open up and too long time where the student gets bored, should be closed when above 80 % of students have completed the task. This activity gives feedback about student’s communication, learning, thinking reasoning and participation skills.

7. PEER INSTRUCTION:

This is yet another strategy which can be listed under best practice that can be followed in the classroom. **Peer instruction** is an evidence-based, interactive teaching method popularized by Harvard Professor Eric Mazur in the early 1990s. It is a student-centered approach that involves flipping the traditional classroom by moving information transfer out and moving information assimilation, or application of learning, within the classroom. It give a student a scope of pre class reading and make him capable to answering questions about those readings using another method, called LBDs (learn by doing)/Just in time Teaching. Then the teacher poses conceptual questions that would be difficult for a student to answer. Peer instruction is a method where a student is given a choice of choosing an answer from multiple choice options made available for the question posed to in the class after the student has done pre class activity, the teacher asks the student to vote individually, then gives a scope for discussing on their voting ,again a chance for second round voting with discussion and finally the teacher summarizes all together in peer instruction

.Here until the peer instruction and discussion with each other is over ,the answer is not disclosed. This method not only engages the student completely and makes the class room interesting to a student, it also gives immediate feedback about what each student knows and how much they know. Instead of giving “union of knowledge principle” where it is often understood that if any student knows something taken it for granted whole class knows it.

This method offers a significant opportunity to engage students in discussions of reasoning and epistemology (how we decide which answers are right and under what circumstances the answers hold).The difficulty in adopting this method is availability of RADs in all colleges ,and also these answers cannot be recorded and hence cannot perform grading for later analysis.

8. MOODLE:

Moodle is a free and open source learning management system, which is especially developed on pedagogical principles it is used for blended learning, flipped classroom activity .It gives trainers a wide scope for creating dynamic learning environment for students. Its a learning platform given to enhance existing learning environments. It has many features like virtual learning environment look ,calendar of events ,videos shared by trainers ,materials to be studied, and provides a number of interactive activities like quizzes to be taken, assignments to be completed in their own pace, wikis ,surveys, chat and peer to peer activities. It gives a scope for the learner to access resources as well as activities all at one place and giving user an opportunity and convenience for anywhere anytime access. The difficulty of adopting this in teaching learning process is lack of internet and laptops available with all students. But use of Internet and technology in education provide and promote significant knowledge and learning and contribute in the development of customized models of evaluation, which aids in further efficiency.

9. CONCLUSION:

Switch over from age old teaching learning methodology, where it was teacher centric to adopting new strategies to make it student centric .These strategies enable students with greater opportunities for actively participating in the class room with much higher understanding levels, with improved communication skills, it gives all students a platform where their pre existing thinking skills are elicited, confronted and also resolved. More over it gives immediate feedback to the teacher about each student learning levels, their progress in participation, understanding and application levels. This gives the teacher to timely select from the new strategies suitable to the class, students, subject, and curriculum and adopt in classroom. Finally increasing the quality and quantity of student interaction in learning environment.

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Role of Study Projects in Augmenting the Learning Skills of Students

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Abstract: Gone are the days when teaching was confined to Black boards and learning was lingering between the four walls of a class room. The best practices of teaching pedagogy developed in the age of internet have harnessed the learning process of students with innumerable academic attributes, of which study projects occupies a paramount position. The initial stage of academic reforms have occasioned only Engineering students to undertake project work to meet their curricular requirements and gradually attributed to the curricular aspects of conventional sciences and humanities. The contemporary practices like choice Based Credit System and college autonomy have given liberty to higher education institutions to accord credits to study projects and made them an impeccable portion of teaching, learning and evaluation process with holistic intention of creating practical exposure to students. But, the moment, study projects have become part of the curriculum, they were also started fading with the inherent limitations which traditional syllabi had been encountering from the beginning, such as submission of counterfeit projects, missing element of research in the projects and drafting study projects only to meet the mandatory requirements of the curriculum. This situation obviously questions whether, study projects are capable of enhancing the learning skills of students or suffering with the dogmatism of other curricular parameters. This question can be answered with robustness only after conducting an empirical research on the nexus between study projects and learning skills. It is the prime reason why a paper titled “Role of Study Projects in Augmenting the Learning Skills of Students” is brought to fore with the twin objectives of understanding the emerging trends of study projects in higher education institutes and evaluating the perceptions of teachers on study projects.

Keywords: Study Projects, Learning Skills, Evaluation Methods.

1. INTRODUCTION:

It is a Diction well established in the literature of pedagogy that, teaching and testing should go hand in hand. The efficacy of teaching is measured in terms of the learning outcome and the efficacy of learning is measured in terms of the skills and competencies of the students in making the pragmatic use of the learning outcome. Thus, teaching page after page of pedestrian prose and making the students to reproduce the same in examination no longer serve the purpose of modern evaluation system adopted by the world class education institutions. Rather, modern education system has made rapid strides of research and bestowed many best practices to evaluate the strength of teaching and learning process. One of such best practices is the execution of study projects by the students parallel to what they learn in the class rooms.

Study projects not only provide practical exposure to the participants but also inculcate the habit of thinking out of box and sparks innovative ideas, which in turn helps creating intellectual wealth for the society. These synergies were recognized by John Dewey a famous education reformer way back in the year 1897, who described in his book ‘ My Pedagogical Creed’ that, “Project Based Learning (PBL) shall enhance the thinking capabilities of the students which must come into force from the very primary stage of education.” Indeed the concept of project based learning is not a new phenomenon that Dewey or some other western Philosophers have taught to the world. The idea of innovative thinking and viewing the education beyond text books was discussed in very ancient Vedas. For instance, Rig Veda professes the notion of Chinthana that occasions the disciple to think on what they learn and apply the concepts learnt in fixing the complex problems. Of course, the roots apart, study projects have made their way to enter contemporary education system irrespective of the discipline and became vital yardsticks measuring the performance of education institution as a whole. It is the reason why, institutional accreditation agencies like National

Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) have been according maximum emphasis on teaching, learning and evaluation criteria with due proportion to study projects, project outcome, sponsored projects and the like. But, the most contemplating question arising at this juncture is, whether, education institutions have been meeting the holistic aims of study projects or made them a part of mere curriculum. This question can be answered after reviewing the literature made available after conducting empirical studies on project based learning.

2. REVIEW OF LITERATURE:

Prakash (2012) has conducted a study on selected Engineering colleges of Maharashtra and found that, the outcome of study projects executed by most of the students does not corroborate the standards of applied research. Most of the opinions he gathered enabled him also to draw a conclusion that study projects are meant for the students to observe the apparatus which they did not see earlier in the conventional labs of the colleges. This opinion is also strongly supported by Tandon (2013) who interpreted in his paper that, few institutions have been showing mere industrial visits as study projects and making the students to gather tangible evidences of functioning process of the industries. This phenomenon consumes no longer time to track down the very purpose why study projects are introduced into the curriculum.

Meek and Larsen (2014) have presented their paper stating that, project based learning has been successful only in those institutions which are capital rich. They have argued that, capital rich institutions are competent enough to hire skilled mentors and fund the requirements of executing the projects. On the other hand, institutions having weak capital or funding structure have been encouraging the concept of project based learning only when it becomes mandated by the regulating agencies. This obstruction must be set aside by the state in the form of financial grants in the frequent intervals. On the other hand, Sen (2015) who has conducted a study on the trends of major research projects in Indian universities has stated that, the major impediment of project based approach lies in the commitment of the mentors to involve the stakeholders and not in funding matrix. He strongly felt that, funding need not come from the state agencies all the time. It can be pooled from other sources like corporate sponsors, NGOs and individual philanthropists if the goals of study projects or research programmes are designed to benefit the stakeholders at large. Murthy (2016) who has conducted a comparative study on two institutions with different curriculum on study projects revealed that, the learning skills of students having more importance to study projects in the curriculum are quick and proactive than those having meager priority for the study projects at institutional level.

These finite reviews present varied dimensions of study projects ranging from funding, mentoring, involvement of stakeholders to many other facets like learning skills and enable to test the following objectives to shape this paper.

3. RESEARCH METHODOLOGY:

The first objective is accomplished by studying the weightage granted to study projects by accreditation agencies like NAAC and the second objective, which aims to spot the trends of study projects, is brought to fruition by reviewing the secondary data available in different sources. Whereas, the third objective is perceived through primary data collected with the help of a questionnaire.

4. SAMPLE SIZE:

This paper is executed with a stratified random sample of fifty respondents representing the strata of Sciences, Commerce and Arts. The respondents selected for this study are the teachers working at different government degree colleges which are accredited by NAAC. However, it does not consider the geographical scope to pool the respondents owing to the uniform attributes of government colleges with respect to the funding process of study projects.

5. OBJECTIVES:

- To understand the importance of study projects in teaching, learning and evaluation criteria.
- To spot the present trends of study projects in higher education institutions.
- To know the perceptions of teachers on the importance of study projects in teaching and learning process.

6. DISCUSSION:

IMPORTANCE OF STUDY PROJECTS IN TEACHING, LEARNING AND EVALUATION CRITERIA:

Teaching is not mere dissemination of the concept, nor it is restricted to the completion of curriculum. It is rather meant to improve the learning skills of the students. Therefore, teaching and learning have got an impeccable correlation which can be evaluated by pedagogical outcomes like the formative exams, summative tests along with other attributes like projects reports. The learning evaluation is usually made in terms of marks or credits, but the evaluation process of study projects is made with the help of grades in many universities. Because, ascribing marks to

study projects de motivates the spirit of applying the outcome of project in real time situations. Such a great prominence is attributed to study projects in the sphere of higher education. This is further corroborated by the priority granted to study projects in making institutional evaluation by the accreditation agencies like NAAC. For instance the second criteria of self study reports to be submitted by the institutions seeking accreditation has got major role to play in CGPA. There are 121 metrics of affiliated colleges considered for accreditation by NAAC of which, 50 indicators are allocated to teaching, learning and evaluation system. among these 50 key indicators, fourteen queries are made in the form of questions on project works and outcome of such work. It is a lucid indication of the importance granted to project based learning or study projects in teaching and learning criteria.

PRESENT TRENDS OF EXECUTING STUDY PROJECTS:

Unlike the traditional approach of selecting a simple topic and examining the pros and cons under the supervision of a mentor, the modern approach of study projects have been acquiring a gamut of qualities representing research, collaboration, innovation and adaptability which are presented in the following five important merits.

Corporate Collaboration:- Higher education institutions having nexus with corporate entities are making MOUs not only for providing placement assistance, but also to execute study projects by making use of the corporate resources like plant and machinery, expert opinions and office environs. Most of the entities promoting study projects have been providing internships to meritorious students to harness their skills in the tenure of study projects.

Interdisciplinary Approach:- The first stage reforms of education system have mandated study projects only in the core disciplines of the students and hardly any academic flexibility was granted to evince the skills of students. But the present trend is altogether changed and promoting interdisciplinary topics to execute study projects. Today, a civil engineering student can also dare to dream of using robotics and artificial intelligence and bring out the finest study projects of his choice.

Dominance of ICT in Study Projects: - An important trend surfacing the sphere of study projects is the usage of Information and Communication Technology (ICT). It has erased the problem of information asymmetry and motivating the students to access any data required to execute the study projects. But, the situation in pre ICT age was quite different and forced the students to stand at the mercy of corporate entities for obtaining the data or information essential to animate their study projects.

Sponsorship of the Projects: - funding of study projects is by no means a herculean task, provided the project outcome is novel, non obvious and capable of industrial application. Angel investors and corporate houses have been coming forward to pour the money in huge sums to sponsor the study projects of the students in premium institutions to create mutual benefits. The work executed under such circumstances is often referred to commissioned work.

Need Based Projects: - Study projects of earlier generations were largely confined to the practical process of theory learnt in the classrooms. But, the coining of new phrases like start ups, innovations and incubation centers have been veering the students and mentors to identify the needs or gaps in existing discipline and forge the study projects to address such needs or to cement such gaps.

PERCEPTIONS OF TEACHERS ON THE ROLE OF STUDY PROJECTS IN TEACHING AND LEARNING PROCESS:

The perceptions of fifty teachers has been captured on the role of study projects in teaching and learning process using a close ended questionnaire and the summary of it is presented in the following table.

Q. No	Question	Yes		No		Can't say	
		No.	%	No.	%	No.	%
1	Do you think that, Study projects are helpful in improving the learning skills of students	32	64	10	20	8	16
2	Do you think that study projects promote interactive learning	28	56	11	22	11	22
3	Do you think that study projects augments the interest on subject	42	84	7	14	1	2
4	Do you think that study projects are testimony to the efficiency of teachers	16	32	30	60	4	8
5	Do you think that study projects are properly funded at your institute?	10	20	40	80	0	0
6	Do you think that curriculum plan provide enough time to execute study projects	24	48	15	30	11	22
7	Do you support granting credits to study projects	29	58	14	28	7	14
8	Do you think study projects should always be need based?	16	32	30	60	4	8
9	Do you think study projects should be empirical all the time?	9	18	33	66	8	16
10	Do you think study projects leads to holistic development of students.	30	60	13	26	7	14

Source: Primary Data.

It is vivid from the table that majority of the questions have revealed similar responses, except when a question is asked whether study projects should stand testimonial to the efficiency of teachers, for which majority of the respondents said 'no'. it is also found that majority of the respondents i.e. eighty percent of them are under the

impression that, study projects are not funded properly at the institutional level. It is also observed that a vast majority of teachers have responded that, study projects need not be empirical all the time. Rather, they should lead to the holistic development of the students.

7. CONCLUSION:

The conglomeration of secondary data and responses of the teachers enables to draw a conclusion that, the role of study projects in augmenting the learning skills of the students is indispensable. The notion of treating study projects as mere curricular requirement must be set aside to enhance the teaching, learning and evaluation system keeping due importance to study projects and promote the concept of project based learning at all the levels

8. RECOMMENDATIONS:

Study projects must be promoted at educational institutions to ensure holistic development of the students and should not be viewed in terms of credits or academic requirements.

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Current issues and future prospects in Higher Education

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Abstract: Education is the best legacy a country can give to its citizens and is a very powerful instrument for social change and transformation. The most important element of modern pedagogy in higher education is not simply the teachers' transmission of information and the students' retention of facts. Now teacher must teach students how to handle and interpret concepts, evidence and ideas, how to think and act as experts and ultimately, how to produce original insights and valuable knowledge for the benefit of society. The higher education landscape in India is undergoing significant change as a result of technological innovations. We are witnessing changes in the way higher education is taught and in the way students learn. While the conventional setting of the lecture hall will continue to form the bedrock of higher education systems, it will be enhanced by the integration of new tools and pedagogies, and it will be complemented by many more online learning opportunities and a greater variety of providers in higher education. To meet the futuristic prospects of Indian higher education, teachers should not be spared in meaningful reforms since teachers provide with the best trained manpower for a nation such as technologists, scientists, doctors, engineers, Policy makers, businessmen etc. It is therefore teachers too should be empowered as a part of reforms for Indian higher education meeting the growing demands of liberalization and globalization going on in the world. Leading universities understand that they need to change pedagogy from fact-based traditional lecturing to interactive teaching with the aim of fostering durable skills such as critical thinking, developing expert mind set and problem-solving. These new technologies and approaches to education are already having a clear and positive impact on higher education. This paper emphasizes on the need to make the system of higher education innovative and futuristic to face the changing demands of the country.

Key Words: Higher education, pedagogy, technological innovations, interactive teaching, learning, traditional lecturing, problem solving.

1. INTRODUCTION:

The higher education in India is, in general, seemed to be bleak since post-independence and raises several questions still unanswered. The unplanned expansion of higher education opportunities, spiraling trend of the educated unemployed, commercialization of education, the imbalance of quantity with quality, ignorance of equity and excellence are some of the pertinent cases, which pose continuous threats to higher education. In the 21st century, the higher education can be used as a powerful tool to build knowledge based society. Education should be transformed to the needs of the time and changing scenario of the world, in particular, the higher education and the mode of its delivery should be tuned time and again for greater development and changes to cope with such challenges. In this light, the new reforms in education, must address all the above concerns in higher education and involve innovative modalities of, how to classify and reclassify information, how to look at problems from new and different directions and at last how to bring about new future. A key performance indicator of any education institution is the education quality, especially teaching and learning areas. Higher Education System in India compare to developing / developed countries needs substantial improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world.

Higher education should be viewed as a long-term social investment for the promotion of social cohesion, cultural development economic growth, equity and justice. Indian higher education system can address itself to the global challenges through maintaining the right balance between the need and the demand and channelizing teaching, research and extension activities. It is thus required to bring quality of highest standards in every sphere of work. The needs and expectations of the society are changing at a fast pace and hence the quality of higher education needs to be

enhanced at a commensurate level. Quality would depend on the quality of all the parameters and stakeholders, be it the students, faculty, staff, infrastructure etc. For attaining quality in these regards, all the processes, systems and policies have to be clearly directed towards making improvements in all the relevant dimensions in a sustained manner. Higher education in the 21st century is about more than acquiring knowledge from a single discipline. Higher order skills, such as critical thinking, creative problem solving, teamwork, and communication, are becoming even more fundamentally valuable. As information and facts proliferate, the ability to navigate across a wide range of disciplines and to critically evaluate, extract and communicate meaning have become essential attributes for success in modern society. As a result, higher education is entering a new and exciting period.

2. CHALLENGES FOR HIGHER EDUCATION:

The curriculum of many of the colleges / universities is more or less obsolete and do not impart latest knowledge to the students or do not equip them with the necessary skills. Due to this fact, the employability of the passed out students comes in question. Colleges and Universities should regularly revise their curriculum by involving experts from different fields in order to focus on the knowledge development. A feedback mechanism from the students should also be introduced in the colleges / universities so as to assess and evaluate the teacher's role in the institutional developmental process.

- In India, the student-faculty ratio is very high as compared to the other countries in the world. Therefore, the focus should be given to recruit the quality teachers and later on developing their skills / knowledge through research and extensions.
- To compete globally in the 21st century, our education system should improve its instruction models and administrative procedures by adopting certain benchmarking techniques. Some of the problems of the Indian higher education, such as the unwieldy affiliating system, inflexible academic structure, The standard of academic research is low and declining, uneven capacity across various subjects, eroding autonomy of academic institutions, and the low level of public funding are well known.
- It would be useful to explore the possibility of Public Private Partnership (PPP) model in education sector so as to reduce the burden of the government in incurring high cost of providing basic infrastructure facilities. Collaborations between the colleges / universities and corporate should also be initiated. This would help the students in getting exposure to industrial activities through internships, organizing joint research and development, corporate training during vacations etc. Thus making the students more job worthy and facilitating in image building and branding of the institutions.
- Education should be affordable to reach all the deserving students.
- The number of students interested in pursuing higher studies abroad is on rise in India. The various factors which encourage Indian students to seek admission abroad are (a) increasing prosperity and aspirations (b) quality of education (c) exposure and experiences gained (d) social prestige. We should recognize these shortcomings while building our educational institutions for a reversal of trend.
- Equipping the students with ethical values besides imparting skills and knowledge is the most important objective of an educational institution.
- Upgrading the quality of education by making the teaching learning process more effective, student-centered, interesting and activity oriented. We should focus on improving the pedagogy.

3. FUTURE PROSPECTS:

Over the last two decades, India has remarkably transformed its higher education landscape. It has created widespread access to low-cost high-quality university education for students of all levels. By 2030, India will have the largest population in the world, in the higher education age bracket. Increasing urbanization and income levels will drive demand for higher education. Budget allocation by Govt. of India is not adequate, and therefore allocation must be made appropriately, i.e. minimum 10 % in order to improve the scenario. Basic education must reach to maximum number of children from different strata of the society so that they are eligible to pursue higher education.

Innovations in teaching and learning will definitely address the issues and challenges which are plaguing our higher education sector. We should make our teaching more interactive, more supportive, more challenging and more rewarding for our students. We should create a 21st century pedagogy aimed at investigating and developing concepts and going beyond retaining information and will move away from primarily lecture-based classroom sessions and move towards more interactive teaching.

The level of teaching effectiveness is a question that plagues higher education for a number of decades (Braskamp, and Ory; 1994). Centra (1993), defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures" which is an aspect that this paper is seeking to address. What constitutes effective teaching? Braskamp and Ory, (1994) include both teaching and learning in their definition: "creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively".

Students complain that some assessments do not in any way measure their real learning and what they are assessed with is irrelevant to the real world of work (McDowell and Sambell, 2003). It is the task of a lecturer to facilitate learning and to motivate, encourage and mentor students to achieve academically with the use of innovative methods and to generally promote interest in their subject which should go beyond the walls of a lecture room. Students need ample opportunity to share ideas with the lecturer as well as with their peers Each discipline undoubtedly has unique challenges as well as advantages and opportunities when it comes to innovative teaching. The development of student learning in higher education in the context of teaching and learning is currently a global cause for concern. Hospitality and tourism education, for example, requires problem-solving skills more so than problem based learning. As graduates from these disciplines interact with the customers on a daily basis, they need to be able to solve problems effectively and efficiently. Teaching methodology should thus include this aspect which provides a more effective opportunity for students to assimilate and make sense of what they are taught pertaining to their future world of work.

Problem-Based Learning (PBL) for students is a flourishing approach to learning that is extremely useful in promoting critical and analytical thinking, and in addressing the rapid technological changes and dynamic workplace of the 21st Century. PBL is founded on an unconventional pedagogical model when viewed alongside the conventional didactic one and it offers greater benefits to the quality of student learning. This approach to education suggests a strong role for factors such as authenticity, as well as student independence, and is principally associated with the encouragement of deep learning (Sutherland, 2009). In this approach, a range of selected constructive problems are designed by the lecturer to address the desired learning outcomes. These problems may be influenced by community and contextual factors. It is assumed that most students already have basic conceptual knowledge. PBL is an approach to learning that incorporates relevance and complexity of thought and it also provides an opportunity for self-assessment and continuous improvement on the part of the students. As in the problem-solving approach described above, students seek out solutions to problems and are able to develop a sense of ownership for their work. This also promotes self-esteem as students acquire important discipline knowledge by their own initiatives and the students take ownership of their education.

The lecturers facilitate, mentor and also evaluate the students' progress. What makes PBL unique is the fact that it is self-directed learning and addresses challenges and seeks solutions to problems using strategies that are encountered on a daily basis in real life experiences in the industries concerned. Students either individually, or in groups, acquire improved language and subject matter skills and knowledge. It is clear that global education requires some "high-level universities that can talk and exchange with world-class universities and can also cultivate people who have international vision, open minds, reformed spirits of innovation and formidable intelligence" (Liu, 2010). PBL reinforces language skills and learning as the group discusses questions and problems that require solving (Krashen, 1988). Students need student-centered, active learning that is associated with experiential, problem based and project based learning.

The learning pyramid (Fig: 1) originates from the National Training Laboratories (NTL) for Applied Behavioral Science, 300 N. Lee Street, Suite 300, Alexandria, VA 22314, USA. The percentages represent the average "retention rate" of information following teaching or activities by the method indicated.

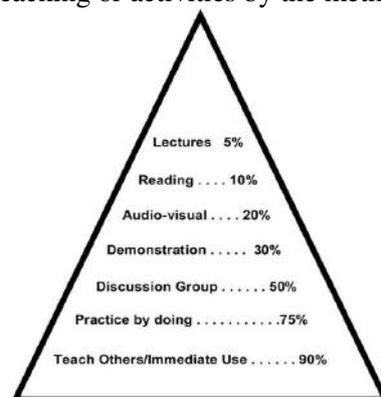


Figure: 1. The Learning Pyramid

The general consensus about the effectiveness of various teaching methods is summarized in the "learning pyramid" (Fig. 1) which has appeared in various forms and this version of the diagram simply deals with how effectively students are thought to retain information. In Lecture method there is a tendency to encourage rote or 'surface' learning whereas the methods at the bottom of the pyramid are much more effective.

The teaching learning process has to be planned based on the science of active learning and motivate the students to develop a spirit of enquiry. This would result in more reasoning, self confidence and learning. Due emphasis should also be given to improve the student assessment system. The existing student assessment system is inadequate to gauge the different degrees of excellence achieved by the students and to increase the competence level

among the students. The performance of the teachers should be reviewed in terms of their subject knowledge up gradation, their ability to work effectively in a team and to act as mentors for the students. If the Indian education has to make an impact in the global competitive market, it is important that in every technology institution the research culture should be promoted. Most of the research efforts in India are discipline oriented and there are hardly any interdisciplinary groups existing even in the top ranking institutions.

There are three central government agencies involved in quality assurance for higher education in India: they are UGC, AICTE and NAAC. To ensure quality, every institution must be equipped with sufficient learning resources, infrastructure, supportive academic environment, need based curriculum design, competent and dedicated teaching faculties and a planning system with diversity and flexibility. Due emphasis should also be given on the use of technology, promotion of research and development, and appropriate teaching learning experience. Priority issues include improvements in teaching and learning, and a focus on learning outcomes; faculty development to improve teaching; increased integration between research and teaching; more international partnerships in teaching as well as research; better links between industry and research to stimulate innovation; and connecting institutions through networks. Scaling up capacity in existing institutions, rather than creating many new government-funded institutions; enabling discipline diversity, counteracting the skewed growth towards engineering and other technical subjects; enabling flexible and skills-based learning; ensuring a more even spread across the country; alignment to the needs of the economy; and encouraging private investment.

Bloom's Taxonomy (BloomS (ed.) (1956) (Fig: 2) describes the various levels of cognitive domains: knowledge the ability to remember is the 'lowest' of these. For example, teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on. Each skill on the taxonomy represents a building block to the next. In order to ensure that students have mastered any learning objective completely, teachers use Bloom's Taxonomy as a sort of checklist to make sure each student can demonstrate every cognitive skill on the taxonomy.

Students learn more effectively (i.e. 'deep learning' rather than 'shallow learning') if they are active rather than passive during the learning process. What sorts of things keep students in the active mode, not sitting in a lecture hall taking notes perhaps? Learning by doing is generally more effective than learning by listening or reading, in other words 'experiential learning' is more effective. And when learning is by doing (i.e. using information to solve a problem), people are more likely to remember what they have learned. Finally, when students are learning actively they will be learning several skills at once, for example finding and digesting information, as well as being capable of explaining it to others.

Students are unique, and so is the way they learn. Therefore, the teaching tools used in universities and colleges should cater for individual ways of learning, with the student at the centre. Some of our students will learn better and faster with the help of interactive media that incorporate images, graphics, videos and audio elements. Others will prefer static text and numbers in different measures. Technology in the classroom can combine all of these for a personalized learning experience for each student, based on each student's strengths. As well as improving the effectiveness of learning, such adaptation to individual needs can also have a significant effect on the reduction of drop-out.

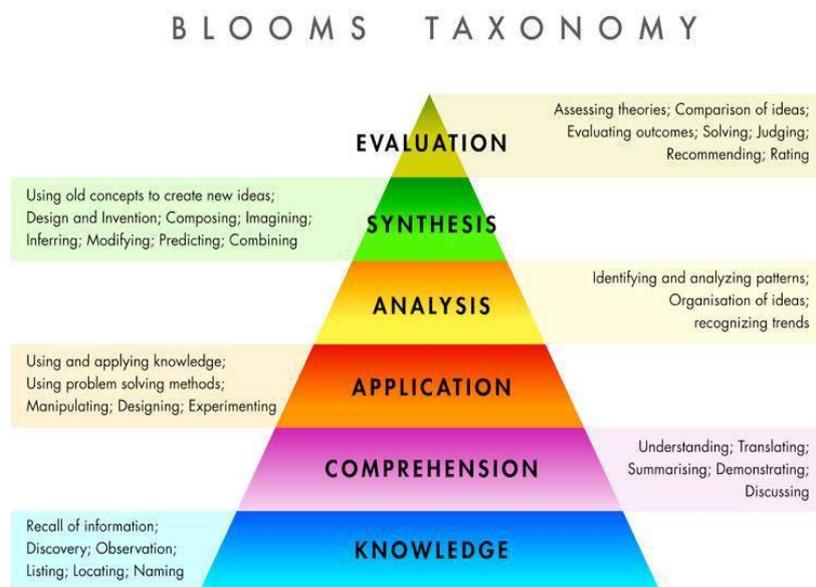


Fig: 2. Blooms Taxonomy

Online technologies provide opportunities to learn anywhere, anytime and from anyone. This flexibility is essential for non-traditional learners. It also provides a platform for reaching international markets and complements existing developments in cross-border education. The impact is already visible, both for conventional provision and distance learning. Teachers and students alike have access to a wider range of materials, and new technologies and pedagogical approaches are being “blended” with the traditional classroom setting. There has been a shift in the concept of and attitude towards distance education. Increasingly, people are opting to study online. In tandem, these forms of learning are becoming more recognised and more widely accepted in society. As a result both traditional higher education institutions and new types of providers are developing a range of online offerings spanning full degree programmes, continuing professional development and shorter type courses like MOOCs. Problem-based learning (PBL) is an attractive way of encouraging effective learning (Boud & Felletti, 1997). In PBL students have to be active: they have to develop a range of skills including being able to work in teams, formulate a problem, find information, explain new information to others, make decisions and reach conclusions, etc, all quite different from memorising information.

4. CONCLUSION:

Any innovative teaching and learning method is not a quick fix or universal remedy. It cannot replace a traditional teaching methodology in education but rather supports it. However it is clear from the literature, that innovative teaching methods do provide students with greater experience in dealing with the world of work related issues they encounter. Innovative teaching methodologies will lead to a learning society in which the creative and intellectual abilities of students will allow them to meet the goals of transformation and development. Given the constructivist nature of the PBL approach, there is a larger retention of knowledge and students enjoy their learning experience far more than in traditional approaches, course content is understood more thoroughly. Bauer et al (2008) found that students enjoyed the real world of work issues and teamwork aspect of PBL. They also felt welcome in the classes and stated that their learning was enhanced as PBL augmented their ability to consider, evaluate, and respect diverse viewpoints. Foreign language students also learn more during PBL activities. PBL is indeed a model that meets the needs of society by enabling our students to make positive contributions to society through a collaborative approach to learning that spotlights problem-solving and communication skill development through a number of self-directed learning strategies and teamwork. By integrating skills, students are able to become self-motivated and develop an ability to think independently, while working with others in a team. Problem-solving strategies are interrogated and developed. The use of the short-lecture, simulation and role playing, and the submission of individual student portfolios, undoubtedly support traditional methodologies and should also be utilized more. Education for the future requires that we explore as many varieties of models and teaching methodologies as possible. The best teaching methods are lecture method, ICT, Audio Visual, group discussion, individual presentation, assignments, seminars, workshops, conferences, brainstorming, role play and case study. The world is more open than ever before with tremendous opportunities for exchanging of ideas, experiences, and intelligence due to the rapid advancement of technologies. Social media found its way quickly into the commercial world, at the same time educators are seeking possibilities of leveraging social media tools in educational arena. Social media tools provide learners with new opportunities to become independent in their study and research. They encourage a wider range of expressive capacity (Crook, et al, 2008). A research study indicated that students use of wiki and YouTube is increasing and have become very popular. There are mainly two ways to use social media tools for educational purpose. One way is to integrate social media tools into the current educational system as a teaching and learning resource to assist the process of curriculum delivery, second, social media is used as a parallel learning channel to compliment current curriculum delivery, and to extend the learning environment to the real world and to enrich students learning experiences with real life practice.

The problems which society faces are essentially the problems of educational institutions which are required to be innovative as they teach new skills and develop new insights and approaches towards the solving of social problems which the nation faces. Students must be empowered to be able to withstand the global challenges of the 21st century.

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ENHANCING LANGUAGE SKILLS THROUGH DIGITAL STORYTELLING

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Abstract: This study makes an attempt to improve the core language skills of tertiary learner viz. listening, speaking, reading and writing through a technique called DST that is Digital Story Telling. This study proposes some strategies to develop the aforementioned language skills employing simple mobile applications. It is important to note that these applications are self explanatory. Also, it helps them design the story the way they wish. It becomes purely pupil centered and students involve themselves in the process of learning very actively. This technique contributes a lot to the development of Listening as other students exhibit their narration. Moreover, through this listening, they also get to know the pronunciation of words and learn to read properly. In the course of this process, this listening naturally enables one speaking effectively. This being so, their writing can be effectively developed as they write their own narration which is to be digitalized later. Thus, the two receptive skills that are listening and reading are improved which in turn help the learners improve their productive skills that are speaking and writing. In addition to these benefits, one learns the technology that is the dire need of hour for survival.

Key Words: Digital storytelling, learner centered, innovations, eclectic approach, experimental method

1. INTRODUCTION:

Children born after 2000 are called digital children. In the 21st century, technology plays a predominant role in all human activities. Digital illiteracy turns even highly qualified individuals into prehistoric monsters. Nowadays, textbooks are being replaced by smartphones and social media has become a common platform for teaching and learning. It's now obligatory on the part of the teachers to become techno-savvy. Unfortunately, while the oldest doctor uses the latest technology, the youngest teacher uses the oldest technology of chalk and talk which is very much not to the preference of the 21st-century learners. Thus the teacher should use technology in an effective way to help the learners reach the destination.

*“Tell me a fact and I’ll learn
Tell me a truth and I’ll believe
But tell me a story and it will live in my heart forever”*

- North American Indian (Wisdom Commons)

The words of wisdom quoted above depict the mental image of the learners. It's a proven fact that Storytelling engages the learners in classroom activities better and helps them to improve their study skills namely gathering skill, storage skills and retrieval skill. There are many different definitions available for DST but in general, DST refers to the ideas which are combined in the form of the story with a variety of digital multimedia tools such as images, audios, and videos. These digital devices help the learners to engage them in classroom activities when they don't respond to the traditional academic proceedings dominated by assignment writing. In this regard, the researcher has examined how DST enhances language skill and improves the learning outcome. Today's learners are not empty vessels to be filled with facts and figures instead they are expected to be multifaceted and versatile. Therefore, the use of multimedia materials to ensure an active participation in classroom activities is a topic worth studying.

2. OBJECTIVES:

The objective of this research thesis is:

- To improve learners competence in English through digital storytelling.
- Learners will able to use technology effectively for educational pursuits

- To enhance their language skills, organization Skills, technology Skills, presentation Skills, problem-Solving Skills, assessment Skills
- To improve learner's creativity, cohesion and coherence, usage of proper tenses and the general language use.

3. SURVEY OF LITERATURE:

- Smeda Najat(1) who dealt the impact of technologies in educational contexts to enhance and create the constructive pedagogy for digital literates.
- Robin Bernard (2) dealt how to integrate DST with educational activities - provides some guidelines for novice digital storyteller who would like to use DST for learning community.
- Alaa Sadik (3) assisted the Egyptian teachers for using DST in classroom activities and using qualitative and quantitative analysis for evaluation rubric of student performance - to integrate technology with education and identifies the effectiveness of storytelling in student's perspective.
- Emily Skinner (4) discusses to improve the students creativity skill - helps to enhance socio – cultural identities among people.

4. DISCUSSION:

4.1. Methodology:

This study makes an attempt to improve the core language skills of tertiary learner viz. listening, speaking, reading and writing through a technique called DST that is Digital Story Telling. This study proposes some strategies to develop the aforementioned language skills employing simple mobile applications. It is important to note that these applications are self explanatory. Also it focused on exploring an active participation of the learners via digital mode and helps to overcome their hesitation and inhibition.

Every teacher should require a methodology to bring out individual's thought and expression to be recorded and analyzed. Thus the researcher use experimental analysis to explore the impact of DST among students. A quasi-experimental analysis was carried out for IV M.A. B. Ed (English) learners and the researcher use eclectic approach to demonstrate the impact of DST on the language learners. Also, it helps them design the story the way they wish. It becomes purely pupil centered and students involve themselves in the process of learning very actively.

This technique contributes a lot to the development of Listening as other students exhibit their narration. Also, in order to enhance the reliability and validity of the research, the researcher represents both quantitative and qualitative performance of students on graphical representation which give authentic information for the researcher to access student success and level of engagement in activities. Also the researcher use communicative language learning method to enhance learner's communication skill.

4.2. Review of Interactive Session:

4.2.1. Technology in Storytelling: In this activity, the researcher assigned a task (pictures related own narrative) to the learners to complete it within a week. At first, the researcher shared a few cartoon pictures to the students through Whatsapp group and instructed them to make use of these pictures to create their narrative.

Also in this activity, the researcher randomly sent a few pictures which is given in (Appendix 1) through Whatsapp and asked them to organize them to present the story coherently. The students too did the same within three days(Appendix 2) which assisted them to understand how to synchronize the visual material in the right order and it helped them to think about how could they organized the images or videos along with audio narration and music. In addition, these activities enhanced peer to peer communication which created positive attitude among students and showing the pictures was the tool for the teacher to motivate the learners, engage them in activities and to bring out new ideas of the learners.

4.3.2. Activities promote Storytelling: The researcher motivated the learner to write their own story which act as a tool for the researcher to identify the challenges of the learners on writing skill. The evidence would be given in the appendix 3. Through the result, the researcher analyzed that the learners were poor in vocabulary, cohesive linkers, grammar, sentence formation, etc, Also this study showed the learner's engagement on traditional writing assignments versus using technology in writing and how it developed the language skills which were proved by comparing student's first activity with second activity which is analyzed by student's feedback. Here it was clear that there was tremendous change in learner's cognitive skill and their interest to complete the task (pictures) while using technology. Thus it depicted that students were less motivated and inattention to do the traditional writing assignments (own stories) which is proved by appendix 4.

4.2.3. Students Digital Stories – own Narratives: The first week of this activity, learners could write their initial narrative of their stories and recorded it in their mobiles. Then the very next day the learners could collect the pictures which were relevant to their stories, merged it coherently and uploaded their audio narration through "Viva movie

maker app and Video show app” and finally they shared their stories on Whatsapp group. Then in the third week, the researcher could assign a task for the learners to create their narratives digitally. In the mean time, the researcher suggested how to search the materials for their stories. And in the next week, the researcher inculcated further improvement on student’s stories, pointed out their mistakes and suggested some tips to them regarding how to create digital stories.

- Tip 1: Keep the script small and focused
- Tip 3: Understand the story arc
- Tip 4: Revise the script twice
- Tip 5: Record the narration
- Tip 6: Add background music and
- Tip 7: Tweak it finally

In final week, the learners created their fair draft of the digital stories based on research comments and feedback. Then the researcher burned their stories into CDs.

4.3 .Review of Students feedback: It is important to ask whether using technology is an enjoyable and interesting task or not. A likert scale questionnaire having ten questions was used for the study (Questionnaire -Annexure 1). Most of the students in the feedback strongly agreed that they enjoyed the task which they did while using technology whereas one of the respondent agreed a little that they enjoyed the task while using technology. This data clearly showed that the students were engaged in classroom activities while using technology.

Two of the respondents neither disagree nor agreed the concept that they felt comfortable to express their thoughts through digital mode whereas one of the respondents agreed a little that they felt comfortable to express their thoughts through digital mode because they felt it was good platform for them to express their views without inhibition and hesitation.

Also two of the respondents neither disagree nor agreed that they acquired new media literacy and IT skills through creating digital stories because they thought that integrating technology with education was a time consuming task whereas one of the respondent agreed little that they acquired new media literacy and IT skills through creating digital stories.

In addition, two of the respondents completely agreed that DST promotes technical skill whereas one of the respondents neither disagree nor agree the opinion that DST promotes technical skills because nowadays students liked technical way of teaching rather than traditional way. Three of the respondents completely agreed that technology based learning gave good impact than face to face interaction by the teacher and also they enjoyed to present their thoughts through digital mode than the traditional assignments because technology which enhances their technical skill and also it rejects teacher centric approach instead of using learner - centric which makes learning as an interesting task.

The students could improve their language skill by using DST which is agreed a little by one respondent whereas two had different opinion that they neither agree nor disagree the view that DST improves language skills which shows that nowadays not only the technical skill was enough for the students but they needed language skills to develop their personality.

Further, two of the respondents disagreed a little that they enjoyed real stories than DST but one of the respondent disagreed completely the view that they enjoyed real stories than DST because DST which helped the learners to engage in classroom activities and its visual effect helped them to retain the concept in their memory.

In addition, two of the respondents completely agreed the concept that they will be better learners if they knew how to use technology effectively. This data clearly depicted that technology made the learners as techno savvy humanities. The questionnaire had a five point Likert scale with ten statements which can be found in the appendix 4. The answers, which analyzed by means of both qualitative and quantitative analysis, could be discussed above and the researcher use bar diagram to represent the students opinion in graph.

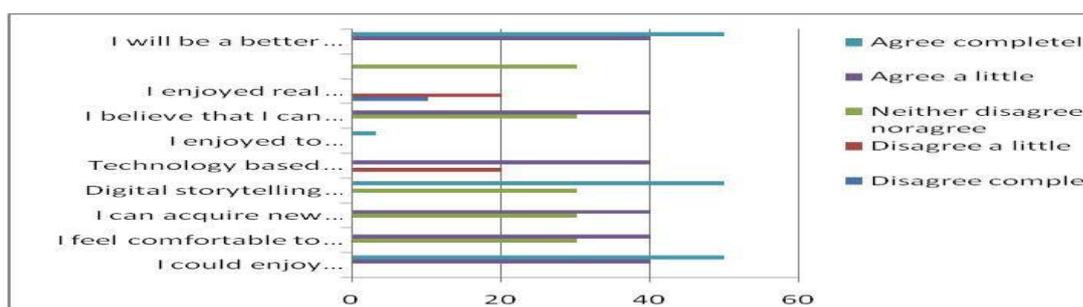


Figure 1: Answers to Likert scale questionnaire found in Appendix 4.

5. RESULT AND CONCLUSION:

The data collected in the study was relatively small, with only three respondents. As such any results and conclusions derived from said results cannot be considered to have a very strong validity under scrutiny. However, the data did seem to provide some answers to the research questions posed in the study. The answers to the Likert scale questions, showed in graph 1, seem to support the idea that DST engaged learners in classroom activities. Interestingly, three respondents agreed storytelling was an important skill for the learner to enhance their technical skill whereas two respondents strongly agreed DST enhanced language skill and creativity. Based on the analysis of feedback, it is obvious that DST is effective than conventional way of learning stories and helped the students learn the art of storytelling through digitally.

The findings of this research showed that the learners like to use technology in classroom for searching the materials on internet and watching others digital stories than the traditional way of learning. For instance: Just take the first activity of the study which was conducted by the researcher, the students were moderately engaged in the activity whereas in second activity they showed less interest and very low level of engagement to complete the task but in activity three, learners eagerly did their work which showed high level of involvement and gradually enhanced their language skill.

Also, the above study depicted that DST permits students to utilize technology in effective way and maximize their self confidence to put more effort on their stories and to create quality products. In addition, DST was a tool for the researcher to make the learners active in the classroom and it helped the learners to overcome their inhibition and hesitation. In feedback, two of the respondent strongly agreed that DST helped them to acquire media literacy and IT skills whereas one had different opinion that they disagree the view of DST which shows that some learners faced challenges to search the material and to merge the pictures on their stories.

Additionally, the findings of the research indicated DST improved students and teacher technical skills and it was the best application for teachers to encourage learner creativity and language skills. Thus it is confined that DST build digital literacy. Also the findings from the analysis of student digital stories - own narratives depicted that the learners get motivated to think deeply about their stories and use technology in an effective way. Further, student assuming as narrator, content of the story and various resources used in their stories indicated that the learners did not just complete the task but they involved in the stories and reflected their own thoughts, visually and aurally. It goes to prove that this technique is purely student centered.

6. FURTHER SCOPE:

There is a need to encourage teachers to integrate technology with education and there is a scope to conduct research on teaching the students the art of pep talk preparation, slide show and other way of digitizing the pedagogy. Researchers can be encouraged to explore cultural resources and literacy learning through digital mode. The current research is very limited to short span of time and accomplished results were only temporary. Therefore this study is still at the primitive stage. So there is a wide scope to probe into it further.

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Annexure 1:

SASTRA UNIVERSITY
Enhancing Language Skills through Digital Storytelling
Likert Scale Feedback questionnaire

Name of the Learner:

Department:

- 1) I could enjoy using technology
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 2) I feel comfortable to express my thoughts through digital mode
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 3) I can acquire new media literacy and IT skills through creating digital stories
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 4) Digital storytelling promotes technical skill
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 5) Technology based learning gives good impact than face to face interaction by the teacher
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 6) I enjoy to present my thoughts through digital mode than the traditional assignments
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 7) I believe that I can improve my language skill by using DST
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 8) I enjoy real stories than DST
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 9) DST is a powerful technical tool for 21st century classroom
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely
- 10) I will be a better learner if I know how to use technology properly.
 - a) Disagree completely b) Disagree a little c) Neither agree nor disagree d) Agree a little e) Agree completely

National Conference on
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Innovative Practices in Enhancing the Quality of Teaching

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Abstract: *The expectations from the teacher are manifold and multifaceted. The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more critical in the Twenty first Century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers. The stakes are high and the moral values formed in childhood will mould the students to become more and more responsible. The skills learnt in the class rooms helps the students to remain relevant in the fiercely competitive global competition where only the best can survive.*

Key Words: *Creativity, Uniqueness of Communication, Command Over the subject, Establishing rapport with children, Touching the feelings and pulse of Students, Train the trainer, Skill development, Awareness of quality among faculty.*

1. INTRODUCTION:

1.0 Best practices to activate faculty participation in Quality assurance:

1.1 Creativity

Though the clamor for creativity in teaching is on, the existing practice of lesson plan writing does not provide scope for teachers to think creatively. Creativity will blossom only when faculty are given freedom to manage the content flexibly. Creativity will enhance the teachers to manufacture many new situations by which the content message can be disseminated.

For example, the teaching methodologies adopted in schools/colleges of USA, world famous institutes like MIT, Stanford allow a lot of freedom to the course instructor to conduct the classes and also on the content of presentation. This methodology of not sticking to a particular curriculum helps the teachers and students to bring creative ideas to classroom education.

1.2 Uniqueness of Communication

By nature each and every individual is unique in all aspects. Teaching style, communication and interaction are also unique to each and every individual. Chances are more for teachers to manifest their uniqueness in communication in the mode of dialogue form. It helps the faculty to unfold his/her unique manifestations. Providing gadgets like handheld devices, laptop with a projector in the classrooms will go a long way to improve communication of faculty and helps the students to grasp the subject fast.

Switzerland education system leads the world in terms of emphasis on adopting uniqueness in communication with the students. The faculty is encouraged a lot to use handheld devices like a Tablet to demonstrate the concepts on a multimedia presentation. Such presentations will create a lasting impact on the memory of the students.

1.3 Command over the subject

Command over subject is the essential part for the teaching. Teacher without command over the subject cannot think of presenting the content palatable to the students. Faculty having command over subject can think of different methodologies to make their students understand the subject. Like story telling method the subject mastery helps the faculty to prepare lesson plan interestingly for students.

Indian education lays down a tremendous emphasis on command of the teacher over the subject being taught to the students. We should draw inspiration from the famous teaching faculty of our IITs and IIMs and try emulate them in terms of rendering quality education. Command over the subject being presented is utmost important and students will certainly appreciate the teacher if they bring quality education system perspective.

1.4 Establishing rapport with children

Student centric activities are to be focused and earnest efforts to be made to engage with the students to get their participation in the ongoing class. It helps the students to concentrate on the subject without deviation and improves participation in the teaching-learning process. Most importantly, it gives scope for establishing rapport with children.

1.5 Touching the feelings and pulse of Students

The faculty should master the art of touching the right chord with the students in the classroom. Winning the confidence of the students in the classroom is like winning half battle. Students will pay their whole hearted attention if they feel that they have a friend, philosopher and guide who is striving hard to make them understand the subject. Resorting to strict classroom administration may give a short term success but proves fatal in the long run as the students will drift away and just be physically present in the classroom with a fear psychosis, their minds wavering around.

Unique teaching methodologies adopted by world famous school shantiniketan in West Bengal are really adorable. The institute stands out in terms of understanding the student's ability to comprehend and teachers believe in imparting practical knowledge instead of theoretical lessons.

1.6 Train the trainer

Train the trainer concept applies more in the teaching than in corporate world. Teachers should be very well trained in emerging and latest technologies and gadgets so that they can use them more confidently and innovatively. Regular and updated trainings to be imparted to the faculty to help them keep abreast of the latest digital innovations and bring them in to day to day teaching delivery.

1.7 Skill development

Though the teaching faculty had to undergo different tests and meet the exit criteria of some certification examinations, faculties are not given an opportunity to hone their skills more often. A skilled teacher only can create skilled students. Hence it is imperative for the faculty to be more skilful and dexterous so that they can help the students to become more and more skilful and be industry ready rather than just passing a board exam.

Finland education system leads the world in terms of having the right skilled teaching faculty. Primary education is compulsory in Finland and it is provided free of cost to the students. Government of Finland lays down lot of emphasis on training the trainer rather the teaching community besides helping them to undergo skill improvement methods to facilitate quality teaching.

2. OBJECTIVES:

- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.
- Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- More emphasis has been given on theory without any practical and real life time situations.
- Encourage and reward teaching excellence, curricular improvement and pedagogical innovation.
- Expand the tools and formal processes to assist faculty in the continuous development and improvement of their teaching skills.
- Strengthen the student academic experience.
- Ensure faculty accountability in creating and maintaining an academically challenging environment, consistently high-quality course offerings and teaching excellence.
- Strengthen graduate and professional programs through a focus on assessment of program objectives and student outcomes.
- Enhance and expand learning support services.
- Improve the effectiveness of academic and career advising.
- Increase university retention and graduation rates while addressing gaps in degree completion across racial and ethnic groups.
- Strengthen the connections between curricular and co-curricular programs.
- Strengthen all academic programs by ensuring a robust culture of assessment for quality improvement.
- Develop and apply methods and criteria to assess curricular approaches and evaluate teaching effectiveness.

- Support collaboration among and between faculty and encourage the development of interdisciplinary and multidisciplinary partnerships and programs.
- Develop new educational offerings to address the learning needs of current and future generations:
- Direct each college and school to develop distinctive, recognized programs that fuel enrollment growth and college reputation.
- Develop opportunities for learning focused on sustainability.
- Increase opportunities for students to develop global perspectives and intercultural competencies.

3. DISCUSSION:

3.1 Awareness of quality among faculty –obsession with quality

The faculty is to be very well trained in the teaching methodology and quality of teaching delivery as well. Though the content of the subject is same, quality delivery will bring huge difference and creates long lasting impact on the students. The faculty should be obsessed with quality delivery of chosen subject so that the younger generations will be benefited with world class education.

The focus of rendering quality content should be on how well the students are able to understand the basics. Faculty should help the students with thought provoking quizzes, animated discussions and debates in the classroom. Participative education is the need of hour and faculty should help facilitating this environment in the classrooms. Use of latest digital aids will also bring enormous positive change in the teaching quality. The need of hour is our faculty should be geared up to adopt the latest trends in Digital technology to teach the students. Internet explosion has given huge opportunity for the students and teachers in the field of education. There is no dearth for information and faculty should be abreast of latest digital trends and quickly adopt the same in day to day teaching.

3.2 Faculty empowerment for quality evaluation

Quality evaluation is very essential to bring the best out of students which is equally applicable for even teaching fraternity as well. Faculty training evaluation should be objective and adhere to stringent exit criteria. Faculty should adopt stringent objective evaluation of students' performance because the competition is intense and global. Successful educational institutions like IITs and MITs of the world never boasts of 100% pass percentage; rather they take pride in creating future technology leaders. It is all about bringing change in the mindset of faculty and students to make them obsess with world class quality and skill development.

3.3 Use of emerging technologies for enhancing the quality

Digital disruption is touching each and every aspect of modern world and teaching is no immune to this latest trend. Online coaching has become the mantra and these institutes have the typical start up advantage of starting on a Digital note. Their teaching delivery is with the help of latest innovative and interactive digital tools. Our faculty should be given adequate time and access to latest technology advancement so that they can bring them successfully into classroom teaching as well. Usage of whatsapp group and entice the students to participate with new ideas to solve a typical math is a classic example in the category.

Our famous colleges of education via IITs and IIMs recognized the importance of use of latest digital technology to provide quality teaching to the students. Digital class rooms and app driven communication enhances the speed and clarity of communication between teacher and students. All schools should strive hard to take a leaf out of such practices and implement them in near future.

4. CONCLUSION:

Enhancing quality through faculty participation –Design thinking and crowd sourcing techniques

Faculty should be given adequate training to make the teaching rendering a participatory activity. Students should be encouraged to come out with new ideas and innovative ways of solving a particular mathematical problem or demonstrating a science project. Each student is unique and young minds has the capability to catapult to a new horizon provided an opportunity. Crowdsourcing for innovation is the new mantra of successful corporate like Infosys to promote design thinking and innovation. The seeds sown in the classroom by the faculty will help the students to become future leaders in the technology space. Faculty should be adequately trained in design thinking, innovation, crowdsourcing techniques so that they can impart the same to the students.

Crowdsourcing for idea generation is an innovative cost effective technique adopted by many successful organizations. This technique is unique in terms of being very cost effective and ability to reach out to many people in a short span of time. Infosys chairman recently launched a massive drive to collect innovative ideas to improve design thinking and performance of the company which was hailed by media as very successful initiative.

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Innovative Practices in Teaching and Learning - a case study

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***Abstract:** New practices in teaching to make the subject interesting for the students. Information and communication technology playing pivotal role in making difficult subjects easy and interesting for the students and enhances the creativity and teaching capability of the teachers and as well as students.*

***Key Words:** Clinical pathology, blood groups, National service scheme, University grants scheme, Anti-cera, lancets, Virtual museum, Zoology.*

1. INTRODUCTION:

To make students totally involved in the teaching-learning process, alternate teaching techniques supplementing the traditional lecture method must be evolved. This shift from traditional to innovative methods should make teaching an exciting and interactive exercise. Novel practices were adopted to make study of zoology interesting and meaningful.

2. OBJECTIVES:

Various activities were taken up to make Zoology subject interesting for both teachers and students.

3. DISCUSSION:

3.1 Practice 1

Goal: To make students totally involved in the teaching-learning process, alternate teaching techniques supplementing the traditional lecture method must be evolved. This shift from traditional to innovative methods should make teaching an exciting and interactive exercise. Novel practices were adopted to make study of zoology interesting and meaningful.

Context: Introduction of clinical pathology as an elective paper for B. Sc Final Year students could not be taught by the conventional lecture method alone. Practical exposure to the diagnostic methods could enable them to understand the subject thoroughly.

Practice: Students who opted for clinical pathology as an elective paper in zoology in the final year were trained by the staff to perform blood grouping as part of their curriculum and also submit a project report on the variation of blood groups amongst the students of college. They were taken to the nearby hospital to get acquainted with the standard clinical methods and hygiene for conducting the test. Students collected data and literature from library and they were encouraged to use Internet as a source of information. They were assisted by the junior students in collecting the information of the students undergoing the test. Information was circulated to all the students of the college. Program began as scheduled and lasted till 2.00 PM and the information was fed to the computers for analysis. The results were analyzed with help of the faculty members and a project report was prepared and submitted in the department. A copy was sent to the Coordinator of National Service scheme Osmania University.

Materials and Methods: Slides or white porcelain tile (6x6) were used for identifying blood groups. A clean slide or porcelain tile was taken for the purpose and marked A, B and D with marker pen. The tip of the middle finger is moistened with spirit by using a piece of cotton and sterile needle is used to prick the finger. Three drops of blood was collected on the labeled section of the slide/tile. A drop of Antisera was dropped on each drop of blood. Blood and anti-sera were mixed with the help of glass rod or matchstick for 2-3 minutes. Blood groups were identified after 5-10 minutes by observing agglutination or clumping. Results were recorded by the junior student volunteers and were analyzed.

Results & Discussion:

A total of 50 samples were collected from the staff and students of the college and were tested employing the above procedure.

Total 50 samples were used to study the blood group pattern and the percentage of which 92% were males and 8% were females. The percentage incidences of various blood groups were:

O	40 percent
A	24percent
B	30 percent
AB	6 percent

Tab: 1 Percentage incidences of various blood groups

The ratio of various blood groups **O: A: B: AB** in the sample under study was 6.66:4:5:1 respectively. When compared to the general pattern the percentage of A was 40% lower while ‘O’ group was 11% lower than the general value. ‘B’ group was 172 %, and ‘AB’ was 50% higher than general value.



Fig :2 Percentage of various blood groups

Funding: National Service scheme unit of our college funded the program for purchase of Antisera, lancets, cotton, surgical spirit and gloves.

3.2 Practice 2

Goal: Up-gradation of knowledge capital by enhancing faculty competencies with the use of Information and Communication (Computer) Technology for effective teaching and learning.

1. Development of Software “Virtual museum” for the study of museum specimens for B Sc First and second year course.
2. To prepare OHP transparency sheets for effective teaching.
3. To prepare Powerpoint presentations.

The use of ICT in teaching-learning process has been envisaged to attempt at upgrading the teaching pedagogy in the department. This would make learning experience more exciting, permanent and enhances the teaching capabilities of the teachers as facilitators of learning. This would also promote self-learning and help the students to gain knowledge at their own learning pace.

Teachers of the department always looked for the innovations in teaching and learning along the years. In the quest for “any time anywhere” teaching-learning experience, the faculty members were requested to use audiovisual aids optimally.

The museum housed in the department of zoology is acclaimed for its diverse collection. Specimens collected by the students during their educational tours are added to the valuable collection. Study of museum specimens is an integral part of the curriculum of zoology. Using digital camera (purchased under UGC grants) photographic images of the specimens was collected and transferred to the computer for editing. After editing, the images were saved using Photoshop image editing software. Characters of the specimens were prepared by the faculty members. Characters of each specimen were saved with the same name. Text Aloud software was used to transfer this

text to sound and saved in standard wav format. The images, characters and the sound files were used for development of software. After installation of the software museum specimens can be studied at the click of a button and also for the lazy lords, the characters can be heard through the sound system of the computer.

Funding- University Grants Commission sanctioned a sum of Rs.2 lakhs for purchase of equipment such as computer system, color scanner and printer, digital video camera and necessary software and a sum of Rs.3000/- was sanctioned by the Management for the development of software package.

The staff prepared transparency sheets for OHP in classroom teaching using the Computer, Scanner and Laser jet printer. The diagrams from the textbooks were scanned, edited and printouts were taken on transparency sheets. Color was applied using permanent marker pens for clarity. More than 400 transparencies were prepared covering all the topics for all the papers of zoology subject.

Funding - Partly by UGC grants.

Diagrams used for preparation of transparencies were utilized for preparation of Powerpoint slides and presentations. About 132 presentations covering various topics of zoology were prepared for effective teaching.

Funding- Partly by UGC grants.

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Effective teaching methodology in Sciences

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Abstract: *The present study aims at understanding the changing dynamics in teaching methodology in sciences. With invent of technology, the methodology of teaching has made rapid strides. To understand which is the effective teaching methodology in sciences, whether the traditional system or the modern technology based system, a study was undertaken by collecting the views and opinions of 150 students belonging to 3 years of B.Sc (Life Sciences). A set of questionnaires were given to them and asked to mark their responses as per the Likert scale. Their responses were evaluated and analyzed. They were also asked to give their opinion on online portals like MOOCS.*

Key Words: *Changing dynamics, Effective teaching, Life sciences, Likert scale, MOOCS.*

1. INTRODUCTION:

Undergraduate Studies are crucial for the students, as it paves way for their future career choices. World over, there is a great demand for the students who come from STEM backgrounds (i.e., Science, Technology, Engineering and Mathematics). Thus the onus rest on the teachers to mould the students in a way, they become more employable. The advent of technology has opened newer channels to acquire knowledge from all corners of the world cozily sitting at their homes. Even the field of education has progressed leaps and bounds with technology becoming ubiquitous.

Now teaching –learning system has shifted its focus from monotonous, exhausting traditional method of chalk and board to digital teaching mechanisms. ICT has brought in easy and comprehensive real time learning. Its advent has opened new doors for the students, who were sometime back dependant on reference books, research articles and scientific papers for additional learning. Further it has become an effective tool in the hands of academicians and researchers to enrich teaching-learning activities. Availability of numerous online portals, easy and free accessibility of technology from around the world has given students immense benefit. Along with their academic degree, now students can arm themselves with short term courses in their areas of interest through online portals like MOOCS, to sharpen their skills and enhance their employability.

This study aims at understanding how the additional tools of learning would enhance quality teaching especially in life sciences. It elucidates how an adept learning environment can impact and invoke the learners' critical thinking and analytical abilities.

2. OBJECTIVES:

- To find whether the traditional teaching methods match today's learners' demands.
- Ability to incorporate technology based learning and introduction of additional learning modules
- Illustrate the importance of quality teaching and need to enhance the pedagogical skills of the teachers.
- Need to identify the mechanisms to improve the standard of education by implementing collaborative learning activities as a best practice.

3. MATERIALS AND METHODS:

For the present study students of B.sc. (BZC) were chosen. Out of 150 students, a questionnaire consisting of 10 questions was given randomly to students seeking their opinion about the teaching-learning methods. Five options were given to them based on Likert scale indicators from 1-5 (1- strongly agree to 5- neutral).

The students were not asked any personal information and were encouraged to participate without any inhibitions. Further the students were orally asked for their suggestions to improve the teaching mechanism and what more they expected from the institution and the teachers. They were also appraised about the current developments in the field of educations and were asked about availability of online courses such as MOOCS.

After completion of feedback the questionnaires were collected and analyzed using Likert scale and the results were computed using Microsoft excel program.

4. OBSERVATION AND RESULTS

In this evaluation process, 150 students have participated and have given their feedback on 3 aspects i.e., methods of teaching; opinion about faculty and new and effective teaching methods. In the observation it was found that nearly 74.6% students preferred the normal lecture method, 86.6% students felt that ICT method is more effective followed by seminars by 80% and guest lectures by 66.7% (Table1).

When asked to give their opinion about the teachers.74.7% of the students expressed that teachers were approachable to clear their doubts, only 10.7% disagreed with it. About the communication skills of the teachers, 79.3% students felt that teachers are effective communicators, 33.4% felt the other way. About effective teaching of the teachers, 80% of them felt that the teachers did teach in an effective and impactful way, 6.7% totally disagreed with it and 13.3% of them were neutral in their opinion (Table2).

Regarding new effective and innovative teaching methods, the students believed that among the three options given to them the most preferred method of teaching seems to be audio-visual classes 80%, followed by practical learning 60% and the least preferred method is online teaching 55.4% (Table3).

Most of the students expressed their interest to update themselves with latest advancements in education field, they felt that institutions of higher learning should focus on overall development of the students, by doling out short term courses in their respective specializations as well as in English language and communications skills, thus making them job ready. A few curious students evinced interest in enrolling into various online MOOCs programs, where they have the benefit of doing courses of their interest from any part of the world or famous international universities through internet.

5. DISCUSSION

Teaching science is an arduous task for a teacher as it has broader and diverse application. A classical classroom setup is inadequate to create are rewarding learning environment. It requires both theoretical as well as practical learning techniques. The above study reflects that most of the students still prefer the traditional method of teaching but also inclined to learn through ICT mode. Hence learning methods was based on a combination of ‘hands on’ participation and text based examples (1). Thus it becomes prudent for the teachers to rearrange their pedagogical skills to cater to the present set of students. Together with lectures and labs, case studies assist students in acquiring content knowledge, process skills and an understanding of the context and application of science to their daily lives (2). In one study by Joanne (3), on learning, emphasized that specific features of lessons need to be evaluated within the context of the teaching process. Most of the students who participated have felt that the faculty is approachable; their teaching methodology is also effective and can communicate with the students effectively.

Opinion of students about teaching learning techniques:

Table 1: Methods of teaching

	Strongly agree	Agree	Strongly disagree	Disagree	neutral
Normal lecture	20(13.3%)	92(61.3%)	0(0%)	28(18.7%)	10(6.7%)
ICT Methods	47(31.3%)	83(55.3%)	0(0%)	20(13.3%)	0(0%)
Seminars	100(66.7%)	20(13.3%)	0(0%)	20(13.3%)	10(6.7%)
Guest lecture	60(40%)	40(26.7%)	20(13.3%)	22(14.7%)	8(5.3%)

Table 2: Opinion about faculty members

	Strongly agree	Agree	Strongly disagree	Disagree	neutral
The faculty is approachable	69(46%)	43(28.7%)	16(10.7%)	0(0%)	22(14.7%)
Faculty has good communication skills	66(44%)	53(35.3%)	40(26.7%)	10(6.7%)	0(0%)
Their teaching methodology is effective	30(20%)	90(60%)	0(0%)	10(6.7%)	20(13.3%)

The author feels that higher education should be aligned according to the needs of country's economy, its demands and it should also cater to the global markets. Skill and capacity building of the students should be the prime objective of teachers. A study by Samuel J . Zeakes(4) suggests writing promotes student centered learning and helps improve creative thinking and problem solving skills. As often said imparting quality education to the students is a service to the Nation which lie deftly on a teacher's shoulders. As quoted by Iqbal shah & Tayyaba Rahat(5), activity based teaching enhances learning of the students. The study indicates that though students welcome the new technology they still prefer the traditional system of learning as the most popular mode of teaching as reflected by the study done by Srimanta Kumar Dash. et al (6).

Table 3 New effective and innovative teaching methods

	Strongly agree	Agree	Strongly disagree	Disagree	Neutral
Audio-visual teaching	30(20%)	60(40%)	0(0%)	54(36%)	6(4%)
Online classes	10(6.7%)	73(48.7%)	37(24.7%)	10(6.7%)	10(6.7%)
More practical Learning, and lesser theoretical method.	30(20%)	60(40%)	13(8.7%)	27(18%)	20(13.3%)

6. CONCLUSION

Thus the above study concludes that opinion of the majority of the students was towards shift in teaching methods from the conventional mode to adaptive learning methodologies i.e., digitized virtual learning environment, which has become prudent nowadays as smart learning or e-learning has become a vital ingredient of education. The teachers need to train to handle the needs and demands of the students. They need to be well appraised of present advancements in their fields of specialization. Online courses like MOOCS and related diploma courses would help teachers to keep them abreast with the latest changes in the field of education. Attending seminars, workshops, orientation programs and faculty development programs would make a teacher an all rounder in area of their subject. The curriculum needs to be upgraded too keeping in view the demands of the industry.

A quote from **Gilbert Highet** reflects how the teaching and learning mechanism should be in sciences.
“People learn more quickly by doing something or seeing something done”.

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**LEARNING WITH TECHNOLOGY - AN INTEGRATION OF TECHNOLOGY
ROLE WITH TEACHER RESPONSIBILITY IN DIGITAL ERA**

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Abstract: *Since trends are in constant proposition it is often difficult to judge what is truly new trend and what is a reconstruction of an earlier one. Education systems must work to expand and strengthen the education workforce. Expanding the roles of teachers could enable them to become facilitators of learning rather than transmitters of content, or leverage community members to help unburden tasks. The systems must prepare such Environment which is inquiry based and foster learning. These platforms could also play a critical role in unburdening teachers by giving them options to easily engage and simultaneously assess students while encouraging critical thinking. Hence, one term always strike the think-tanks is innovation. Innovation does not just mean new technology. Educational innovation can be found in processes, services, programmes and partnerships. This paper is aimed to examine the role of technology in teaching; in contrast learning process could be effective with the procedure of innovation.*

Keywords: *Innovation, technology, learning, leverage, facilitators, partnerships, performance.*

1. INTRODUCTION:

The effective **Use of Technology** in Education has changed the face of education and it has created more educational opportunities. Both teachers and students have benefited, from various educational technologies, teachers have learned how to integrate technology in their classrooms and students are getting more interested in learning with technology. The **use of technology in education** has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational technologies.

Technology has helped in the growth of mobile learning and long distance learning. The use of internet technology has enabled teachers to reach students across borders and also students from developing countries have used internet technology to subscribe for advanced educational courses. Many universities and colleges have embraced online education by creating virtual classrooms. Online **education** is flexible and affordable, students can attend classrooms during their free time, and they can also have a chance to interact with other students virtually. Recent advancements in educational technologies have yielded positive results in our education sector. This new educational technology is supporting both teaching and learning processes, technology has digitized classrooms through digital learning tools like, computers, iPads, smartphones, smart digital whiteboards; it has expanded course offerings, it has increased student engagement and motivation towards learning.

1.1 Objectives

- To identify the innovative methods using technology in higher education
- To determine the technology impact/role in teacher responsibility and learning process
- To analyze the technological methods available for learning process

1.2 Research Problem

Technological learning has impact over the performance of the majority students at higher education level has largely been cited to be the result of ineffective traditional teaching methods by teachers.

1.3 Research Objective

The primary objective of this study was to investigate whether there is significant impact of different innovative teaching methods using technology.

1.4 Research Question

Is there any significance of technological education in on students' learning performance?

1.5 Null Hypothesis

There exists significant impact of innovative teaching methods using technology on students' learning performance.

1.6 Significance of the Study

The results of this study will present valuable insights on the innovative systems using technology with a diverse in teaching methods.

2. LITERATURE REVIEW:

Earlier, technology in education was a debatable topic amongst the society. Everyone had their own views on modernizing education and making it technology aided. There were a huge number of positives and negatives to education technology. But, gradually as technology was embraced by the educational institutes, they realized the importance of technology in education.

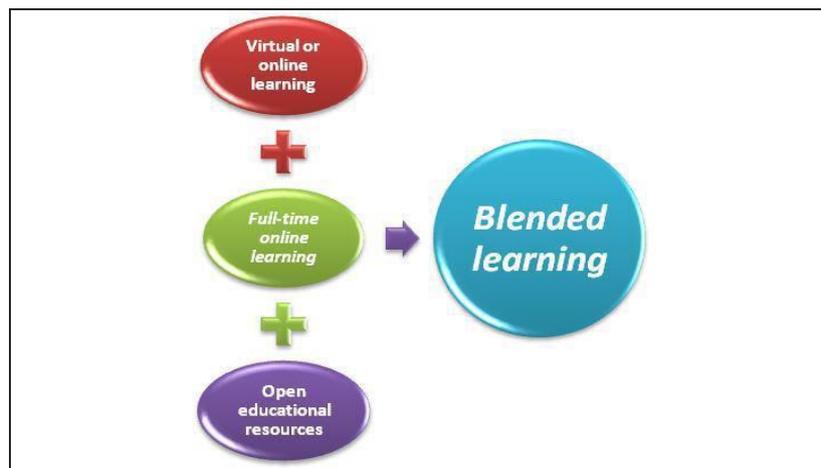


Fig: 1 Technological Adaptation in Learning by Educational Institutions

Using technology to enhance learning is an incredibly stimulating plan, and as an area of education is growing fast.

There are innumerable **instances** till date where we can see the improvement in education, once it embraced technology. Few remarkable ones of them are listed below:

- The Flipped Classroom
- Long-term research indicative of the positives of technology on learning
- Educational Technology improves student learning outcomes
- The effect of technology on education depends on the design of instruction

Over the past years, a number of studies have shown benefits from the use of technology in education. The role of technology in education is vital, and the question is no longer if technology enhances learning, but rather how do we improve our use of technology to enhance learning with innovation.

Approach to Innovations in Education can be Summarized in Five Steps

- **Scan** – identify promising innovations in education
- **Assess** – select projects that build on experience, and work in a sustainable, cost-effective way
- **Incubate** – offer technical assistance, financing and support
- **Evaluate** the results and impact
- **Share learning** – from failures and successes alike

3. METHODOLOGY AND PROCEDURE:

3.1 Introduction

This section describes the research design used in the study, population and sample, data collection, treatment of the experiment and analytical techniques applied in the study.

3.2 Research Design

The research design for this investigation was an experimental study.

3.3 Population and Sample

The population for this study was Post-graduate teachers from three fields of specialization; namely Human Resource Management (HRM), Finance (FIN) and Marketing Management (MM). The teachers fall under the different Departments of Commerce and business management from institution around twin city of Hyderabad. The sample consisted of one hundred (n=100) teachers; from which 25% (n=25) were males and 75% (n=75) were females.

3.4 Treatment

The sample was categorized into three groups; Group 1 comprised of HRM (n=44) teachers, Group 2 comprised of FIN (n=31) teachers and Group 3 encompassed MM (n=25) teachers. During the teaching and learning process, teacher-student interactive, teacher-centered and student-centered interactive were considered form HRM, FIN and MM groups; respectively.

3.5 Analysis Technique

Questionnaires were distributed among the respondents which was analyzed and interpreted with the help of bars and pie diagrams. Unstructured interviews were used as primary source for collection of data.

4. RESULTS AND DISCUSSION

Technology guide in fundamental structural changes that can be integrated in achieving significant improvements in productivity and support both teaching and learning, it infuses classrooms with digital learning tools, such as. computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24x7; increases student engagement and motivation; and accelerates learning.



Figure: Graph showing the sources adopted by teachers for professional knowledge update

Inference: Teachers were asked the sources which they use for updation of professional knowledge. Majority of Teachers were depending on Books and Online articles which indeed a blended learning process.

Technology as Transforming Agent

Technology also has the power to transform teaching by ushering in a new form of connected teaching which links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning; and better utilizing teacher time.

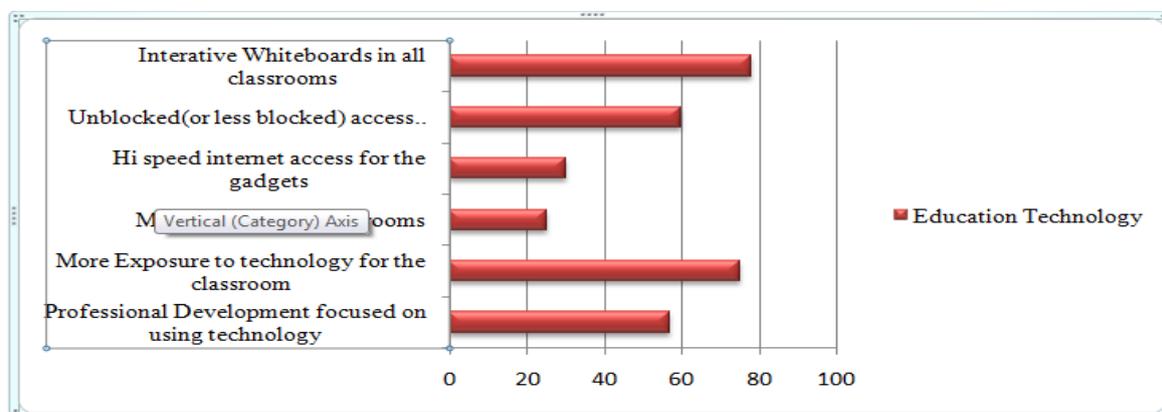


Figure: Graph showing the various technology utilities for a learning process

Inference: Teachers were asked what is the education technology or an innovative way you would wish for the education, they have chosen exposure to technology for classroom rather giving away gadgets around.

Technology in Student Learning Process

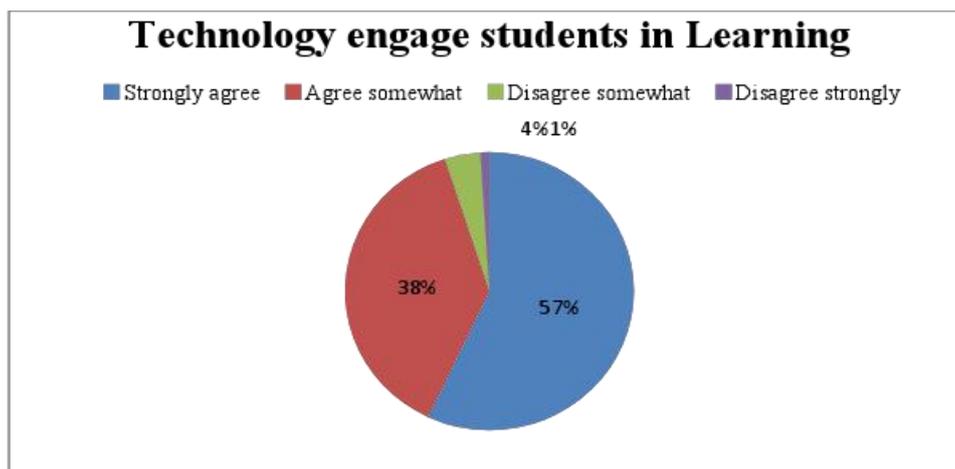


Figure: Graph showing the technology impact of learning process.

Inference: Out of 100 Teachers, who have answered, 99 have felt the technology could engage the students in learning; it shall interpret as welcoming gesture towards any source available for teachers which result in the development of self and students.

Technology improves education to a great extent and it has now become a need for revolutionizing education for the better. With these Teachers, educators, and students have a variety of learning tools at their fingertips. Here are some of the **ways in which technology improves education** over time:

- **Teachers can collaborate to share their ideas and resources online:** They can communicate with others across the world in an instant, meet the shortcomings of their work, refine it and provide their students with the best. This approach definitely enhances the practice of teaching.
- **Students can develop valuable research skills at a young age:** Technology gives students immediate access to an abundance of quality information which leads to learning at much quicker rates than before.
- **Students and teachers have access to an expanse of material:** There are plenty of resourceful, credible websites available on the Internet that both teachers and students can utilize. The Internet also provides a variety of knowledge and doesn't limit students to one person's opinion.
- **Online learning is now an equally credible option:** Face-to-face interaction is huge, especially in the younger years, but some students work better when they can go at their own pace. Online education is now accredited and has changed the way we view education.

5. CONCLUSION AND RECOMMENDATIONS:

5.1 Conclusion

We have been using technology so much these days in each and every domain of our lives, be it education or the regular household work, that have we ever taken out a second to wonder if it's leaving a positive impact on our work or it's just that we have been relying too much on it that we've become habitual to it, ignoring the direction of its impact. Innovation in education is to take two things that already exist and putting them together in a new way indeed it is a change that should unlock a new value for teachers and students. Obtaining information off the internet is like taking a drink from fire hydrant; Technology is just a tool in terms of getting the students working together and motivating them, the teacher responsibility is like being catalyst in learning process.

5.2 Recommendations

In today scenario it is not that we use technology it is we live technology, the usage of technology is only effective when it brings people together. Despite having access and positive attitudes towards implementing innovative methods into teaching and learning, teachers often find this difficult and require on-going support - not only technical but also pedagogical. Technology won't replace a teacher, but teachers who use technology will probably replace teachers who don't; on the contrary it should not replace teachers as the foremost utility is to enable students learn better through increasing their engagement in educational activities.

Technology is not having cool ipads or expensive gadgets; it is about the learning process. It has to facilitate and stimulate individual learning and act as key ingredient which may be and should be an instrument for social development.

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**Integrating Ancient Methodology with Modern Technology for
Effective Education**

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Abstract: *We had the best Ancient Teaching Methodology in the past, dated from Vedic times till the advent of British in India, and now we have the best Modern Technology today with us, invented within these 300 years, but unfortunately, the current education system could not reap the benefits of both. We simply believe in copying and imitating the West and carrying on the British enforced education system which was meant only to create workers, servants and slaves. Human needs education to understand outer world and enrich his inner world. Current education system only helps him understand outer-world and teaches how to earn livelihood, but forgets to enrich his ethics, morals, intrinsic abilities and conscience, and doesn't teach how to live with contentment. Our ancient Indian education system certainly had all these, especially in Vedic eras. Today we are following the education system designed by British to make slaves, but if we want to become master and lead the world we need indigenous education system encompassing ancient teaching methodology and modern technology and sciences. This would be designed purely for us considering our culture, language, ethics and ethos. I would like to present my study on how to design an indigenous effective education system by using modern technologies under the guidance of ancient wisdom and teaching methodologies.*

Key Words: *Ancient Methodology, Modern Education, Vedic, Indian Education System, Effective Teaching.*

1. INTRODUCTION:

Though it is neglected, we Indians certainly had the best teaching methodology and wisdom in the past, and now we also have the best modern technologies available. But still, current education system does not incorporate the benefits of both in their school, colleges and universities. We have neglected our ancient education system (before British rule) thinking it's outdated and could not effectively use modern technologies (which were invented 300 years back from now). Maybe because we don't have enough knowledge and understanding of it, or we simply believe in imitating the West. We are still psychologically enslaved to the British System as we are carrying their enforced education system even after independence.

Now we at least need to design a totally indigenous education system which is based on our cultural values, ethics, ethos and ancient education system. We need education which integrates modern technology as a tool for teaching, learning and evaluation while extracting full benefits of the ancient education methods. With this combination we would be able to provide both, ethical and pragmatic education to humanity. As you know, our education is currently more focused on theoretical aspects than ethical or pragmatics aspects of it.

We will focus on enriching a person's inner capabilities while grooming outer expertise. It enables a person to acquire inner peace along with worldly skills. Our current education system is biased and one-sided. It only prepares a person to earn livelihood, but doesn't teach him how to live. It is more knowledge-oriented than pragmatic and experiential. Today, education system focuses more on intelligence and knowledge while ignoring wisdom and ethics. But there are few countries like China, Japan and Scandinavian countries like Finland who teach ethics and wisdom to a certain extent. What we need today is an indigenous education system which is more practical, experiential, ethical, and balanced so that it can educate a person about all the aspects of human life. It will definitely help a person to grow into a complete human than just becoming a materially successful man.

2. OBJECTIVES:

The object of this study is to review our ancient education system and methodology and understand the modern technology so we can design a new indigenous education system which is more practical, experiential,

balanced and ethical, and imparts ethics, morals, culture, and ethos into a person. Current education system was a conspiracy by T.B. Macaulay [1] to enslave Indian psychologically (please refer his address to British Parliament) .It must be replaced.

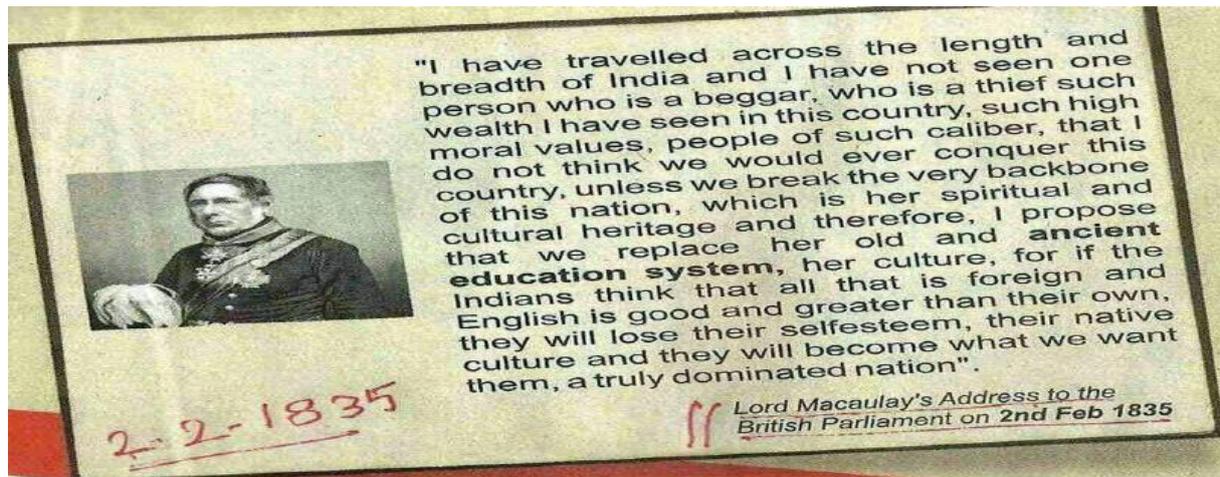


Figure 1: T.B. Macaulay's address to the British Parliament

3. DISCUSSION:

3.1 Why we need to integrate Ancient Methodology and Modern Technology to create indigenous education system?

- Current education is not indigenous but enforced by British to enslave us psychologically and destroy ancient Indian education system. It was targeted to create slaves and workers to serve British.
- It is focused more theoretically and targeted to create jobs not entrepreneurship that's why we see more uneducated successful entrepreneur than educated one.
- It was a conspiracy to destroy our self-esteem, confidence and trust in our culture and products. A British officer, T.B. Macaulay's report (Figure 1) can be referred that supports this argument.
- Current education has successfully destroyed our trust in self, nation and whatever we do, resulting in the whole nation copying others, specially Westerners.[1]A nation that wants to forget about itself and imitate other nations cannot redeem itself, but is on the path of self-destruction. The regression is in our nation at present. And if we truly do not want to weaken ourselves as a nation, we need to extricate our educational system out of its Macaulay's traits, and obtain a fresh and untainted understanding of our ideals; for these have held us together as a nation for nearly ten thousand years.
- We do not have much productive involvement of technology in our education and we are also not reaping its full benefits, especially in education. Rather, it is adversely affecting us. Therefore we need to study it and incorporate it into our education system.

3.2 How was Ancient Education and Teaching Methodology?

Our Ancient Education system was 'Guru Centric' not 'Certificate Centric', therefore the school used to be called as 'Gurukul'. [3] Gurukul (ashram) was a type of school in ancient India, residential in nature, with pupils living in proximity to the teacher (guru). In a Gurukul, students would reside together as equals, irrespective of their social standing, learnt from the guru and distribute work in themselves to help the guru in his day-to-day life. Guru means "Dispeller of Darkness" and Teacher means "a person who instructs". There is qualitative difference between these two words. Guru was responsible for overall growth of Shishya where as teacher is not, teacher only help student to gain knowledge and certificate. Therefore that emotional bond and responsibility between two are missing today. Teacher is not bothered about the failure of a student, he is just worried about his duty not responsibility.

In the Gurukul system, Shishya was a responsibility of guru. Hence guru will not leave any stone unturned to make his Shishya better in all aspects of life. A Guru would be like a second parent to the Shishya and will take similar responsibility as parent do.

The outstanding feature of our ancient education system was that it was based purely on the doctrine of action (Karma) or practicality of knowledge. The knowledge (vidya) was divided into two major stream;

- Paravidya means the higher knowledge or the spiritual wisdom. It is needed for contentment, realization and development of soul to prepare for life hereafter.

- Aparavidya means the lower knowledge or the secular sciences. It is needed to live a comfortable life in this world.

Hence it was balanced education both for the growth of person's inner quality, ethics and ethos, and for the betterment of physical life, society and civilization. Ancient Indian Education was developed on the basis of Indian epistemological and philosophical tradition covering cultural diversity, multilingual ability, ethical needs and plural ethos present. It was all encompassing. Our ancient education system always believed in coexistence and collective life and not as an isolated individuals. The ultimate aim of our ancient education was the control of mental activities connected with the so called concrete world which is called as Chitti-Vritti-nirodha. And the development of the person's all-sided advancement.

The Vedic education system was wonderfully designed. Main characteristics of Vedic Education, especially the Rigveda era may be summed up as follows-

- The admission was made by the formal ceremony Upanayana initiation, by which the pupil left the home of his natural parents for that of the preceptor. In this new home he had a second birth and was called D vijya or twice born.
 - The pupil was eligible to admission to the preceptor's house only on the basis of his moral fitness and unimpeachable conduct.
 - The discipline of brahmacharya or celibacy was compulsory. Though a married youth was entitled to get education, yet he was denied the right of being the residential pupil.
 - It was one of the sacred duties of the pupil to serve his preceptor. He pledged devotion to him in thought, speech and deed, and worshipped him as his own father or God. Pupils who neglected their duties were debarred from education and expelled from the institution.
 - Brahman-Sangh was an organization where meritorious students were given chances to fulfill their quest of higher knowledge. These Sanghs may be compared to the seminars of the modern times.
 - There was equality between the sexes in the field of knowledge. The Rig Veda mentions women Rais called Brahmanavadinis.
 - Princes and other leading Kshatriyas were trained in all the manifold sciences to make them fit for government. Most boys of the lower orders learnt their trade from their fathers.

3.3 The Teaching Methodology in ancient education system had these 3 principle features;

Three layer learning:

- 1-Shravan or Listening: this is not only careful listening, you have to adopt whatever you are listening. You should identify yourself with listening.
- 2-Manan or meditation: means ponder upon what you listen. Dedicatedly thinking about it and trying to understand it.
- 3-Nididhyasana or realization and experience: Realize practically whatever you have listened to and understood in real life and experience it. All learning needs to be your practical experience.
- Though question and answers discourse, lecture discussion and debate methods were also prevalent and in used. But the major focus was on above 3 point while learning.

Monitor led teaching:

The Method of imparting large group of students by few gurus was amazing and effective, it is called as 'Monitor System' where guru selects few students and teach them and make them 'monitor' so they can teach to their junior and so on. With this method, a single Guru used to manage even 2000 students with the help of such 'monitors'. A similar system is still available in Islamic 'madarsa'.

It was very effective and it used to give a profound understanding of subject to the 'monitors'. Because, if you teach you become master the subject.

One subject each year:

Ancient Education used to teach around 18 subject/skills, which includes science, mathematics, social science, language, craft, art, music etc. And only one subject was taught throughout the year instead of putting many subjects in a single year, next subject next year. This gave student to focus and dedicate on only subject. The benefit is student could concentrate, dedicate, focus on study which gives student deep insight into subject and constancy. This teaching includes of acquiring knowledge, understanding and practical demonstration through some concern physical activities. It was very pragmatic and experiential way of teaching a subject.

Guru as live example:

Guru used to live with pupil and used to demonstrate live practically whatever he taught in his day-to-day activities his subject skills. For example, if he is teaching archery then, he will use his archery skill to save from wild

animal attack in reality. The guru's action were not different from his teaching. It used to gave student practical skills, confidence and trust in whatever they learnt. It was live-learning experience not just a theoretical narration.

It was all inclusive:

Ancient teaching was all inclusive, everything was taught considering individual, family, society, environment and creator of universe i.e. God. It was never just an individual growth. It was collective growth .And the main objective of their teaching and learning. They are taught co-existence, controlling anger, jealousy and subsiding egos which is essential for human for collective development.

4. WHAT WAS OBJECTIVE OF ANCIENT EDUCATION METHODOLOGY?

The sole objective of our Ancient Education system was to build a complete human who is beneficial to himself, his family, society, environment, and mankind. He should be creative and constructive all the time and should be able to refrain himself from all negative activities and thoughts. To make a pupil or student physically, psychologically, socially, politically, environmentally, spiritually, scientifically, pragmatically educated and enlightened.

5. WHAT MODERN TECHNOLOGY OFFERS TO EDUCATION SYSTEM?

Today, the science and technology is almost reaching to its culmination point. We have the most advance inventions around us. We have technological superpower with us. But most of the inventions are proving to be destructive and harmful to humanity, education and environment. If we observe science and technologies around us, it is doing more harm than benefiting us. The formal education, which gradually reduced to mere memorization and copy and paste. Google has become the God for all knowledge, answers and help. Students prefer to Google than to ask their teacher. It is sad that even teacher especially in higher education redirecting student to internet and websites when they are asked a question or help. Misusing modern technology will be dangerous trend.

We have all pervasive, ubiquitous and powerful technology today. It is an assistant for human being, not a replacement. Unfortunately, we are committing a great mistake by replacing humans with technology, teaching with Google, friends with virtual friends, society with social-networking and human interaction with mobile communication. Technology was not invented for this purpose. It was to assist you not master you.

Today's technology is more suitable for teaching and learning assistance because;

- It provides you multiple facilities so you should grow as a human and assign routine task to machine and technology not vice versa.
- Technology wants you to be free from memorizing things you need. It provides you computer, cloud, internet technology to store all the information and retrieve it when you need.
- It provides great knowledge-base which you can ponder upon.
- It provide greater simulation platform, so you can simulate experiments before doing actually, saving time, money and risk in some case.
- It provides global connectivity so to exchange your ideas, knowledge, experiments and research for better understanding.
- It provides tools to automate the task which needs more time, so can spend your time in logical work.
- It gives you more time to be creative and logical by assigning routine, non-creative tasks to technology.
- It assists you in learning and teaching by providing knowledge-base and simulation so you spend more time on understanding and research.

6. HOW TO INTEGRATE BOTH AND CREATE INDIGENOUS EDUCATION SYSTEM?

- We need an Education System which is all inclusive, human, society, environment and even spirituality.
- It should be purely and totally Ethical and Moral. It is quite possible if you just study Japan, China and Scandinavian countries and their education system.
- It should use technology specially ICT (Information and Computer Technology) for knowledge, information base for storage and retrieval. No need to memorize.
- First primary/nursery education must be of Ethics, moral, equate, manners, culture and language only. Approximately 4 to 5 years of study.
- Later education can be of formal subjects like science, mathematics etc.
- After 2nd standard to 10th standard one subject per year only. Maybe not immediately but gradually you can come to this pattern.
- 11th and 12th standard must be the base for specialization in few subject which student is interested in not general.
- Graduation can be a detailed study of the subject which student love to study.

- Post graduation must be reduced to mastering one or two subject only with one year spent in industry or society for real-life implementation of skills he has gained so far.
- Post graduation degree should be awarded only when he earns the targeted monetary benefit/money or provides the targeted benefit to the society or country.
- Research Degree should be awarded to person's professional achievement and practical inventions and not to the hypothesis which is theoretically proven (you can design a new degree like Degree for Innovative Idea) .
- Live web-conference can be used to access experts from the globe which are not physically accessible.
- Printed Books should used for studying noteBooks because they are more ergonomically feasible and beneficial for students. Computer can be used for Audio/Video content or Simulation Practice, and strictly not for Text Reading.
- VR (Virtual Reality) devices can be used for simulating unreachable real-life experiences.
- Question/Answer based formal examination should be immediately revoked. No need to test knowledge, test only understanding, creativity and practicality of student.
- Incorporate 'Monitor' based teaching we had in Gurukul, that is the best way to test the student and give him thorough understanding of his subject.
- The multicultural ethos, spiritual understanding and ethical behavior should be the key criteria for assessment of student.

7. HOW EFFECTIVE THIS NEW INDIGENOUS EDUCATION WILL BE?

- This new indigenous education system will make a student a more humane, wise, ethical, patriotic and intelligent. He will behave humanly, rationally and justly instead of falling to the prey of political and commercial agendas. He will take wise decisions instead of just intellectual one. He will be peaceful, content and prevail peace for his neighbors. He will spend his energy, time, money and intellect to be more constructive and creative.
- When each individual become wise and evolves as complete human, country needs less low, less police and less controlling. Life becomes smooth sailing for him as well as others.
- We are human; we need more humanity to be incorporated in us than controlling. And that is only possible if you change your education in such way.
- Education is the only hope of changing today's nightmare into sweet dream.

8. CONCLUSION:

With this study of our ancient Indian education system and modern technology, I conclude here that, an indigenous education system which is based on practical, ethical, cultural and spiritual principles of our society, nation and people is the only education we need. Otherwise psychologically we will remain enslaved to British system and western influences, while losing our culture, society, spirituality and humanity. We are being exploited by the current education system established by the British. It is high time we realize it and retaliate by bringing our own indigenous education system based on ancient Indian education system and domestic modern technological needs. We should show our intelligence and freedom by changing current education system and stop mimicking the West. It is a known fact, that the current education system is conspiracy suggested and hatched by a British called Macaulay in 1835 to destroy our self-esteem, confidence, skills and education system, in which they are successful even now. It is urgency for us to create our own education system and replace it immediately. Otherwise next generation will have nothing Indian in them and will be suffering from British and Western slavery.

9. RECOMMENDATIONS:

My study compels me to recommend immediate study of our ancient education system and modern technology by our educationalists, technology experts, social reformers and patriots and form a new indigenous Indian education system which incorporate feature suggested in this paper or similar.

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TRADITIONAL AND MODERN TEACHING METHODS

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***Abstract:** Improving excellence in education is a critical issue; mainly at this time of everything is becoming globalized. The traditional pedagogy approach to teaching and learning, as ancient as formal teaching itself, involves the directed flow of information from teacher as sage to student as container. This method is characteristically based on pre-packaged learning materials, fixed deadlines, assessment tasks and criteria are defined by teachers. But research has shown that traditional modern methods of teaching and the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is the heart of education reform in the 21st century and promote problem based learning. The main objective of this article is to focus on the analysis of teaching methods, ranging from the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors in the eighties and use of presentation software in the nineties, to the video, electronic board and network resources now a days This paper gives an overview of the traditional ways of teaching and merits and demerits modern methods teaching merits and demerits and combine use of old and modern methods of teaching for effective teaching.*

***Keyword:** teaching methods, black-board, projectors.*

1. INTRODUCTION:

The important aim of teaching is to bring about socially desirable behaviours among the students there is a great world outside and within the mind of child therefore it is the foremost duty of the teacher to bring the two together this process of interpreting the world of knowledge to the Child's mind is called method of teaching it is first a way of teaching. method is the style of presentation of content in a classrooms the method of teaching is not an end but a means to arrive at the aims of teaching therefore it is well known fact that any one method is not feasible all the times and in all conditions while the every method do not serve the purpose the teachers in uniform manners it is also called that teaching is an art therefore it can be assumed that some people are born teachers teaching it is first a way of teaching. method is the style of presentation of content in a classrooms the method of teaching is not an end but a means to arrive at the aims of teaching therefore it is well known fact that any one method is not feasible all the times and in all conditions while the every method do not serve the purpose the teachers in uniform manners it is also called that teaching is an art therefore it can be assumed that some people are born teachers thus it concluded that every teacher should be familiar with different methods of teaching When we talk about teaching methods then our society divides into three groups; one group favours the traditional teaching methods, second group favours modern teaching methods and third group is the one who supports the combination of both for effective teaching. In this article I will explain that what are the pros and cons of each teaching method and how we can integrate both traditional and modern teaching methods for effective teaching? A sound education system is the prerequisite for the development of any nation. This is a well-known fact that our education system still relies on traditional methods and there is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system. There is a difference in the opinion of the people regarding the **use of traditional teaching methods and modern teaching methods**. Some people say that traditional teaching methods are best for imparting the education in the students while some favour that we should use modern teaching methods for giving quality education. In my view there is a need of maintaining the balance between the use of traditional and modern teaching methods. Both traditional and modern teaching methods should be used simultaneously for the betterment of education.

2. REVIEW OF LITERATURE:

A large number of restricted research studies have been conducted on teaching attitude in education institutions almost all the studies are based on secondary data. Some scholars have also focused the significance of teaching attitude in different angles. Many a research studies have been conducted on teaching attitude. The review of some important and relevant studies have facilitated in identifying the teaching methods and traditional methods and modern methods some of the issues in this area of present research work:

Dr.J. D. SINGH(2008) discussed higher education in India issues challenges and suggestion issues and challenges of present higher education systems in India and suggestion for improving quality of higher education **Sahil Sharma & Purnendu Sharma (2015)** discussed challenges of higher education system in India and initiative taken by the Govt in the area of human resources development and suggestion for improving the system of higher education and regulatory bodies and research councils.

Sanat Kaul(2006) discussed working paper higher education impact by internet and globalization e- education ,world trade organization higher education and academic community on globalization ,structure of higher education advantages and mainstreaming India demand side and supply side and private initiative in higher education in India

3. OBJECTIVE:

The main objectives of this paper are:

- Analysis of teaching method in education systems.
- Understanding the teaching methods and types of the methods.
- Understanding the merits and demerits of the teaching methods.
- Integration of the traditional and modern teaching methods for effective teaching.
- Understanding the traditional and modern teaching methods.

4. NEED AND SIGNIFICANCE OF THE STUDY:

Any country development primary and most dependent in education system of the respective country in order development of person dependent most what he gaining knowledge in their schools and colleges which types education provided in education systems recently teaching is mostly affected by the technology it is also directly affected by the teaching and learning methods and any teacher become good teacher need to understand the what types of changes occurred education systems and how it is impact education systems in all levels and that is the why recently technology broadly affected by the teaching learning process and methods and technique any teacher need aware of the methods to understand and analyzing various methods for the purposes of smooth functioning of teaching process and achieving the better output & result in students and education systems and it help further development society and nation the paper seeks understanding of the teaching methods and types of the teaching methods and merits and demerits traditional and modern teaching methods and integrating the both method achieving effects teaching

5. METHODOLOGY:

For writing this paper secondary data has been used. The data has been used from various websites, newspapers, journals, and reports

6. DISCUSSION:

6.1 Traditional methods in use in educations

- Teacher-centric classrooms
- Teachers in the mode of knowledge dispenser rather than facilitators
- Chalk and talk methods
- Regimented classrooms
- Lack of collaboration and group learning
- More emphasis on examinations and results rather than understanding of concepts
- Improper alignment between objectives, activities and assessments

6.2 Modern methods in use in education

- Technology-driven classrooms
- Continuous comprehensive evaluation
- Cross-curricular connections
- Inquiry-based learning
- Emphasis on understanding of concepts
- Linking curriculum with life
- Emphasis on skill building, life skills and values

- Smart interactive boards
- BYOD – Bring your own device
- Collaborative learning and Differential learning
Activity-based learning and learning labs
- Interdisciplinary learning
- Integrative and social responsibility and civic engagement
- Digitization in teaching, learning assessment and feedback
- Collaborative learning
- Differentiated instruction
- Flipped classroom

6.3 Traditional teaching methods in most parts of our country traditional teaching methods are used in the educational institutions. In the traditional teaching method, teachers illustrate the concept to the students with the help of chalks and blackboard. Every important thing regarding the topic is written on the blackboard and students make important notes from the blackboard. After the lecture is over students revise their notes and try to memories' the notes. The main objective of traditional teaching is to pass the examination. Traditional teaching system has its own merits and demerits.

6.4 Merits of traditional teaching methods

Traditional teaching methods used in the educational institutions have many advantages. These advantages can also be seen as disadvantages of modern teaching methods-

- Traditional teaching method is cheaper than the modern teaching methods which make it more suitable in the schools of rural areas.
- Some subjects like mathematics or chemistry are best taught on a blackboard as there is a need of explaining the concept at each every step.
- There is more interaction between the teacher and student in traditional teaching methods as compared to the modern teaching methods. We can also say that in traditional teaching there is more discipline in the class. In traditional teaching methods teacher does not require any special technical knowledge and can focus more on his subject for imparting the best knowledge to the students.
- Traditional teaching methods don't put any strain on the eyes of students whereas modern teaching methods can adversely affect the eyes of the students.

6.5 Modern teaching methods from the last decade the use of high tech equipment in the educational institutions is increased with a rapid rate. Now there are lots of modern gadgets which can be used for improving the teaching in the classroom. Here is the list of most **popular equipment which can be used in modern teaching-**

1.Use of computers or laptops with wi-fi connection in the classroom; This is the most important tool of modern teaching methods. Teacher demonstrates the subject on his laptop/computer which is connected to the laptops/computers of the students through wi-fi connection. This type of teaching is seen mostly in the higher education institutions which have good infrastructure.

2.Use of LCD projector in the classroom; Use of LCD screens in the educational institutions is becoming very common nowadays. Teacher prepares the powerpoint slides and which are displayed on the LCD screen with the help of a projector. The projector can also be connected to a laptop/computer for displaying the relevant videos of the subject on the projector.

3.Use of interactive whiteboards in the classroom; Whiteboards are very interactive and provides the touch control of the computer applications. On whiteboard a teacher or student can draw, write or manipulate images so providing a very interactive and interesting platform. The main advantage of whiteboards is that it can show anything on it which can be seen on the computer.

The other less popular modern teaching methods include

- Use of digital games in the classroom
- Use of special websites or blogs for teaching in the classrooms
- Use of microphones for delivering the lecture in the classroom

6.6 Merits of modern teaching methods

- Modern teaching methods have various advantages over traditional teaching methods. These merits can also be viewed as disadvantages of traditional teaching methods-
Modern teaching methods create more interest among the students using interesting animations and videos.

Research has shown that use of visual media for teaching helps the students to understand the subject better and also helps students to memorize the concept for longer time.

- With the help of modern teaching methods teacher can cover more syllabuses in lesser time as they don't have to waste their time in writing on the blackboard.
- Videos and animations used in the modern teaching methods are more explanatory than the traditional blackboard methods.

6.7 Integration of modern and traditional teaching methods for effective teaching

Till now we have studied that both modern and traditional teaching methods have their own merits and demerits. So it will be beneficial for our education system to combine the **advantages of traditional and modern teaching methods** for effective teaching. Here main question arises that how we can combine both traditional and modern teaching methods for effective teaching? The following ways traditional and modern methods combine used

1. Blackboard and LCD projectors can be used simultaneously in a classroom; for teaching complex mathematical equations teacher can use blackboard while theoretical subjects can be taught on a LCD projector with the help of slides.
2. Practical subjects of basic sciences and engineering can also be taught best with the help of combination of both traditional and modern teaching methods. Teacher can explain the theory on a blackboard and for better understanding of the procedure of the experiment videos or animations can be used.
3. There is also another aspect through which we can combine both traditional and modern teaching methods for better teaching. Teachers can teach the subject first through traditional methods and then can take the help of modern teaching methods for revising the subject.

7. CONCLUSION:

I think main motives of the education should be to build the overall character and to bring the all-round development of the students. There is no point in discussing that which teaching method is better than the other. Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods.

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TECHNOLOGY IN THE FIELD OF EDUCATION

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***Abstract:** Technology has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun.*

***Key Words:** 3G/4G Broadband, youtube.com, iPad, Galaxy, Microsoft Surface, Piazza.com, 3D projectors, Electronic whiteboards, Volcanicity and Earth Plates.*

1. INTRODUCTION:

“Science arises out of innate human curiosity about nature. It is the effort of the human intelligence and reasoning skills to understand natural phenomena and the scientific laws behind them. Applying this knowledge to invent new devices is the technology.”

Our personal life is highly dependent on the technology that people have developed. Technology has advanced with years and it has changed the way we purchase products, the way we live, the way we communicate, the way we travel, the way we learn and so many changes have been brought about by these continuous technological advancements. As people's demands and lifestyle change, the demand for advancing the type of technology we use is high. Almost everything we use has been innovated to better standards, a good example is the “Mobile Phone”, the type of mobile phones we had in 1995 are no longer on demand in this century, the demands of mobile phone users have changed greatly, and this has resulted in the advancement of mobile phone technologies.

Users of mobile phones demand simplicity and more functionality, which has forced mobile phone manufacturers to develop computer minded smartphones, which are so easy to use, but also they come with more functionality compared to the type of mobile phones we used to have in the past.

Technological advancements have helped businesses and organizations save time and cost of production, which has been an advantage to all business, they manage these advancements to gain competitive advantage. A good example is the 3G / 4G broadband, small businesses have taken advantage of this superfast internet to reach target markets with less costs of operation.

In the past, only big successful companies would dominate the market because they could afford the expensive advertising mediums like Television, to reach any target market. Small businesses typically don't have fat budgets and find it hard to compete in any given profitable market. The effects of technological advancement are both positive and negative. Positively, technology advancement has simplified the way we do things, it saves time, it increases on production, it simplifies communication, it has improved health care and it has also improved our educational environment. Negatively, technology advancement has made humans so lazy, technology users are so dependent on new advance tech tools , this laziness has resulted into less innovation , it has increased on health risks because technology users exercise less, it has affected the environment because of the increase pollution which has affected the Ozone layers which has resulted into global warming. When it comes to education, students are more dependent on Calculators and computers to solve simple equations; in this case they cannot train their brains to solve a simple task which makes them lame in class.

2. TECHNOLOGICAL ADVANCEMENTS IN EDUCATION:

Technology advancement has greatly changed the education sector. We now days learn through mobile gadgets and tablets. Technology has simplified the way teachers reach their students and it has also helped students learn from anywhere as well as enable them access academic information at anytime from anywhere. Information is

power, so both students and teachers can use advanced technologies for education to make research on subjects of interest.

Some of the most popular technology advances which have changed the face of education include: Use of smartphones in classroom, use of tablets and mobile computers in education and classroom, use of smart whiteboards for visual illustration in the classroom, use of internet for long distance learning, Use of social, media to connect students with teachers the teacher is uses a blackboard and chalk to explain mathematical equations, this is the type of education most of us had, but some students could fail to learn because of its lack of real time visual illustration.

3. USE OF TECHNOLOGY IN THE CLASSROOM AND ITS BENEFITS:

Technology has become an essential tool in our lives. Schools should find ways of integrating new technologies into classrooms so that students find it easy to learn new subjects as well as enable teachers to explain subjects in detail using visual formats. Using technological tools like computers will make education more funny and interesting for the students. The past ten years have seen tremendous change in educational technologies and it is time to bring these technologies to our students in the classroom so that they learn easily and efficiently. Teachers will need to learn how to use these technologies so that they teach their students on how to use them.

We have seen that the private business community has found ways of improving the way we learn by creating educational applications for both computers and mobile phones, with a good use of these applications, schools can improve on how students learn and how they get access to academic information. New content delivering applications like Youtube.com can be used in video and visual education. If a student can learn through visual or video illustrations, they will always remember that subject being explained, because the brain can easily understand and remember visual objects.

The development of online and offline educational environments will make learning so simple. Now it is up to us to implement these educational technologies in the classroom and make learning easier. Below are some detailed points on the use of technology in the classroom and how it can be implemented.

3.1 Use technology to bring real-time data in classrooms: Many times most subjects in our education curriculum have old examples which do not relate to the present day, so students will find it difficult to relate those old examples to the present situation. But when teachers use technology tools like internet and search engines, they can drive new examples on a specific topic. It is better to show these examples to students using visual technologies like projectors and whiteboards. If a student gets an example on subject and that example is live in their society, they will always remember and learn that subject better. Inviting new and innovative practices into the classroom can help enhance a students learning experience. Learning how to properly introduce new technology as a learning tool into a class setting can be achieved through taking courses in a variety of masters programs for teachers.

The internet is updated daily with thousands of publishers, websites like Youtube.com, Pinterest.com, scribd.com store large amounts of data which can be used to illustrate academic subjects. For example, if a teacher is teaching about "The effects of human activities on the environment" they can use sites like Youtube.com to show students real-time effects of human activities as uploaded by Youtube.com users. A teacher can use a video of landslides happening in real-time so students will see the effect of human activities now but not in the past. The old system of education prints images of past distractions on a subject like this, but a student will find it difficult to relate that example, because it happened long ago.

3.2 Use of technology devices to encourage peer learning: New technologies like ipad, Galaxy, Microsoft Surface and other portable tablets can be used by students while in class. These technologies can foster peer to peer learning. Students can form a group of 2- 4 students and share a particular technology, each of them will have different experience on how to use the device and the teacher can guide them on how to use complicated applications on these devices. It is very easy for students to learn through group or peer discussions, so if a teacher provides them with these tablets and they all get the information from a centralized unit controlled by the teacher and these students will enjoy that moment in class and learn more. Although these students can still use the same technologies to interact with each other while not in class, in my opinion, the classroom creates a learning environment with fewer distractions as compared to learning outside of the class. Also teachers can uses services like Piazza.com to set and answer questions from students in the class, also students can use Piazza.com to create or join a specific group in their class.

3.3 Use Interactive Demonstrations Tools to help students learn easily: It is quite expensive to implement these devices but once installed in the classroom, teachers will easily explain subjects in a visual form with illustration which helps students learn easily. Devices like 3D projectors, Electronic whiteboards and motion capture technology are getting cheaper and accessible. Science teachers can easily use these 3D projectors to illustrate Biology or Physics subjects. In Biology, there are some topics which require visual illustration for a student to understand the concept such as development of fetus in the womb. Without these technologies, it can be very difficult for an average

student to understand and remember what the teacher has taught them. The same with Geography, it can be very easy to illustrate topics like “Volcanicity and Earth Plates” using visual images and real-time activities of “Volcanicity” if a student gets these explanations in using 3D projectors, they will deeply understand the concept.

3.4 Use of word processing applications in the classroom: All computers have this application installed. Most computers come with a full setup of Microsoft Office, this setup includes all basic application needed by a student to compose or organize data. For example, students can use word processing applications to write notes and they can even use clip art or graphics in their notes for easy understanding. They can also use this word processing application to improve on their vocabulary because of its auto correct function which suggests correct terms as they take notes in the class. It also has an inbuilt thesaurus dictionary which will help the student discover new words. Teachers can easily teach their students on how to use these applications while in the classroom. So instead of writing notes on the blackboard, the teacher will simply dictate the notes, and the student will just type the notes on their computers using a word processing application.

4. CONCLUSION:

Creating computer based materials for class is very time consuming, especially for beginning users. Learning the necessary skills and keeping up-to-date is very time consuming. Even once an instructor has a course web site online, maintaining it is time consuming (especially checking to see that external links are working and monitoring online class discussions).over reliance or inappropriate use of computers as a teaching tool can compromise teaching (and learning) effectiveness. Instructors should be given sufficient training in use of modern communication technological tools.

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5. [Australasian Journal of Educational Technology \(AJET\)](#) (open access)
6. [Educational Technology & Society](#) (open access)
7. [International Journal of Interactive Mobile Technologies \(iJIM\)](#) (open access)
8. [Journal of Peer Learning](#)

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**Academic Quality & Accreditations: Strategy to Achieve
Excellence in Education**

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Abstract: *In today's scenario the needs and expectations of industries are changing for which they require competent people to do the job. To provide competent human resource to society and industry, higher education institutions play a very important role hence, academic quality becomes very important. Benchmarking & accreditations have carved a new path for fast improvement in the education system by way of compliance to their requirement & adoption of global best practices. In this paper the analysis of Internationalization of quality practices & accreditations has been carried out to highlight the recent initiatives pertaining to accreditations and to bring out the existing issues being faced in implementing quality assurance systems. The brief of the role played by IQAC and quality circles has been discussed toward achieving academic excellence in higher education.*

Keywords: *Quality Circle, IQAC, Quality management, Benchmarking, Accreditation, Excellence*

1. INTRODUCTION:

Quality management is a part of management strategy aimed at ensuring achievement of organizational goals through proper planning, monitoring, and enabling improvement in quality at all levels. This is achieved by involving all members of the organization in the organizational quality initiatives [1]. Involvement of all employees at ground level facilitates total quality control (Total Quality Management, TQM). Total Quality Management enables realization of the mission of educating the young generation. In Implementing TQM processes in an organization, the human resource department plays a major role: that is developing and communicating the TQM vision, of preparing the organization details for the implementation of TQM procedures, the actual implementation and providing necessary support to maintain the enthusiasm about TQM. The human resource and quality department may also develop and deliver training that reflect the long term mission and vision of the organization. [2]

Providing education on the importance of quality is a key factor for improving the business quality, thus strengthening competitive advantage. Access to education and quality education are to be regarded as mutually interdependent and has now become important to be provided right from early years. While provision of education facilitates eradication of poverty; quality education enables intellectual work which proves to be a major tool in increasing productivity. [3]

Quality has been an important area of concern for study in higher education research. Recent literature on the internationalization of higher education reveals a rejuvenated interest in quality practices including ranking and accreditations [4]. A closer examination of quality assurance policy however, highlights that many of these practices fail to put forward what quality means [5]. Internationalization helps sharing of quality practices across borders [6]. In this article, the role of accreditations and Academic quality improvements has been highlighted.

2. OBJECTIVES:

- a) To understand the importance of quality management in Higher education [HE].
- b) To identify how Accreditations and Benchmarking have helped in improving the quality of higher education in India.
- c) To identify the challenges faced in implementation of quality management in institutions of higher education.
- d) To suggest measures to overcome the above challenges.

3. ACCREDITATIONS:

The term accreditation defined as one way to examine and certify that an institution that agrees to provide services on behalf of government is providing the same according to the specified standards of practice meets certain standards. [7] The standards are developed by the accrediting body in consultation with various agencies of knowledge at national and international level, one way to developing standards is through focus of group.

Generally, following elements are included in accreditation elements:

- Compliance with standards
- Continuous Improvement
- Peer Review

Method of Accreditation

It has been found that several efforts have been made to devise and develop assessment programmes for the accreditation of Institution. [8][9].

The most common steps of the accreditation models include the following:

- Self-Assessment of an Institution based on the format of the accreditation body
- Peer Review and visits
- Evaluation and Reports
- improvement

Issues of Accreditation

The results from the survey of the relevant literature and observations indicate that various assessment models have been developed regionally, as well as internationally. However, most of these models seem to be non-uniform, too complex, non-transparent and moreover non-scientific.

Following are the important issues related to accreditation and assessment:-

- Institutions are not selecting accreditations agency as per their standard.
- Employees' issues and the issues related to other interested parties.
- Higher education financial structures and the financial auditing of higher education.
- Lack of assessment of Student Learning Outcomes (SLO)
- Needs and assessment of Research & Development activities in higher education sector.
- Increase in student intakes and the changing context of learning styles.
- Preparing required documents and records to fulfil the requirements of the assessing body whereas the on-ground reality may not be the same.

Design and Development of a Scientific Accreditation Model

The design of an effective and scientific model of accreditation is the most important and crucial part. The proposed accreditation model will include a strategy for the comprehensive assessment of an educational institution in three different parts which are as under:-

- An effective assessment of the input process
- An effective assessment of educational process
- An effectiveness assessment of learning outcomes

4. ACADEMIC QUALITY:

The academic quality is a dynamic, multi-dimensional concept that refers not only to the educational model, but also to the institution mission and its goals, as well as to the specific standards of the system, facility, program or event. The fundamental precondition for quality improvement is the establishment of an active system of internal and external evaluation. Internal evaluation implies a significant role of the judgment of students as active participants in the process of quality in education. Figure 1 shows the steps involved in the quality journey.

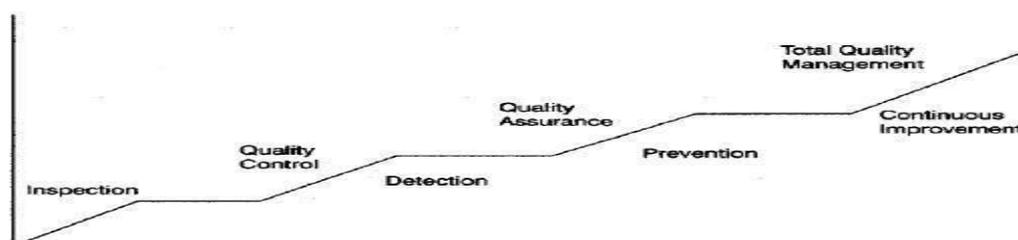


Figure 1: Hierarchy of Quality Concepts

The Total Quality Management is the practical but strategic approach to run the organization that focuses on the needs and expectations of the customers and clients. Total Quality Management is a graphic approach to achieving the desirable level of quality in a consistent functioning. To create a continuous improvement culture the Institution/department heads have to trust their employees and to delegate the decisions to the appropriate level to give employees the responsibility of delivering quality within their own domain of work. [10]

Framework for Higher Education [HE]

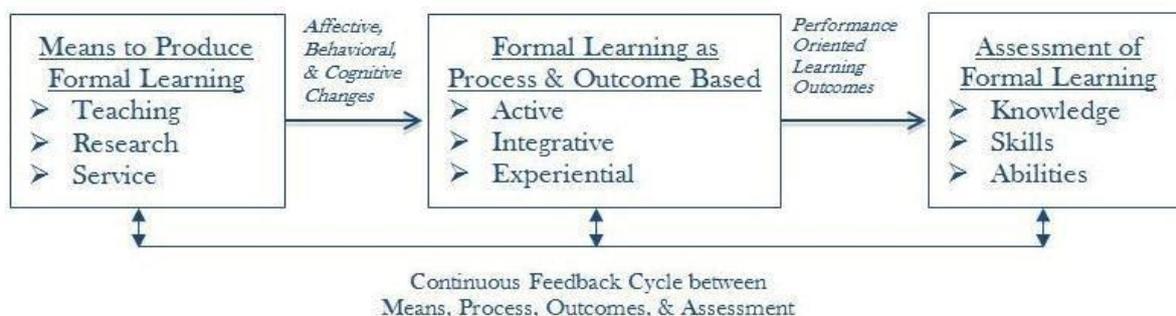


Figure 2: Proposed framework for higher education [HE]

5. INSTRUCTIVIST VS CONSTRUCTIVIST APPROACH FOR STUDENT LEARNING:

The comparison of Instructivist approach and Constructivist approach for student learning is as under [11]:-

S.No	Instructivist	Constructivist
i	Faculty frames the objectives	Objectives are framed in collaboration with students based on the learner’s needs
ii	Objectives are written for all levels of hierarchy and sequenced from simple to complex.	More importance is given to divergence based on the exclusivity of the learner.
iii	Learners are seen as passive or as blank spaces to be filled with static data.	Based on problem solving with personal relevance to learners
iv	Knowledge is spate from knowing.	Knowledge is individual and socially constructed, based on personal experiences
v	Learning consists of acquiring “truth” or the ability to imitate and can be measured with tests.	Learning can only be measured through direct observation and dialogue.

The twelve practical strategies for developing constructivist teaching are:-

- a) Constructivist teachers encourage and accept student autonomy and initiative.
- b) Constructivist teachers use raw data and primary sources, along with manipulative, interactive, and physical materials.
- c) Constructivist teachers allow student responses to drive lessons, shift instructional strategies and alter content.
- d) When framing task, constructivist teachers use cognitive terminology based on reasoning such as “classify” “analyse” “predict” and “create”.
- e) Constructivist teachers inquire about student’s understanding of concepts before sharing their own understandings of those concepts.
- f) Constructivist teachers’ encourage students to engage in dialogue, both with the teacher and with one another.
- g) Constructivist teachers encourage student to enquire by asking thoughtful, open minded questions and encouraging students to ask questions of each other.
- h) Constructivist teachers pursue elaboration of student’s initial responses.
- i) Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
- j) Constructivist teachers allow waiting time after posing questions.
- k) Constructivist teachers provide time for students to construction relationship and create metaphors.
- l) Constructivist teachers nurture student’s natural curiosity through frequent use of learner cycle model [12].

6. QUALITY MANAGEMENT IN EDUCATION:

Any organization that wishes to be accredited by a specific accreditation body, must go through the following steps:

- Development of the quality system that implements the requirements of Quality Management System (ISO 9001:2015),
- Carry out a preliminary self-assessment based on the requirements of the accreditation body.
- Selection of the certification body appropriate to the vision of the organization
- Pre-audit of the Quality System by the certification body
- Final audit of the quality system after which the certificate is issued.
- Enlist the incremental improvements brought about as a result of various cycles of audits.

7. INTERNAL QUALITY ASSURANCE CELL (IQAC):

The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improvement the academic and administrative performance of the institution.

Purpose of IQAC

- Plan, guide and monitor Quality Assurance and Quality Enhancement activities.
- Enable Post accreditation Quality sustenance activity.
- Workout intervention strategies to remove deficiencies and enhance quality.

8. CONCLUSION:

Faced with the challenges of globalization and the requirements for the quality, Higher Education institutions have to accept the international standards for quality management. In order to define an effective QMS for Higher Education area, the review of all the clauses and its integration in to the processes of higher education Institute must be done. For implementation it requires management support, respect for stakeholders needs, expectations and requirements, workforce training and participation, focus on processes, partnership with suppliers, measuring results and continuous improvement. Accreditations & benchmarking have prompted numerous innovative and vigorous initiatives in universities and colleges and is now seen as a development oriented procedure. These have emerged as periodic quality assurance mechanisms over and above the regulatory checks and balances built into the fast mushrooming institutions of Higher education.

The challenges faced in this are:

- Resistance of ISO standards of quality in academics.
- The notion that quality work means accumulation of piles of documents.
- The notion that involvement in quality activities leaves little time for academic and research related activities.
- Choosing reliable and quantifiable indicators to assess the quality of one's teaching and the efficiency of teaching initiatives remains challenging.
- Quality teaching lacks a clear definition, because quality can be regarded as an outcome or a property, or even a process, and because conceptions of teaching quality happen to be stakeholder specific.
- Some argue that "Excellent teachers" are those who have passions: passions for learning, for their field, for teaching and for their students, if bound by quality & accreditation requirements, the desired output may be compromised.

9. RECOMMENDATIONS:

The above challenges need to be addressed so that teachers and researchers willingly embrace the quality initiatives. This could be achieved through:

- Identifying the good practices followed by best faculty in teaching
- Identifying the best practices followed by faculty in research
- Alignment of best practices with quality criteria laid down by accreditation agencies/quality agency
- List out the gaps and issues that can be an impediment to the on ground quality work.
- Suggest measures for bridging the gap.

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Innovative Educator - The Real Game Changer in The Higher Education System

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Abstract: *The higher education system in India has grown up in a remarkable way and the demand for higher education will be much higher in the next coming years. With the invent of technology and its use as a pedagogy in the field of higher education system is making it more reliable and the students are prepared out in such a way that they can meet the expectations of the competitive era. Besides, the usage of innovative technology in the educational system, still there are many barriers in its effective implementation in the colleges. This paper mainly focuses on how an innovative educator can really acts as the real game changer in the higher education system. The active role of an innovative educator surely changes the developing educational system into the developed one. It is rightly said that the biggest change in the education will never be a technology; it is an educator who is willing to be innovative. This act of innovative educator will definitely enables in developing the lifelong learners for the nation. The paper also deals in studying the changes taken and the challenges to be faced in the implementation of technology in the higher education system. Besides these, the role on an innovative educator is also analyzed.*

Key words: *innovative educator, technology, lifelong learners.*

1. INTRODUCTION:

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

The higher education is changing rapidly with the change in technological innovations. The higher education system is witnessing a drastic change in the way of students learning. Students want education for employability and career advancement. Educating students doesn't mean just delivering a lecture in the class. In this ever changing world, the students should be prepared out in such a way that they should meet all the challenges of the existing era. For meeting these challenges, the higher education system should be strong enough to provide solid and relevant preparation at the graduation level. As such, the colleges have to perform multiple roles like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, through challenging teaching. Teaching should get enhanced with the innovative and creative use of technology as pedagogy in the field of education. Though, there is a wide increase in the use of technological innovation at the educational levels there is still barriers in making educational system strong. There is a lack of acceptance from the universities and colleges in adopting such innovations. The rigid and fixed mentalities of conducting classes should get change first. An effective innovative educator will always try to inspire in students a love of learning. By igniting a passion and hunger to learn, educators will be setting students upon a path of lifelong learning.

2. OBJECTIVES:

- To study the changes and challenges in the higher education system.
- To analyze, how the role of an innovative educator can bring a change in the higher educational system.

3. REVIEW OF LITERATURE:

3.1 (Romer, 1990), in his paper-“Endogenous Technological Change”, argue that in order to create a prospering, unbiased society a community of university graduates is needed who can play a very important role in the economic growth of the nation. Economic growth cannot be accounted for by increases in inputs of labor and capital. Technological change and human capital development or the development of an effective labor force is considered serious towards economic growth.

3.2 Harvey and Green (1993), in his paperwork- " Defining quality, Assessment and Evaluation in Higher Education", the interpretation of quality as “transformation” of students is a meta-quality concept which subsumes the other ones. Therefore when students are transformed, it satisfies and even exceeds the requirement of the other definitions of quality, namely, quality as value for money, quality as excellence , quality as fitness for purpose and quality as consistency.

3.3 (Scott, 1998), b in his work- " Massification, Internationalization and globalization ", analyzed that Over the last two decades globalization has impacted operations of various institutions including academic institutions all over the world. Higher education institutions have been both the agent and objects of globalization.

3.4 Patterson Glenys (1999), in his work- "The learning university”, discussed that-In strategic responses to changing environmental conditions and pressures, many universities are applying new ideas, changing to new ways of operating and have become ‘learning organizations’

4. CHANGES IN HIGHER EDUCATION SYSTEM (HES):

The education system has to shift from theoretical knowledge to practical knowledge. The education system will need to stay in front of changes to ensure that graduates attain appropriate workplace ready and transferable skills. The quality and brand value of an institution have increasingly become important in the student choice process. Some of the reasons that can be attributed for changes in HES are:

- **Changes in student demographic:**

Previously students used to stay in their city/nation, but in the present scenario, students are moving to the entire world for the purpose of getting educated. As a instructor while taking the class, the lecturer should deliver the lecture in understandable manner to all the students from different demographics. Language plays a major role delivering class. Thus, HES should adopt universal language which is acceptable by all countries.

- **Changes in market size and competitiveness:**

Rather than competing with local institutions, the institutions must compete at global levels. Institutions to attract students, they must be able to differentiate themselves from the large pool of competitors in order to gain enrolments through innovative teaching methodologies.

- **Changes in student expectations:**

Students view themselves as customers and have high expectations for the service. Now a day’s students become smart as consumers and they expecting quality education from institutions. So, the HES must adopt their operations and resources to reach students demand and expectations.

- **Changes in technology:**

Present scenario students are getting a lot of information through social media, especially from search engines. Thus, HES should adopt technological changes and they need to implement in their teaching methodologies like e- classes, case study, sharing of ideas in classrooms, experiments, case study etc. by developing innovative teaching methods to change the education system from rigid environment to friendly environment, students will definitely shows interest to learn new things which can be applicable in their professional life.

5. INNOVATIVE METHODS FOR EFFECTIVE HES:

Successful teaching does not happen by an accident. It emerges when the teacher understands student’s behavior and adopts an appropriate instructional methodology. The teacher/ instructor should follow involve method for effective teaching:

I: interchange of ideas / inspire your students – have a good choice of words

N: never cease to develop – break the physical barriers.

V: (use) visual aids – enthusiasm is magnetic, it will have positive influence on the people

O: open gestures

L: link ideas – getting ideas from students

V: value each student – value to students opinions

E: encourage students – encourage active participation

6. CHALLENGES:

- **Low digital fluency among faculty:** It is analyzed that the academicians are limiting their students for not using digital media. To bring the change in the student's curriculum first the faculty should be given enough training regarding the excellent use of digital media. This is the urgent challenge where the faculties, colleges and universities should focus on.
- **Reward for effecting teaching:** this has to be understood very clearly that the institutions using effective technological pedagogies should be rewarded for their efforts. From the ancient times teaching has been taken as very unpopular profession, whereas the overall development of the nation is dependent on the educated youth trained by the 'gurus' in building their careers. If the step of rewarding is taken seriously by the government then miracles can be done in the education system.
- **Competition from new models of education:** there have been a many new approaches which of teaching techniques against the traditional models of higher education. For example, massive open online courses (MOOCs), this enables the students to get fast track professional development opportunities. It is quite difficult challenge for implementing. MOOC Courses should be designed in such a way that it must be cost effective for students and also enabling them to surpass the traditional teaching methods.
- **Changing the mindsets:** This is the most difficult challenge where the academicians, universities, colleges and faculties need to change their fixed mindsets for adopting the new techniques in education. The change in the innovative techniques of education can be many; it will be waste until and unless there is an innovative educator who is willing to adapt the change.
- **Adapting the students learning methods:** An innovative educator is the one who is willing to adapt the learning methods of student's choice. The days are gone when just lecture was delivered with the help of blackboard. Students are changing with the changing generation needs and requirements. So, it is a very big challenge for the faculty to change their styles of teaching as per the requirements of student's choice.

Role of innovative educators in changing the higher education system:

To develop students as "innovators" in their pursuit, faculty must embody this as educators. To be innovative, one has to look themselves as an innovator first. Following are some of the points where the role of an innovative educator has been analyzed which can surely place the foundation for the change in higher educational system.

- **Empathetic:** To create new and better way of doing things, first an educator have to analyze for whom it is created. An innovative educator has to understand what works and what does not work from the perspective of learner, not a teacher. This role of an educator can definitely helps in developing lifelong learners.
- **Problem finders:** All innovations starts from a question and not an answer. Learning can be very effective if educator first starts questioning himself. This is a true act of an innovative educator.
- **Network access:** Innovations cannot be done in isolation. One has to access other ways of learning new things. A real educator will definitely have network of learning from many sources which enables them to create new and powerful ideas. They will try to connect to the world around them. These connections can be digital, community oriented or towards professional development. Innovative educators will always tries to be deeply connected to the needs of their students.
- **Creators:** Innovative educators are not only creative people but they also focuses on exploring the students creative potentiality and hence enhancing them to become lifelong learners.
- **Collaborative:** An innovative educator will always try to be collaborative, sharing their work, learning the ideas from others, participating in a discussion which definitely enables them to gain new insights and new perspectives of learning methods.
- **Courageous:** Innovative educators will always try to be courageous and inspiring. They will not take mistakes as failure but accepts it as opportunity to grow and try again. This act enables the educators to become the real innovators.
- **Committed:** One more role of an innovative educator is that they will always try to be committed to lifelong learning. They will always be committed to provide their students with the best educational experience.

7. CONCLUSION:

In this rapidly changing world, the needs and requirements of students are also changing drastically. Students in colleges should be prepared out in such a way that they should be able to adapt with the changing needs of the world. For this, new and effective methods of learning and teaching blended with innovative technology should be implemented. Just the invention of technology is not enough. As, it is rightly said that the technology cannot replace the great teachers but the technology in the hands of great teachers can be transformational. Thus, the effective role of an innovative educator leads to the enhancement of quality education through which one can have the power to transform societies and gives them the knowledge, skill and confidence to reach their full potential.

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Earn and Learn: An Innovation of Rayat Shikshan Sanstha for Youth Development

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Abstract: Significant human resource development and capacity building among youth is an implicit goal of higher education institutes. HEIs can contribute in the development of Nation by holistic development of youth. In India a huge disparity existed and exists as far as HE is concerned across gender, socio economic and religious groups. Rayat Shikshan Sanstha is an Indian educational organization founded by Dr. Karmveer Bhaurao Patil in 1919. A practical, relevant innovation of "Earn and Learn" helped the downtrodden students to come in the main stream of education and made them self sufficient. This innovation of youth development brought about the portal of HEIs within the reach of downtrodden and motivation to learn among the masses and underprivileged students.

Key Words: HEI, Rayat Shikshan Sanstha, Earn and Learn, youth development

1. INTRODUCTION:

Human resource cannot be improved only by inculcation of skills and knowledge but it needs education with human values and positive attitude. Higher education institutions (HEIs) help for the transformation of the human resource and its holistic development. The complete youth development emphasizes the ideas of directing, maintaining and defining a suitable framework for a desired development that will involve the least risk and loss of humanity. The concept of education and development go hand in hand in this 21st century. According to Olaifa (2012) development involves the progressive improvement on the existing socioeconomic status of people based on a cohesive effort of political class, the elites and the entire polity. He further adds that it is an inclusive movement which aims at improving the lifestyle and quality of life of citizens in a creative manner. Various authors (Gladwin, Kennelly and TaraShelomith 1995; Okah and Wali 2014) conceived development as value change, moral development and social transformation that lead towards a better world. The issues of youth development through education should involve acquisition of skills and self actualization. Such education involves activities which are aimed at developing moral values of youth and understanding required in all works of life rather than knowledge and skills relating to only a limited field of activity (Stammers and Patrick, 2006). This is the reason education should aim to develop particular attitudes and values such as solidarity, social justice and environmental awareness. Education needs to equip the youth with adequate knowledge and skills to empower him/her to transform the society. Osuji (2011) suggests education is the bedrock of development in any nation and sustainable educational development is the foundation and building blocks of sustainable socio economic development. Fagerlind and Saha (1983) claimed that education is seen as most important in the improvement of human capital among all the known inputs in economic growth of a nation.

Higher educational institutions are urged to contribute meaningfully in empowering the youths and to add value to their products respectively. To this end, higher education has been urged to institute reforms in their academic programmes that would benefit the youths and meet their needs. Indian higher education system has been witnessing metamorphic change and challenges through years. Undoubtedly in pre independence era access to higher education was very limited. Till independence the number of colleges in India were not only inadequate but in few hundreds and the number of students enrolled was very low. Throughout the world, HEI function in a dynamic environment. Today the wide spread higher education system in India has a great impact of technology and globalization. The National Assessment and Accreditation Council (NAAC) have formulated five core values for the

complete development of HEIs in harmony with the National context. Innovations in HEIs to bring about interest and motivation among learners are the essence of institutes.

Rayat Shikshan Sanstha is a premier institution of education established in 1919 with a noble mission of spread of education among masses and underprivileged. The Rayat Shikshan Sanstha was established by Karmveer Bhaurao Patil who was a great follower of Mahatma Jotirao Phule and Rajarshi Shahu Maharaj of Kolhapur all champions of common man. That is why Bhaurao Patil when moved a resolution to establish his new educational institution, he christened his brain child as the Rayat Shikshan Sanstha (The peasant's education society). The central message of Bhaurao's life mission was 'Education of the masses'. Rayat Shikshan Sanstha opened a cosmopolitan hostel in 1924. Students were admitted here without distinction of caste, creed and religion. All domestic chores like cooking, cleaning and all agricultural operations were done by the borders. Dignity of labour, self reliance, self help, national integration and secularism were the hallmarks of this boarding. Bhaurao through Rayat Shikshan Sanstha laid the foundation of his revolutionary system of education emphasizing 'dignity of labour', fraternal feelings, national integration and true secularism as early as 1924. The sanstha was registered in 1935. The sanstha opened as many as 675 voluntary primary schools, residential high schools, teachers training colleges and HEIs with emphasis on self help, national integration and dignity of labor. In 1947 Rayat Shikshan Sanstha introduced the novel Manual Labor Scheme (The famous Earn and Learn Scheme) in Chhatrapati Shivaji College, Satara. (Bountiful Banyan) The scheme is continued till today

The opening of this college was a great social event as it was going to provide stimulus to the poor and needy students to help them acquire higher education by the sweat of their brow and make them self-supporting, able-bodied and able-minded youths to launch the campaign of social transformation. Rayat Shikshan Sanstha's Manual Labour Scheme gave the college a stamp, which neither time nor age could wipe out. It is the heart of Bhaurao's educational philosophy at large. It was through this scheme that Sanstha's motto "Education Through Self-help" attained its real meaning and glory. The scheme provides manual labour in farming dairying, gardening, building and construction, road-repairs, sweeping, cleaning, cooking, management of canteens and flour mills etc. At present, many branches of the Sanstha possess cultivable lands which have become the centers of the experiment of "Earn while you Learn" Scheme. Today, the Sanstha runs 43 HEIs each of which runs the innovative Earn and learn scheme for complete development of youth.

2. OBJECTIVES:

The objective of the study was to ascertain the role of Rayat shikshan sanstha in the youth development through earn and learn scheme with respect to

1. Vision of Rayat Shikshan Sanstha
2. Objectives of Rayat Shikshan Sanstha
3. How the Earn and Learn scheme contributed in youth development
4. Challenges encountered in enhancing earn and learn scheme

3. METHODOLOGY:

The methodology included a qualitative case study of one of the HEi of Rayat Shikshan Sanstha. The case study helped the researcher in depth analysis of the scheme of Rayat Shikshan Sanstha which then became its motto. A case study consists of time bound intensive observation of a unit. The researcher chose the design to conduct in depth study to produce conclusive finding on the role of Rayat Shikshan Sanstha in youth development. The target population of the study consisted of the Principal, teachers and students involved in Earn and Learn scheme. This population was relevant to the study as they are the ones involved in implementation and success of vision of Rayat Shikshan Sanstha.

Case study: Balwant College of Rayat Shikshan Sanstha is situated in Vita, Tal. Khanapur, Dist. Sangli of Maharashtra, established in 1963, affiliated to Shivaji University. It is the second largest multi faculty HEI in district with 'A' grade of NAAC in third cycle of accreditation. The institution is committed to Rayat Shikshan Sanstha values of self reliance, national integration, secularism and dignity of labour.

The instruments: The present study made use of quantitative data of students involved in the scheme in last five years and in depth interview and document analysis. Purposive sampling of twenty respondents' fifteen undergraduate students, three teachers and two administrative staff was followed. The in depth data collection with multiple sources of information was done to ensure that data collection is rich, robust, comprehensive and well developed. The prolonged engagement with the data during analysis was reread and confirmation was done. The analysis is presented in narrative and table forms.

4. RESULT AND DISCUSSION:

The results of the study are presented in accordance with the

4.1 Vision of Rayat Shikshan Sanstha: The findings of the present study expressed that the vision of the Rayat Shikshan Sanstha is “Education to all classes of society, especially to downtrodden, economically and socially backward sections of society”. There is a need to reconsider the present education at all its levels. The globalization and liberalization have changed all the concerns and references. It is necessary to deviate from the traditional methods and use the new methods and technology for imparting education. In view of this the Rayat Shikshan Sanstha has actively started the process of adjusting with new trends. This also brought about the aspect of mission of the college is to promote the acquisition of knowledge, sense of equality, national integration, and social justice among students and offer them opportunities for upgrading the knowledge and skills in all fields of human endeavor for nation building. Balwant college stressed more on being a leading HEI that produces graduates with quality education who are agents of change in every walk of life.

4.2 Objectives of Rayat Shikshan Sanstha: As the present study includes in depth study of Earn and Learn scheme following major objectives of Rayat Shikshan Sanstha were considered

- ✓ To provide education to the people from remote places, tribal, rural, semi-urban and urban areas by establishing educational institutions.
- ✓ To provide education to all the classes of society, especially to the downtrodden, economically and socially backward sections of society.
- ✓ To enrich the dignity of labour and to make arrangements for providing education against manual labour.

The study found that the Rayat Shikshan Sanstha is working through its 675 branches in Maharashtra. This wide spread of Rayat Shikshan Sanstha highlights the fulfillment of sanstha’s objective. Many branches of Rayat Shikshan Sanstha are at remote villages of various districts of Maharashtra. Forty three HEIs are run by Rayat Shikshan Sanstha. All these HEIs run the scheme of Earn and Learn to enrich the dignity of labor. Rayat Shikshan Sanstha is making the poor and downtrodden sections of the people conscious of their inalienable rights to educate them and thus create in them self-confidence and self-reliance. This fundamental and pioneering work is the true and noble foundation of the new democracy and socialism.

4.3 How the Earn and Learn scheme contributed in youth development: The study found that Rayat Shikshan Sanstha equips the needy students with self reliance by providing them manual labor like watering the plants, maintenance of gardens, preparing kits for plantation, bookkeeping in library, maintenance of record in office, hostels and facility centers. The inscription of the words “Education through self help is our motto” in the emblem of Rayat Shikshan Sanstha, endorses the respect for hard work. Adhering to the goal and the mission of sanstha, the practice of *Earn and Learn Scheme* is implemented in the Balwant college. Balwant college is situated in a drought prone area. Most of the students registered have a rural background. They belong to economically weaker section with a farming background. In order to pursue the higher education they always need some financial help. Realizing this need of the students the college has been practicing this scheme since its establishment. In all these fifty years, number of students could fulfill their dream of completing higher education. There is a properly constituted committee that looks after the scheme. Information regarding the scheme is given through the prospectus of the college. The needy students apply for the admission in this scheme. After the scrutiny and personal interviews needy students are given the admission on priority basis. The work assigned to the students under this scheme is of varied nature. It includes lending books in library, cleanliness of the campus, operating the photocopying machines, minor works in the laboratory etc. The schedule is prepared in such a way that no students miss their regular classes. The total working hours allotted per week are about twenty. The students under this scheme are given concession of 50% in their academic fees. Moreover, they are given cash payment of Rs. 20/- per working hour in order to meet their mess (food) expenses as college do not run mess.

Students enrolled in this scheme carry the work assigned to them, thus the college saves the partial cost of campus maintenance. Apart from this, this practice instills in them a sense of dignity for labour, self -respect, self-reliance and prepares them to overcome the odds in life. It is with this assistance they complete their education and move on for the postgraduate courses. Table 1 represents the “Earn and Learn” scheme of Balwant College in last five years.

The Rayat Shikshan Sanstha is one of the leading educational institutions in Asia. The value of its contribution to education in general is enormously great as it has, from the very beginning, tried all its best to lay emphasis on the education of the downtrodden, the poor and the ignorant that really form the major bulk of society. The founder of the institution, late Dr. Karamaveer Bhaurao Patil, was a man of the masses who devoted all his mind and heart to the cause of their education. He had an incisive understanding of the social ills that beset his times and fully realized the dire need of the spread of education. He believed that education alone could correct the social ills such as caste-hierarchy, money-lending, illiteracy, untouchability, superstitions and social and economic inequality.

Throughout his life he tried to translate this belief into reality. He was the champion of the poor, the weak, the

Year	Boys	Girls	Total Beneficiaries	Amount distributed (Rs)
2013-14	68	37	105	76,243
2014-15	49	16	65	56,250
2015-16	59	70	129	1,67,422
2016-17	69	58	127	2,10,200
2017-18	62	53	115	1,15,380 (Till 15 th Jan.2018)

Table 1 -Details of “Earn and Learn” scheme in Balwant College 2013-2018

dispossessed and left no stone unturned for their upliftment. He was a great humanitarian who endeavored hard to educate the masses to bring a kindly light of hope in their lives of misery and ignorance. He realised that the social ills could be remedied through the education of the masses alone and laid the foundation of the Rayat Shikshan Sanstha by opening a Boarding House at Kale (Tal-Karad, Dist-Satara) in 1919. Soon, however, in 1924 he shifted the headquarters of his educational institution to Satara.

4.4 Challenges encountered in enhancing earn and learn scheme in Balwant College:

There are no major problems encountered except the following:

- It is difficult to enroll all the applicants as the college has a limited budget in this respect. However, by understanding the dire need, no student is denied the admission.
- Because of socio-cultural issues this scheme cannot be implemented effectively for the girl students. However, for the year 2015-16 a remarkable rise in the girl students is noted.
- In order to overcome the notion of favouritism in assigning the work, change in work type is administered.
- Institution cannot run mess for the students and help these students with subsidized food.

5. CONCLUSION:

Rayat Shikshan Sanstha is a pioneering institution of ‘Earn and Learn’ scheme. It is concluded that HEIs of Rayat Shikshan Sanstha in Maharashtra have made immense contributions in developing self reliant youth since their inception. Through the innovation of ‘Earn and Learn’ scheme Rayat Shikshan Sanstha succeeded eminently in the mission of imparting self reliant, self respecting and self nourishing education of tomorrow.

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Impact of Digital Resources on effective Teaching & Learning practice

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Abstract: Education is a basic need to everyone in a present society. The growth of the nation can depend on literacy rate of the nation. Knowledge/information is power and it can be accessed from the store house of the information. The library is one of the sources for storage of information and disseminate to the needy people. A library plays important role in an educational institute and it is a hub of teaching and learning activities. The teachers, researchers and students can access the required information according to their need. The information source is the basic component for teaching and learning process. In olden days information is available in documentary (Print) format only. It is the only source for teaching and learning practice before the development of Information Communication Technology ICT. After invasion of Information Communication Technology (ICT), information is available in digital format (electronic format) also. The behavior of the user for accessing of information is changing day to day. Now a day, the user community is approaching on easy accessible mode of information resource to get the required information. The digital format of material is most easy accessible and helpful resource to the users in effective teaching and learning practice. So, the digital source of information is occupied pivotal role in teaching and learning process. Usage of digital resources is growing enormously by the users for effective teaching and learning process.

Keywords: Education, Information, Knowledge, Teaching, Learning, digital, ICT

1. INTRODUCTION:

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Academic libraries have played critically-important roles in supporting teaching, learning practice in all subjects and disciplines within their host universities and colleges. But the last decade has brought a major change in usage of resources for teaching and learning process. Earlier, information and knowledge is transmitted by word of mouth or through print material. Major resources used in teaching and learning activities are print resources in olden days. Now, the trend is changed from traditional sources i.e. print material to modern sources i.e. digital/e-resources by the user for teaching and learning. Due to exponential growth of information the handling of information is a problematic. It is overcome by the replacement of digital resources in place of print resources. The attitude of the teacher and student is also changed according to the development of technology. Presently internet is occupied prime tool for education and learning. The modern technologies are attracting by the teacher and student for the effective and innovative teaching and learning. Generally, Technology in academic institutions for accessing of digital information has become mobile, with laptop computers, tablet devices and smartphones now part of the teaching and learning context.

The development of computer and network technology is changing the education pattern and transforming the teaching and learning process from the traditional physical environment to the digital environment. Digital Resources provide innovative possibilities for easy access as well as changing learning and teaching work. Contents of Digital Resources can be accessible, at any place regardless of time, to be read at personal computers. E-books would never go out of print, and new editions can be easily formed. There are different kinds of digital resources are using by the teachers for the teaching process and learner for the learning process.

This paper considers the digital resources that are helps to teachers to support their innovative teaching strategies and learner for acquire the information. The chapter focuses on software, applications and resources that support teaching and learning.

2. REVIEW OF LITERATURE:

- Sharat kaushik and Shesh Narayan (2016) says about the impact of e-resources in Libraries and Information Resource Centres in accessing of information. They explain about the aim, need, objective, types, advantages, disadvantages, positive and negative impacts, and challenges of e-resources. In their view in Indian scenario e-resources are encouraged by the different government organizations like DRDO, NISSAT, CSIR, INFLIBNET, NICNET and MHRD etc.
- Bavakutty.M, Abdul Majeed K.C. and Mohammed Najeeb. V (2013) in their view e-resources are plays important role in research and in higher education. The academic community are using e-resources maximum than print resources. They stressed about the facilities should be provided by the university authorities to the academic community. In their view the different type of e-resources are available for different purposes and for the accessing of e-resources they explained about the required technology.
- Umme Habiba and Salma chowdhury (2012) suggested that the library and information centre is the main resource for teaching and learning practice for teachers, researchers and students. The library and information centre should equip with digital resources to provide the information to the users. In their view the traditional libraries users have to spend more time to access the small piece of information. So, they suggested the e-resources for the easy access of information based on the advantages, need, objectives and purpose of the digital resources.
- S. Thanuskodi and S. Ravi (2011) says about increase of internet usage for education and research. By the use of internet dissemination of information is easy and knowledge is passed from one individual to infinite individuals. In their view majority of the users are learning the required technical skills for the usage of digital resources through self study. They studied in this paper about the use and awareness of digital resources to fulfill the teaching and research purpose. They opined that awareness, technical training, infrastructure; speed of internet facility is required for success of digital resources usage.
- Jaspal Kaur Bhatia (2011) explains about the e-resources are slowly replacing the importance and usage of print media. They found out the problems in accessing of information by the users and suggested measures to take full advantage of ICT to make libraries more digitally resourceful.
- Munira Nasreen Ansari and Bushra Adeeb Zuberi(2010) studies about the use of IT in libraries for better services and satisfying the user needs. They opined that the libraries have transformed into digital and virtual libraries. E-resources are easily accessible, solve the storage problem and control the flood of information. Finally they accepted that the e-resources are best resource for the users.
- Bob Kemp and Chris Jones(2007) studies about use of digital resources by academic staff and its influence on academic practice. In their view the way disciplinary differences affect the use of digital resources and how the academic staff is understandings in different disciplines. They also addresses the issue of changing academic practice and the adoption life cycle in relation to use of digital resources.

3. OBJECTIVES:

In this paper the basic objective is to identify the impact of digital resources on teaching and learning practice. The tradition is changed from traditional resources to modern resources for the development of teaching and learning. Some of the following objectives are mentioned below:

- To identify the teachers and learners perception about technological development in teaching and learning practice.
- To find out which tool is easy to access the digital resources by teachers in teaching practice.
- To examine the status of usage of digital material in teaching and learning practice.
- To find out which type of digital material using by the user in teaching learning practice.
- To know how the digital resources are helpful in professional development in teaching practice.
- To identify the accessibility of digital resources.
- It is to find out the role of digital resources in effective education.
- It is to identify the class room management through the technical mechanism while using digital resources.
- It is to observes and evaluate the technical skills to support teaching and learning.
- To find out the changes and barriers in application of digital resources in teaching and learning.
- To investigate whether the digital resources can replace the print resources in teaching and learning practice.
- To assess the amount of knowledge and frequency in the use of the different types of digital resources by the users in teaching and learning practice.
- To find out the purposes for using digital resources.
- To know the adequacy of information in digital resources.
- To suggest suitable suggestions to improve the digital resources and services for the benefit of users in teaching and learning practice.

4. DISCUSSION:

Technology is one of the forms and it is part of the education and learning environment. Technology has changed dramatically over a decades. After the invasion of ICT, computers are placed as technical medium for teaching and learning activities. Now-a-days digital resources have emerged as the most powerful medium for storage and retrieval of information.

The major developments taking place in teaching and learning practice today are the widespread availability and use of various kinds of electronic teaching and learning resources. Electronic learning materials have increasingly become the focus of effective teaching and learning of any user in the teaching and learning practices. The commonly available digital resources namely CDROMS, OPACs, web databases, Internet, online journals, e-mail, search engines and other networked information sources are competing with, and in some instances replacing the print-based information sources. The scope of the study is limited to the use of digital resources and to fulfill the teaching and learning purpose of the users.

5. MEANING OF DIGITAL RESOURCES:

Digital resources means sources, which are available in electronic form, it may be books, databases, journals, full text articles, pictures, photographs, images, music, & other multimedia. These resources are accessed via Android Phone, Tablets, Laptops, Computer with the help of Internet. The digital resources are also called as web sources, e-resources and online resources. Digital Resources are sources, which provide on time information in electronics format, the information is available at any time as per need of the user. Web resources are enabled by technical capability to create, search, and use enormous amount of information. The digital resources may access from anywhere through online mode or offline mode. It may be accessed by the user from home, organization or internet café also.

5.1 Definitions:

LIBRARY OF CONGRESS COLLECTIONS POLICY STATEMENTS SUPPLEMENTARY GUIDELINES defines "Electronic resource" is defined as any work encoded and made available for access through the use of a computer. It includes data available by (1) remote access and (2) direct access (fixed media). In other words: Remote access (electronic resources) refers to the use of electronic resources via computer networks. (AACR2, 2002 edition; glossary). Direct Access (electronic resources) refers to the use of electronic resources via physical carriers (e.g., discs/disks, cassettes, cartridges) designed to be inserted into a computerized device or its auxiliary equipment.

According to AACR2, 2005 Update, an electronic resource is: "Material (data and/or program(s)) encoded for manipulation by a computerized device. This material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the Internet)." This definition does not include electronic resources that do not require the use of a computer, for example, music compact discs and videodiscs.

6. PURPOSE OF USING DIGITAL RESOURCES:

Digital resources enable for innovation in teaching, enhance the timeliness in research, and increase in the discovery and creation of new fields of inquiry. E-resources are available on the Internet, databases and CDs / VCDs at a library, knowledge resource centers etc. Higher education institution and its library play a leading role in providing access to its members in promoting and using e-resources. Mainly the digital resources are useful in the following areas such as:

6.1 For teaching: For teaching the digital resources are most helpful to the teaching faculty. These are available in electronic format and easily accessible. These can be accessed from anywhere and anytime through the networking facilities. It is in different formats like audio, video, images, and animation. The learners can understand the information easily with the help of these materials.

6.2 For Learning: Majority of the student users are depending on these resources for the subject material collection. If the student users are depends on print material it will take much time and require more money.

For research: in research the researcher can search the information relevant to his study. If the researcher can depends only on the print material, he will take more time to collect the information and analyze the information.

6.3 For publishing articles / books: to publish or write the article in journals, the author can browse the all information related to his topic. He also writes the reviews on others works related to his topic. So, he searches the others articles and books on the network to write the review of literature.

6.4 For keeping up-to-date in your subject area: every learner should get the latest information on his subject area to acquire the knowledge. The teacher also gets the latest/up-to-date information in his subject area to teach the students. The digital resources are more helpful to overcome this problem. The digital information reaches to the user fast comparatively than print resources.

6.5 For getting relevant information in the area of specialization: users are searches the required information for their requirements. So, the print resources are not provides the relevant information than digital sources. In digital resources the user can directly reaches to the required information by using of key words.

6.5 For getting current information: to receive the current information on latest events the digital information will provide before it has to be published in print format. The Print resources can reach to the user by late.

7. TYPES OF DIGITAL RESOURCES:

E-resources are the materials consisting of data and/or computer programmes encoded for reading and manipulation by a computer and peripheral devices directly connected to the computer, such as a CD ROM Drive or remotely via a network such as the Internet. The digital resources include software applications, electronic texts like e-journals, e-books, e-conference proceedings, bibliographic and textual databases, library catalogues etc. They also include CD ROMs, DVDs, website, emails, chatting, mailing lists, virtual conferencing, e-publishing, digital libraries etc. All these information sources are very much useful to the academic community in colleges and universities and therefore to be exploited to the maximum for the benefit of teaching and learning in higher education and research. The most well known digital resources are available in academic libraries in the present web environment are mentioned below:

- a. e-books, and e-monographs
- b. e-journals and e-magazines
- c. e-articles and e-archives
- d. e-general reports and e-research reports
- e. e-thesis and e-dissertations
- f. e-databases and e-files
- g. e- conference papers and e-government papers
- h. e-databases and e-statistics
- i. e-texts and e- scripts
- j. e-images and e-figures
- k. e-cases and e-acts
- l. e-videos and e-audios
- m. e- Newspapers and e-pamphlets etc...

7.1 E-book/E-monographs: It is a book-length publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices, although sometimes defined as "an electronic version of a printed book"(WIKIPEDIA, 2008). An electronic book is a text and image-based publication in digital form produced on published by and readable on computers, other digital devices. E-books are usually read on dedicated hardware devices known as e-Readers or e-book devices. E-books are very useful tool for academic teachers, students etc. Many users now read the books on Mobile phone by use of e-book reader software. E-books are preferred by the users for their features like changeable font size, make citation, links to other relevant sites, searching, sending to other users etc. E-books can be transferred from library catalogue to user's e-book readers for a fixed loan period and after which it is automatically taken back.

7.2 E-journals/E-magazines : An electronic journal, provides research papers review articles, scholarly communication, issued periodically in electronic form by use automation. E-journals may be defined very broadly as any journals, magazine, e-zine, webzine, newsletters or any type of electronic serial publication, which is available over the internet. E-journals are mostly useful tool for researchers and academics. Now-a-days majority of the users expect up to-date and timely information from library and information centers. Information from journals can easily, quickly, pin-pointedly and remotely be retrieved, provided the journals are available in electronic format. So, it helps a lot in teaching and learning users on current information for effective teaching and learning.

7.3 E-thesis/E-dissertations : E-Thesis and Dissertation are now very useful tool to collect large data for specific subject. This is a very useful service for researchers and teaching community. It reduces the duplication of research works and gives assistance for the selection of the research area to the users of the libraries. This resource is helpful to the teaching faculty for latest developments in their subject for innovative teaching.

7.4 E-database/Aggregator : An aggregator is a database, collection of electronic publications, most commonly a searchable collection of electronic journals. It provides access to a large number of e-journals from a range of different publishers. It has made it possible to present electronic content as a simplified access to a range of publishers and purchasing of a large collection, allow libraries to quickly address the information needs of their patrons.

7.5 Consortia: With the Information explosion, it is becoming difficult for the librarian to satisfy the increasing information need of the users. Due to economic reason no library is in a position to acquire all such information in

print or other form. Due to cost effectiveness, librarians are coming together in the form of consortia for resources sharing.

8. METHODS OF LEARNING DIGITAL RESOURCES:

The usages of digital resources are very easy. It requires some information communication technology knowledge to browse the information. The users may approach the following modes to use the digital resources for the access of information from the digital resources.

- Self-study/instruction.
- From colleagues/friends.
- Guidance from the library staff.
- Guidance from the computer staff.
- Training offered by the competent authority.

9. DIGITAL RESOURCES VERSUS PRINTED RESOURCES

- Digital resources are in electronic format whereas print resources are in paper format.
- Digital resources are occupies least space but it requires more in print resources
- The cost and time is also less in comparison of print sources.
- Digital sources are available through the world whereas print resources are available at the store points only.
- Maintenance of the digital resources are easy than print resources.
- Access of information is also easy than print resources.
- Portability of digital resources are easy than print resources.

10. USE OF DIGITAL RESOURCES.

Accessibility: The accessibility of digital information is available throughout the world by the multiple personal at a time and downloaded the information instantly.

Speed: The speed of the dissemination of information is also fast in digital format of information.

Mobility: It is more convenient for transformation of information.

Time: It fulfills the fourth law of library science. The time for access the digital resources is very less comparatively than print resources.

Space: It occupies less space and cost. It also save the human resources for maintenance.

Multiple formats: the digital resources are available in different formats like word, audio, video, images and animation.

Easy: It provides facility to hold and turn pages easily.

Security: It can't require the binding, repair and care. It cannot misplace the pages. No risk for damage or loss.

11. PROBLEMS FACED WHILE USING DIGITAL RESOURCES:

Slow access speed: some digital resources are accessed through internet technology. The speed of acquiring the information is depends on the speed of the internet facility. So, if the speed of network is slow then accessing of information is also slow. It is the main drawback of digital resources.

Difficulty in finding relevant information: The users search the required information in digital resources on internet for their use. The digital resource does not provide the required information to the user directly. It shows the root to the user and also gives the world of information. The shown information may not to relevant to the user always. So, he again searches in the source for the relevant information.

It takes too long to view/download pages: The user may approach the digital resource for his personal use. He may search on the internet for the required information. Sometimes it may have the too many pages for downloading. It will take so much time and user does not have the patience for download/view.

Difficulty in using digital resources due to lack of IT knowledge: The digital resource is itself in electronic format. So, it will be accessed by the use of technology based. If the user does not have the technical skill then there will be a problem for access the information. He will depend on some other technical person for browse the information.

Too much information retrieved: the user browse the information on the internet for his need. When he types a keyword on his search, the network can give the much information on his keyword. The relevancy of the information is a constraint for his search.

12. CONCLUSION:

The study proves that digital resources are helps in teaching and learning practice standards 'Every reader should get information at any time' for effective teaching and learning practice. The fast growth of ICT and particularly the Internet has changed the traditional methods of research, storage, retrieval and communication of

scholarly information. In the electronic environment, libraries need to recognize that they are not the only one in distributing knowledge. The 24 hour online bookshops can provide reference services as well as information to the global information users. It shows the use of e-resources is very common among the Researchers, teachers and students, and majority of the teachers and research scholar are dependent on e-resources to get the required information. E-resources had tremendous impact on the teaching and learning practice of the users of academic community; however, there was need for them to acquire more skills in the use of electronic resources. Faculty members are heavily dependent on e-resources for their teaching and research and keep them up-to date. This study reveals that, a majority of the users of libraries use e-resources for their learning purpose.

13. RECOMMENDATIONS:

E-resources enable for innovation in teaching, enhance the accessibility for learners, and increase in the discovery and creation of new fields of inquiry. Academic community, especially the faculty and the students often prefer easy access to databases of online-refereed journals and to the web, which provide information that are minute, international in scope and sometimes not available elsewhere. So, the following recommendations are made for improving the efficient and effective use of e-resources in academic institutions for effective teaching and learning practices. The academic institutions in the country have to take the responsibility to:

- Organize regular computer orientation programmes;
- Organize training programmes on Internet search and retrieval of electronic information
- Organize digital library orientation programmes.
- Develop an adequate collection of e-resources in the library.
- Provide enough access points and other facilities for accessing e-resources on the campus.
- Motivate the faculty, research scholars and the students use e-resources for academic purposes.
- Publish regular bulletin on open e-resources on the Internet and in the library.

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A Primary Insight in the Role of Accreditation in Improving the Quality of Higher Education

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Abstract: The tentativeness of the people lies in the fear of adjudging the quality of a product/service. That becomes even more apprehensive when it comes to the educational environment. The standards set in the impartation of higher education determine the future of our country. The quality of higher education is evaluated from major dimensions as set by the National Board of Accreditation (NBA). There should be a proper balance between quantity and quality of education. Crooning about the failure in the education system in India can be attributed to few factors namely poor infrastructure of the colleges, lackluster facilities and above all the non-committal attitude of the college management is leading to a dismal performance and deteriorating quality of higher education. The poor eco-system of quality surveillance has led to an exaggeration of knowledge and in the pursuit of Excellency many institutions are propagating the need of quality without actually understanding the genesis of the quality. As a result thousands of students though meritorious still land themselves unoccupied. The eco-system of quality higher education has rather derailed and many students have paid the price of it and we can see the consequences of it sluggishness in setting a start-up, no innovations and hence the education abroad has become a decent option for the future aspirants. This paper is mainly written in the context of the present scenario underlining the plight of the higher education at the same time it will also elevate the role and the responsibility of the bodies involved in the Accreditation of higher education.

Key Words: Keywords: Accreditation, Quality, Higher Education, HEIs, Excellency, Standards, JEL Codes: I-22, I-28, I-29, I-30.

1. INTRODUCTION:

All India Council for Technical Education (AICTE) has established the National Board of Accreditation (NBA) in the year 1994 for monitoring and evaluating technical institutions continuously with the sole aim of improving the standards of Education in India. Among the Apex Educational Bodies of India AICTE plays a prominent role in maintaining the standards and also quality assurance in delivering such standards. The biggest challenge lies in addressing the problems related to employability of the students and Research Ecosystem in the Universities and the Technical Institutions. Now in the present scenario we are vigorously debating about the role of accreditation in improving the quality of higher education. The basic meaning of quality can be interpreted as “adherence and compliance of norms as prescribed by the apex educational bodies in India.

Accreditation process involves comparison of the Actual Performance of the Technical Institutions with the set standards to detect the deficiencies if any. Today the perception of the customer towards quality is having zero defects either in a product, process or an activity. From this we can understand the genesis of Accreditation lies in detecting the deficiencies of the technical institutions and allowing them to improve and engage themselves in the continuous pursuit of excellence.

The role of Accreditation actually raises the bar of quality and invites the technical institutes to continuously strive for quality services to be rendered to the society. The accreditation process has mounted pressure on the technical institutes to maintain the quality thus doing a great favor to the aspirants of higher education. The dimensions of quality for judging the performance of educational or technical institutes can be primarily categorized into a) People b) Physical Evidence c) Process

2. PEOPLE:

Educational process aimed at any individual cannot be adjudged instantly but it can be judged over a period of time. The quality of higher education largely depends on the People i.e. the Faculty of the educational institution. Faculty is the driving force to steer the students into the path of success. Hence the recruitment and selection of the faculty should strictly follow the norms laid in the manual of accreditation. The contradicting aspect which is always undermined by the accreditation authority is that a Good Researcher need not be a Good Teacher and a Good Teacher need not be a Good Researcher. Research and Teaching both cannot be considered as wings of wisdom. The Research and Teaching though may look complementing each other but in reality they have turned out to be perfect substitutes. Today most of the educational institutes are recruiting the faculty with PhDs without giving due respect to the applicant's teaching skill and capability. A Teacher involved in vigorous teaching hours barely gets time for research and this has been the dispute zone for many teachers in the institutes and hence the accreditation committee should play an arbitrary role to suffice and resolve this problem.

The quality of teaching largely depends on the commitment of the faculty to teach. The accreditation process has prescribed a template for honoring the individuals with PhDs and completely leaving the honest teachers to their fate who always act as second fiddle to the PhD holders. There should be an urgent need of striking the balance between research and teaching. There should be a quick need for conducting the debate over the issue of whether quality of a teacher is determined by a PhD degree or his commitment and zeal to teach. Until you resolve this issue no amount of accreditation programs or policies would actually affect the quality of teaching.

3. PHYSICAL EVIDENCE:

The quality of an Institution also depends on the infrastructure provided in the form of Library, Computer Labs, Communication Labs, Classrooms, Canteen, Seminar Hall, Dispensary and neatly maintained washrooms. Quality of education should consider aspects like safety, health, free from all types of pollution inside the campus. These aspects will definitely enhance the quality of education.

4. PROCESS:

The education process is classified into teaching, learning and evaluating. We can fructify the system only if all these processes are integrated and aimed at students welfare. But on the contrary the teaching and learning are not going together as many students feel the teaching content is mundane and done to death. In this regard the teaching content should be revised; more students friendly and the curriculum should be in a way which gives more chance for self development of the student rather than a one man show by the faculty. The evaluation pattern should actually reflect the student's knowledge and unveil their hidden skills rather than mere exhibition of an academic responsibility.

5. REVIEW OF LITERATURE:

- Accreditation is a review of the quality of higher education institutions and programs" (CHEA, 2014, para.1). An institution or program is granted accreditation for meeting minimum standards of quality.
- The term quality assurance refers to "systematic, structured and continuous attention to quality in terms of quality maintenance and improvement" (Vroeijenstijn, 1995a). Accreditation is an evaluation of whether an institution or programme meets a threshold standard and qualifies for a certain status. Obtaining accreditation may have implications for the HEI itself (e.g. permission to operate) and/or its students (e.g. eligibility for grants) (Woodhouse, 1999).
- The focus of accreditation is comprehensive, examining the mission, resources, and procedures of a HEI or programme (Dill, 2000). The output of an accreditation is a yes/no decision, though graduations are also possible (Woodhouse, 1999).
- Higher Education performance Model (HEdPERF) Abdullah (2005, 2006) developed this model for measuring the service quality in Higher education. His study was based six dimensions they are academic aspects, non-academic aspects, reputation, access, programme issues and understanding. His study concluded that these six dimensions do have a high impact on the quality of higher education institutions.
- Service Quality in Higher Education Using an Enhanced SERVQUAL Approach"(2004), Kay C. Tan & Sei W. Kek .The main objective of this study was to find the quality gaps in the higher education institutions in Singapore Context.

6. OBJECTIVES OF THE STUDY:

- To study the role of Higher education in the society.
- Analyze quality in higher education from various dimensions.
- To study the role of accreditation in setting the educational standards.

7. HYPOTHESES:

H0: There is no Analyze quality in higher education from various dimensions

H0: There is no study the role of accreditation in setting the educational standards

8. SOURCE OF DATA:

The present study has been emphasized on historical data from the last 10 years. The study focused of the Role of Accreditation in improving the quality of Higher Education in India.

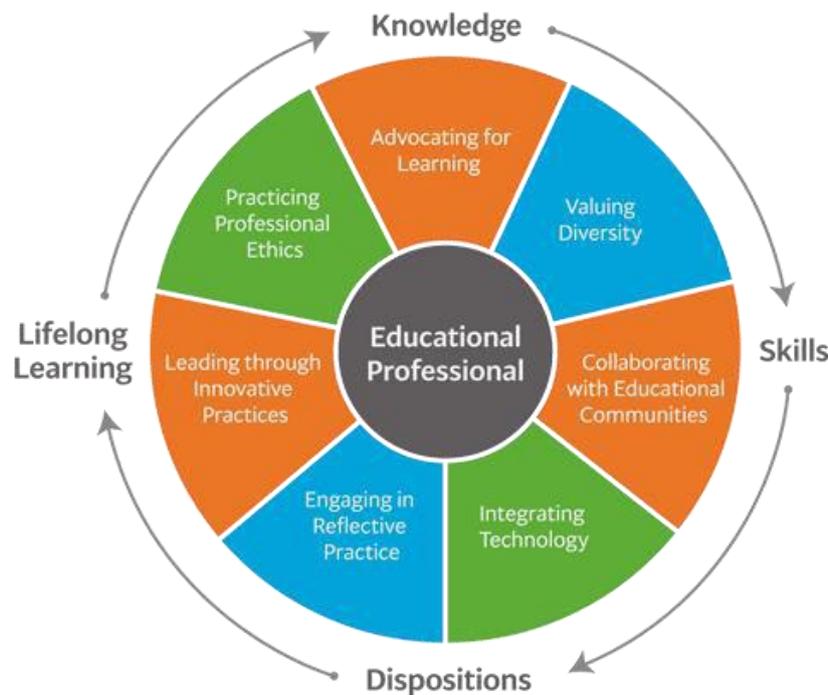


Figure 1 :Conceptual Framework of Education in India

The Conceptual Framework provides a common structure for all initial and advanced preparation education programs. It is focused around seven themes that support the professional educator. These themes are bound together with an emphasis on knowledge, skills, disposition and lifelong learning as essential elements for professional practice.

Our degree programs are aligned with professional, state and program outcomes and emphasize the following themes:

- advocating for Learning
- Collaborating with Educational Communities
- Engaging in Reflective Practice
- Integrating Technology
- Leading through Innovative Practices
- Practicing Professional Ethics
- Valuing Diversity

9. DATA ANALYSIS & INTERPRETATION:

9.1 Role of Higher Education in the Society:

Higher education is the backbone for country's development on which numerous aspects are dependent. If there is good ecosystem for higher education then that will be reflected in developmental aspects of the society. Continuous pursuit of Knowledge derives the need of solving the societal problems. The engineers if steered in the right direction will be inspired to make products and services that are useful to the society. The need of the hour should be transferring of engineering knowledge into application by making products that are necessary.

The Storm Proof Umbrella which is based on the principle of Aerodynamics which can sustain the wind blowing at 120 km/hr still the umbrella will not turn upside down. This is what is expected from the engineers to transfer the knowledge into products and services for solving the problems of the society. But today the objective of higher education is derailed as it is pursued as a mere job-oriented course than creating a knowledge wealth in India. And since the knowledge wealth is taking the back seat the Indian Youth are extending their hands to the international companies for employment in that way the most valuable human resources are invaded nce again by the international giants. In this way the country's GDP will be affected, innovation is freezed completely, R&D activities are poor

when compared to the developed countries and the consequences of all these are Indian people should always be the borrowers of foreign technology and foreign products.



Figure 2 :The Storm Proof Umbrella

9.2 Model for measuring the quality of Higher Education Institutions:

Parsuraman (1988) developed ‘SERVQUAL’ model to measure the quality of services since the education comes under services this model and the dimensions used under this model can be adopted for measuring the quality of Higher Education Institutions. The dimensions are encapsulated in the acronym ‘‘RATER’’.

- **R** (Responsiveness) it talks about the attitude of the personnel of the institutions towards the society
- **A** (Assurance) it is the belief for generating confidence among the society for offering placements and quality education to the students
- **T** (Tangibility) it is about the buildings, infrastructure, the uniform, the lush greenery etc;
- **E** (Empathy) Education is not a commercial business but it is the collective effort of building a student’s life along with the parents.
- **R** (Reliability) it is the consistency shown in delivering standards.

As per the dimensions in the SERVQUAL the institutions performance can be measured and subsequently necessary changes can be injected. In my future scope I would be taking up an empirical study to measure the institutional performance on the basis of RATER model. One has to understand the relationship between the quality of higher education and the quality of the life of the society in the country and draw proper inferences to elucidate the importance of higher education in our country. The Apex educational bodies should strengthen the demand of cushioning the institutions with more research and technical symposiums so that the quality of higher education in India is on par with the standards of the world as per the statistics of world economic forum in the coming years.

9.3 The Role of Accreditation in improving the quality of higher education:

- Institutions which have got Cumulative grading point average of more than 3.5 are eligible to come under the scheme of college of excellence (CE).
- Private Engineering colleges who are interested to make their institutes as deemed universities it depends on the accreditation process.
- There has been cut throat completion among the private colleges for their endeavor to get accredited for this they are complying with all the necessary requirements all in all the process of accreditation has kept all the higher education institutions on their toes to strive for excellence which is helping the nation and its future.

Cumulative Grading point Average (CGPA):

CGPA	LETTER HEAD	STATUS
3.76-4.00	A++	Accredited
3.01-3.75	A+	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
< 1.50	D	Accredited

Each Institution should set up Internal Quality Assurance Cell (IQAC) and they have to submit a report Annual Quality Assurance Report (AQAR) National Assessment and Accreditation Council (NAAC). University Grants Commission is granting 3 lakh Rupees to colleges and 5 lakh rupees to universities for undertaking Research and faculty development programmes.

10. CONCLUSION OF THE STUDY:

The role played by the apex education bodies like the All India Council for Technical Education (AICTE) University Grants commission (UGC) National Assessment and Accreditation Council (NAAC) National Board for Accreditation (NBA) all are integrating their efforts to modernize and uplift the quality of higher education in India. And in order to match the global educational standards recently UGC has proposed and initiated and implemented the Choice Based Credit System (CBCS) to enable and inject more freedom to the students for their adaptability in the curriculum. This creates more interest in the students it shows in their performance thus enhancing the employability opportunities. Another strategic move is to convert the marks system into the Grading. The ecosystem of quality higher education has rather derailed and many students have paid the price of it and we can see the consequences of it sluggishness in setting a start-up, no innovations and hence the education abroad has become a decent option for the future aspirants. This enormous wealth of knowledge going to the other countries has to be stopped by creating ample scope for their career advancements. Finally the Education standards are to be raised giving no room for the political or the bureaucratic pressure and taking higher education into the golden threshold as far as Indian educational environment concerned.

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Innovative Use of ICT and Digital Literacy for Women's Empowerment

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Abstract: Information and Communication Technology (ICT) has become the global term in spreading information and can play an important role in Women's development. It enhances learning and digital skills. ICT includes any communication device or application, encompassing mobile phones, Computers, Laptops etc. Digital Literacy is the most powerful tool which can be used to change the world. Digital Literacy is allowing the awareness of digital resources that can be used to complete the tasks in less span of time. The advent of digital computing technology plays an important role in telecommunication and audio-visual technologies, that has made ways of collecting, organizing and disseminating information that can benefit the women to move forward in their respective career and attain better job opportunities. Socially, most of the Indian women are still traditional bound to use digital education, especially rural background women. ICT's are emerging as a powerful tool for increasing digital literacy for women group, as smart phones and mobile phones come for easily affordable prices. This paper focuses mainly on importance, facilities, resources and need of Innovative use of ICT and digital literacy for women to move forward in their career and can become well advanced women entrepreneurs that can improve the growth rate of our country and can increase the India's GDP (Gross Development Product).

Key Words: ICT, digital Technology, Digital literacy, communication

1. INTRODUCTION:

Training the underprivileged rural background women in knowledge and skills can enable self employment and growth of the society. For many years, self-employment in India was rooted in the lack of options to move out of villages and small towns for education and job[1]-[3]. Many women with secondary education have migrated to urban areas within and out of the state in search of better employment.

1.1 Inequality of Access

Most of the world's population do not have access to the Internet, [4] where in many of them are women from rural background.

- There is far side of the great digital divide between the women technically literates and illiterates. And most of the technical illiterates are women from rural background of our country.
- In developing countries, women are 25% less likely than men to be online and use the digital resources.
- Without access to the internet and the fundamental skills required to use it, women cannot benefit from the tools, resources and opportunities that the Internet is going to provide.
- Bringing the women into main stream of the digital revolution can empower them with access, information, choices, skill developing online services and career opportunities that they never had before and that can improve our country's GDP growth.

To address the above issues, ICT and Digital Literacy can form the key elements.

- ICT and Digital Literacy[5][6] promotes advantage by giving vast repository of knowledge and skills, that can provide a platform from which to speak, learn and make one's views also to be heard. This can lay a path for more Women entrepreneurs in the coming future.

- ICT and Digital Literacy through the Internet is an open doorway to Tangible benefits, education and employment opportunities.

For women, self-employment opportunities were similarly limited to local markets with production from locally available resource. There should be ways to bring the worlds to one's towns, villages and homes through digital technology and making rural background women to be digitally literate. It is already noted across the world about the cycle of low productivity, low returns and hence continued economic vulnerability of the poor, particularly women. With the focus, aim and vision of Digital India can succeed completely with inclusion of women's role by initiating Women's Digital Literacy Scheme in all the rural areas, wherein the world can become a global village. There should a digital push for the women to access more technology driven skills for self-employment as service providers for digital payments and for catalysing entrepreneurship in the villages.

2. WOMEN'S DEVELOPMENT THROUGH ICT SKILLS

2.1 Uses of ICT Tools

A skill development programme for rural background women on usage of ICT [7][8] can improve learning abilities and to decrease the digital divide. Information and Communication Technology can be used to gather the information and disseminate the information through Presentation Tools, Digital Publishing, Interpret Timeliness, Managing Files, Mapping and geospatial tools, Online Communication, Digital Music/ Multimedia. The women can utilize to demonstrate their handmade crafts and designs.

2.2 Facilities or Resources of ICT

Information and communication Technology [9] provide the facilities like Chat Services, NPTEL Services, Internet, E-mail, E-resources, Electronic document delivery services, Open Source Software, Tele Conferencing, Video Conferencing, Voicemail. Using these facilities, the women can be able to communicate to any place, study few lecture demonstrations to prepare practically through NPTEL and can share their ideas.

2.3 Benefits of ICT

- Increased Access to all learning resources.
- To promote innovation and opportunities for enduring learning.
- Ensures the connection to the emerging networks and information resources.
- Efficient use of packages like word processing, DTP, Spreadsheets etc.,

3. WOMEN'S DEVELOPMENT THROUGH DIGITAL LITERACY

3.1 Need of Digital Literacy

The women[10] have to be made Internet literates or digital literates. The women,[11] who are skilled in arts, stitching, crafts, clothes & jewellery should come to know the new and latest designs and techniques to incorporate on enterprise. The women outcome will definitely increase our country's income. Use software on a range of devices to create, manipulate and evaluate digital media in a range of formats for use by an audience with whom they are familiar, use the web as a tool for learning & research.

3.2 Services provided through Digital Literacy

The world development report of 2012 on gender and development [12]affirmed that information and communication technology has enabled women across the world to access markets by lowering information barriers and transaction costs for market work. Home based learning in families can improve education and employment opportunities. The increasing availability of mobile phones can facilitate further to improve the digital literacy. This digital environment gives a vital boost to skills and enterprise for a new generation at National, State as well as local levels. Functional Skills, E-Safety, Creativity, Effective Communication, Critical Thinking & Evaluation, Effective Communication, Collaboration, Cultural and Social Understanding. The ability to find and select information are the necessary services available through Digital Literacy.

3.3 Digital Technologies Available

The women who have discontinued their education in the middle can be trained for skill development through the digital technologies for employment. The digital Technologies that can be used for training them can include are: Digital Systems, Robotics, Data Coding and Programming, mathematical and Computational Thinking, User Interface designing, Programming Tools, Data Collection Tools, Data Entry, Multimedia, Animation, gaming tools etc.

3.4 Benefits of Digital Literacy

- Being digitally literate can save hours per month for tasks to be completed.
- The main benefit of Women's Digital Literacy is that it will make women aware of their rights and responsibility.

- Women have to become computer friendly, which helps them to be secure and play their part to improve socially and economically and also financially.
- Digitally literate can help the women to get to know about the job opportunities, good life style and communicative conversations.
- Digital literacy can make awareness on electronic world like usage of computers, mobile phones & tablets, digital cameras, GPS and entertainment.
- Multi contents like Books/Magazines, Video, Music, Photos, Shopping, Payments, Research, Direction and Communication.

4. OBJECTIVES

The aims and objectives of this research paper is:

- To focus on the women empowerment in the rural background by training them to use the technology.
- To provide orientation programmes for learning resources through ICT.
- To make use of different types of applications through Digital Literacy and accomplish their goals like online transactions for payments and receipts.
- To spread their small arts and crafts businesses to all over the world.
- To enhance their services and upgrade their innovative skills and practices to achieve good results in the near future.
- To conduct outreach program and make the women understand about the Advanced practices undergoing in the technological front.
- To develop a mobile application in the regional languages with all information services and make them technological convenient.

Examples

- **Women's Annex Foundation:** Roya Mahaboob from Newyork city, USA is the co-founder of the Women's Annex Foundation. They are aiding the poor women and children to make them digitally literates.
- **She Will Connect Project:** It's an initiative took by the Intel Company and is committed to improve digital literacy skills of women mainly in the developing countries.

5. CHALLENGES:

- Usage of best mobile phones
- Remarkable aspiration
- Pursuance of new and accessible prospects that are both safe and dignified.
- Motivation, time and mobility are major challenges for women to grab opportunities rather than man.

6. CONCLUSION:

Globalization is power-driven by tremendous and rapid advancement in ICT and Digital Literacy. The Young generation and urban people are able to catch the speed of this digital world, but it has become a challenge for the women in rural background. The study of this paper focuses the need for developing a mobile application for Women's Digital Literacy Scheme for the women who discontinued their education in the middle to make them employed or to undergo training for self-employment and build their career. A Mobile Application has to be developed in their regional languages that can provide the necessary information about facilities, services, need and innovative practices of Technology usage and Digital Literacy.

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INNOVATIVE METHODS IN EDUCATION

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Abstract: Education is the process involving both teaching and learning. The position of a Teacher/ Lecturer is divine. Our Indian educational system has taken the aid of several means over a period of time in achieving its objectives and being flexible has been adopting the various means with the changing times too. The introduction of the various educational tools in the form of print, audio/video cassettes, teleconferencing, radio, computers, scanners, digital cameras, emails etc. have enhanced the pattern of teaching and learning. In addition to the implementation of the latest technological devices in the course of teaching the theoretical aspects on the respective subjects, there is need for the students community to be exposed to practical aspects too with regular conducting of seminars, group discussions etc. calling qualified famous personalities related to respective subjects from all across the nation to start with, to share their practical experiences which can prove as motivating and inspirational factors for the students.

Keywords: education, technological tools, seminars, student

1. INTRODUCTION:

“There is the need for imparting and extending knowledge to the student community not confining them to within the four walls of the class rooms and with stereotyped theoretical modules as the need of the hour is to make the student community aware of the practical modules including job oriented studies too”.

It is an established phenomenon that knowledge is power and education is the means in achieving knowledge. Our Indian educational techniques have crossed several barriers and periods with the changing civilizations. Education is a flowing process providing means for learning and knowledge. During the early period of civilizations, some categorized portions of few selected big trees were used by humans with their creative talent for making study material amenable for using the same for reading and writing in the process of education and can be said as one of the earliest mode available and adopted to impart education with knowledge. There has been a series of innovative developments and efforts over a period of time in keeping with the changing trends in the methodology of teaching. The field of education in particular has taken the aid of several means and modes over a period of time in achieving its objectives and has been volatile in adopting the various means with the requiring necessity. It can be said that the introduction and application of “Information and Communications Technology” in the field of Education as a revolutionary change for it embraced in itself using of different modes like print, audio/video cassettes, teleconferencing, radio, computers, scanners, digital cameras, emails etc. as skills for developing the pattern of teaching and learning. The ICT of today has proved to be an amenable tool and is key in the overall growth not only in education but in every field of daily life.

2. OBJECTIVES:

- To identify the series of innovative methods adopted and its degree of usage in education.
- To suggest the need for implementation of ICT tools with interactive exchange programmes for better and effective derivation of goals or targets in education.

3. DISCUSSION:

3.1 Role of Radio/Television broadcasts - The introduction of Information and Communication Technology can be said as a revolutionary innovation in the domain of education field. However, it remains that the usage of ICT in education has its own advantages and advantages. It is not in doubt that ICT to an education is like a bridge connecting the past with the future taking due care of the present requirements. The state of affairs of today globally is that “Information and communication technology” and “education” are just totally interlinked with each other. The

role of information and communication technology in the area of education has proved to be pivotal. The different Information and communication technological devices like Radio/Television broadcasts, computers or the Internet etc. have taken the education field to such a high pedestal or level that education without assistance of “ICT” cannot be imagined today and both are inseparable. The invention of Radio has made a revolutionary change. It can be said that Radio and Television broadcasting were the earliest rising indicators of imparting education using the means of information and communication technology. There were experimental broadcast programming instances acting as substitutes to teachers/lecturers in imparting education through direct class teaching. Similarly, there was the thought and need to introduce school broadcasting schedule on a comprehensive manner in situations to provide resources to support teaching and learning through the means of radio. The general educational programming over community, national and international stations providing general and informal educational opportunities has been a great success. The best example of direct class teaching approach as adopted was popularly known as “Interactive Radio Instruction”. The said IRI project was first implemented in Thailand in 1980. It is evident that through the means of Radio, lessons or study materials are developed in various subjects to improve and support classroom teaching. The device of Television has too played its role in affecting classroom teaching. The development over a period shows the progress and growth of distance class room teaching. For instance, Japan’s University of the Air was broadcasting around 160 Radio and Television courses as early by the year 2000. The usage of print, audio/video cassettes added as an extra advantage for the popularity of the radio/TV class room broadcast schedules in the field of education. Radio broadcasts involving educational themes attracted British Broadcasting Corporation too. Our Nation, India is not lagging behind and Ministry for Education and Information are doing their contributing roles effectively and efficiently. Radio and Television broadcasts have been used as the best means for presentation and demonstration skills of Information and Communication Technology in the field of education.

3.2 Role of Teleconferencing and Telecollaboration- The best exhibition of drill and practicing skill of Information and technology can be performed using not only the print, audio/video cassettes but also through Radio/Television broadcasts respectively. It is noteworthy that the usage of Radio/Television for a class room teaching is at best is one sided and that there is no possibility of any interaction. This situation of non-availability of interaction skill led to involvement of computers and internet as best information and communication technologies to meet the needs of “interaction in the field of education”. The innovation of “teleconferencing” has gained much popularity meeting the needs in imparting education. There can be a direct face to face interaction between a student seeking clarifications with a teacher/lecturer or a student with another student (though both are stationed at two different places) through the usage of teleconferencing technique by means of computer and or internet. The teleconferencing can be audio, audio graphic, video or web based conferencing. Under the teleconferencing there can be interaction not by mere voice or graphics but also by moving images. The imparting of educational skills through interaction has crossed barriers with this inclusion of technological devices of computer and internet. The device of internet and computer are the best tools not only for use in demonstration and presentation but for interactive and collaborative pattern of teaching and learning. Another important device used in education is the trendy “Telecollaboration”. The concept of telecollaboration is curriculum based, teacher-designed and teacher-coordinated. Most use email to help participants communicate with each other.

3.3 Role of Interactive schedules - Normally, student’s memory is receptive to images. The art of learning and teaching through various means of images while teaching in particular helps in retaining capacity of memory in the students. There is the need for teachers to explain complex and difficult topics to the students at large and this is possible with availability of vast subject material, access to images, interaction etc. The practical approach of interaction of students would help in better understanding of the lessons and subjects and so also makes them more interesting and it would bring in the best of talent and intelligence from the students. Thus, in addition to the regular pattern of implementation of regular and orthodox modes of teaching skills, there is the need for encouraging the student community with exposure to the realities of the outside world and in this aspect it is suggested that students should be exposed to studies which are job oriented subjects.

4. LIMITATIONS OF ICT TOOLS

The Information and Communications Technological tools which is catering the need of education is not immune from disadvantages and cannot be said as sufficient, meeting all the requirements of student community. The main demerit that can be attributed to the ICT devices is that the educational institutions in majority cannot adopt the various devices of ICT as they are expensive and at times are not affordable. No doubt for high and better quality of learning and teaching innovative teaching practices are to be adhered but it does not follow that teaching/learning in the field of education should ride on speculations and on experimental practices without the basic acceptability and proper instructions from the concerned. There is the need for innovative teachers with new innovative teaching methods to take the best usage of the ICT tools as well as give due weightage to the practical aspects. The ICT tools should not be looked upon as mere administrative tools or electronic gadgets, but must be used as means to provide integrated teaching and learning plan, meeting the needs of the students. No doubt, Information and Communication

Technology is one of the means which imbues in itself several facets leading birth to new innovations and as such the users thereof must be update with their knowledge to use the various ICT tools effectively, but nonetheless in addition to the usage of the ICT devices, the students must have the opportunity to tune themselves with the need of the hour. There is the need to hold interaction of the students with the already well qualified and well settled personalities through conduct of seminars and conferences at regular intervals. These activities would motivate the students and enhance their passion towards their respective subjects. It appears that practical learning is essential for students.

5. CONCLUSION:

The status of teacher/lecturer is highly regarded and is respected in the society. I am glad being a lecturer with duty to teach. It is suggested that there should be availability of the ICT tools for all institutions particularly involved in education for training the students with update, conduct of regular seminars for interaction by the students with the famous and settled educationists for knowing the practical experiences, requisite modification in the syllabus with due incorporation of job oriented subjects, for the students of today are the pillars of the Nation of tomorrow. It is reiterated that Information and Communication Technology is the need of hour in the field of education. The trend across the Globe makes it clear that education without ICT and with necessary changes in the academic curriculum including practical exposure cannot be imagined at all. There is ever increasing growth of ICT even in developing countries. It can be said that ICT as a device can bring equity in education across the globe, can act as an aid in providing quality teaching and learning and most important of all students with all round development and knowledge can act as the keys to unlock and open doors for universal access and overall growth of nation in a speedy and effective manner. It can be said that innovations should always be welcomed and properly given its due value in any field to meet the international competition of the 21st Century

6. RECOMMENDATIONS:

Our nation requires the student community to be all pervasive to meet the challenges of the nation at large, and not to be mere bookworms confining to a regular curriculum of syllabus based studies. Even the subjects and the studies should be modified in such a manner that the regular syllabus based academic curriculum involves practical aspects with teaching students job oriented subjects which enhances and includes personality development, health, career guidance, NCC encouraging work experiences etc. The students should be motivated by including in the academic curriculum job oriented subjects like 3D printing, design programming, animation designing etc to shape their ideas.

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**Academic Leadership: A competency model for Academic Excellence in
Higher Education.**

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Abstract: *The initiatives like Make in India, Start-up India, which are meant to see good employment opportunities and in turn greater economic growth of our nation, the role of the higher education sector, is predominant. The paper talks about the higher education system in a country like India, the issues and challenges being faced by the higher education system, the root causes of the problems, and the importance of having an effective higher education system for the growth of a nation. The paper will emphasize on the Academic Leadership role of the Principals, Heads of the institutions and departments. Academic Leadership is today emerging as an important competency to accomplish the growing challenges faced by the ever changing academic environment expectations in a global scenario. The present paper portrays a model of Academic Leadership of the middle level management i.e., Departmental Heads in improving the performance of their respective departments and eventually achieving the objective of Academic Excellence.*

Key Words: *Academic Leadership, Leadership competencies ,Performance, academic Excellence, Departments*

1. INTRODUCTION:

“When an institution, organization or a nation loses its capacity to invoke high individual performance, its great days are over”- John W. Gardner

Academic leadership: Academic leadership is deemed to integrate the core academic functions of pedagogy, research, scholarship together with a wider focus on academic values and identity. (Joyce, 2014). Academic leaders implement their leadership within settings that have manifested with different institutional functions, customs and expectations, than the organisations in which business leaders characteristically exercise their leadership. (Michael A. Diamond, October, 2000). Today the significance of Academic leadership in the administration of institutions is becoming essential. Academic Leadership plays a very imperative role in the performance of Higher Education institutions. Leadership can help institutions achieve Excellence. To contend effectively in the knowledge-based global economies of the 21st century, there is a felt need to have Higher Education Institutions that can push us to economic success and transformation, counting on high-tech Industries like Information Technology, bio-medical engineering, and Biotechnology etc., driving the nation to prosperity.

Higher Education is chosen as centre of attention for the study because of its significance in contributing to a country's success. Its contribution to technological development is critical for a nation's advancement and economic development. The assurance of social advantage, for individuals and especially for societies is the prime rationale behind the burgeoning growth of Higher Education Institutions. Higher Education Institutions are the prime drivers of economic and social development of the society. It is a known reality that Higher Education Institutions have the liability of equipping individuals with the advanced knowledge and skills required for various positions of responsibility in government, businesses and other professions. These institutions generate fresh knowledge through research and serve as a platform for adoption; transfer and dissemination of knowledge produced elsewhere in the world and facilitate government and businesses with necessary advice and consultancy. Traditionally, institution

heads, department heads and deans are appointed on academic merits, where leadership capabilities are less considered. (jarbur, 2014), Hence, their inability to provide leadership in respective positions is felt to be the prime reason for poor performance of the higher education institutions.

2. LITERATURE REVIEW:

A study made by Cheryl Crosthwaite et.,al., (2014) of university of Southern Queensland, into understanding of Managerial Leadership competencies of the heads of departments in higher education Institutions,found that Managerial leadership competencies are very much essential in order to make Higher educational Institutions effective in reaching the expectations of various stakeholders of our education system. It was opined that a perfect balance of the leadership competencies would help the departments and institutions reach greater heights in terms of their performance.The Heads of the departments are expected to behave like managers and develop the essential managerial leadership competencies.

A research on “Academics transformational leadership: an investigation of heads of the department leadership behaviours in Malaysian public Universities made by Lokman tahir et.,al., (July 2014), reveals that a positive relationship exists between the departmental heads leadership behaviour and academics organisational commitment. An effective leadership behaviour has a 55% direct positive relationship with the academic staff ‘s organisational commitment.It was opined that departmental heads should lead the educational institutions. The findings emphasize that there is considerable influence of Heads of the Departments ability to motivate others to enhance their levels of organisational commitment. This leads to positive work experiences and improve the performance of educational institutions.

A study on middle level academic management which was about the role of heads of departments of a vietnamese university by Thi Lan Huong Nguyen, published in (September 2012) focusses on the role of Heads of the Departments in Course Management, Facilities Management and Academic Personnel Management. The concept of Resource management and strategic Management appear to be neglected. It was opined that a very low level of autonomy was enjoyed by heads and they act more like managers than leaders.They emphasize that more of leadership role is to be held by the heads of the departments ,so as to perform at the best of their ability and improve the performance of educational Institutions.

3. OBJECTIVES AND METHODOLOGY:

The objectives of the present study is to analyze the higher education system in India and suggest a model with which the academic middle level management in the higher educational institutions can improve their performance and achieve the objectives of academic excellence eventually. For the present study secondary data from various journals is referred and the current scenario of higher education systems is observed and analysed from various news articles from time to time. A model is developed and portrayed in the article to understand the impact of academic leadership competencies on performance leading to academic excellence.

4. HIGHER EDUCATION SCENARIO IN INDIA:

India has major, noteworthy advantages in the 21st century knowledge race. India is having the third largest Higher education sector in the world, after the United States of America and China. Higher Education in India comprises a major share in the overall education arena and plays a vital role in the social and economic advancement of our country. In India, Higher Education is imparted at different stages such as graduation, diploma, Postgraduate and research in specialized fields, addressing various aspects of technological advancement and economic growth. The admission strength of institutions offering higher education has increased drastically over the years. To sustain high quality and for good planning and synchronized development of the Higher Education system in the country, Government of India has set up Medical Council of India (MCI), Bar Council India (BCI), All India Council for Technical Education (AICTE) etc., and some more bodies to manage different academic and professional programs. Accreditation institutions like National Board of Accreditation (NBA) established by AICTE and National Assessment and Accreditation Council (NAAC) established by University Grants Commission etc., aim at standardizing the institutions based on their performance from time to time. One of the major lacuna of these bodies has been that, they were not been able to put brakes on uninhibited spread out of Higher Education nor could ensure strict conformity of their norms and standards. (Prof K.L.Chopra IIT Delhi, 2010).

With a vision to usher in a “knowledge society”, and to become a Global education hub, the strategy in Higher Education sector for the government of India is to act as facilitator for greater participation of private Institutions and Universities in Higher Education arena. The concern of the government is to raise standards of education and strive towards excellence.

In the process it has witnessed a burgeoning growth of Higher Education institutions where the quality and contribution of these institutions towards the set objectives is far from reach. The employability level of the graduates coming out of these Institutions is very low and is at an alarming stage (Prof K.L.Chopra IIT Delhi, 2010). In the

current Scenario the performance and survival of some Institutions is under stake and at the same time some Institutions are putting forward best performances and setting examples for the entire country.

India has endured with increasingly sub-standard Higher Education systems for decades. The fact that even after 70 years of independence our universities and institutions are struggling hard to find a place in the top universities of the world, and also major brain drain which happened in the last two decades, where a large chunk of our graduates moved out of the country for better higher education and subsequently better employment, indicate the serious lapses in our higher education system. Now, as India strives to contend in a global economy in areas that need highly trained professionals, the excellence of Higher Education becomes increasingly important. India requires Higher Education Institutions that not only produce bright graduates to sell abroad but those who can also support advanced research in a number of scientific and scholarly areas and generate at least some of the knowledge and expertise required for an expanding economy.

Colleges across the country are shutting down courses in Higher Education subjects such as engineering even as India's apex Technical Education watchdog, the All India Council of Technical Education (AICTE), looks to stem a decline in the quality of such education. Tamil Nadu and Telangana lead the pack of states that are shutting professional and Higher Education courses, including those in management. Technical Educational institutions have sought the AICTE's approval to shut down around 1,973 programs in Technical areas, citing a poor employment picture and deteriorating student interest in 2015. The regulator has allowed the discontinuation of 757 such programs this year. Nearly 45% or 345 of the Higher Education education programs stopped so far this year are in Telangana and Tamil Nadu alone, according to AICTE. (Nanda, 2015).

FICCI ,NASSCOM,CII and others have pointed out saying that not more than 25%of the graduates from engineering institutions are employable in the industry. (Prof K.L.Chopra IIT Delhi, 2010). In one of his comments Mr. Anil Shahasrabudhe, Chairman of AICTE has expressed his displeasure by commenting that "The overall Higher Education space is awaiting an overhaul to improve the quality of education and address the employability issue of such graduates".

5. ACADEMIC EXCELLENCE THROUGH ACADEMIC LEADERSHIP:

Global trends have publicized that Higher Education institutions need to transform their mission and to better exploit their intellectual resources (academia), in order to meet the challenges faced by the Higher education in the new millenium. Great pressure is placed on institutions, its departments and their heads to respond swiftly to changes such as internationalization and globalization, the increasing economic nature of knowledge, advanced communication and information technology innovations, and meager government funding etc. Higher Education and research, needs an effective leadership for its development and provision of quality training to its learners so that they can be self-reliant. (Sabri1, Volume 1 Issue 3, December 2012). These challenges are effectively converted into opportunities by the Heads of some Institutions and have lead them to great success with their effective Academic Leadership

The considerable increase in interest about the advancement of Leadership in recent years has led to the understanding of the leadership concept even in the context of Higher Education. However, diminutive research exists on how leaders of Higher Education have learnt to lead, specifically those in 'middle-leadership' positions such as heads of faculties and departments in particular and institutions at large. The idea of Academic Leadership is important in the study since the performance and effectiveness of any institution depends on the vision of the leadership to get things going in the departments. In any department a specific task of the academic leader is to generate momentum and thrust needed to get the department off the ground. The energy which is born out of personal conviction will motivate and build excitement among others. Departmental leaders are animators, architects and sustainers of traditions, change representatives; hence the true leadership must lead to change that translates into social wellbeing. These characteristics of academic leadership, position 'leadership' as decisive factor in the institutional excellence. Leadership in Higher Education institutions is an indispensable service, activity and tool, through which the primary objective of the educational development may be more fully , effectively and efficiently achieved. Effectiveness of Academic Leadership in Higher Education institutions ,should concentrate on setting objectives for using existing resources, devise plans for achieving the objectives, identify the tasks to be done, design appropriate incentive programs to stimulate productivity . All these issues make the role of Academic Leadership pertinent.

Institutions require effective Academic leadership that will lead successful institutional transformation. (Rautiola, July 16, 2009) Leadership apart from managing the prospects of the organization in an environment of turbulence, also increases productivity and quality. Leadership enables all the stakeholders of an organization to develop a collective vision, build a culture of innovation and sustained development, and take constructive action to facilitate everyone in the organization give their complete potential towards the vision and its accomplishment.

The challenges faced by Higher Education Institutions particularly in the developing countries require effective academic leadership as one of the most hopeful short-term strategies to deal with the pressures on education

institutions. Higher Education institutions should face the challenges through the provision of innovative leadership. Higher Education institutions command a special type of leadership because they are strongly rely upon the professional competency of individuals who are at the helm of affairs. Effective leadership is seen as the best answer to institutional effectiveness. Without able and effective academic leadership, no system of institutional performance can be effective. The challenges faced by Higher Education over recent decades have led to the materialization of various leadership practices within the sector and can be observed in many institutions across all regions, whether teaching-led , research-led, large or small, specialized or multi-disciplinary. (Black, Published Online June 2015 in Sci Res.).

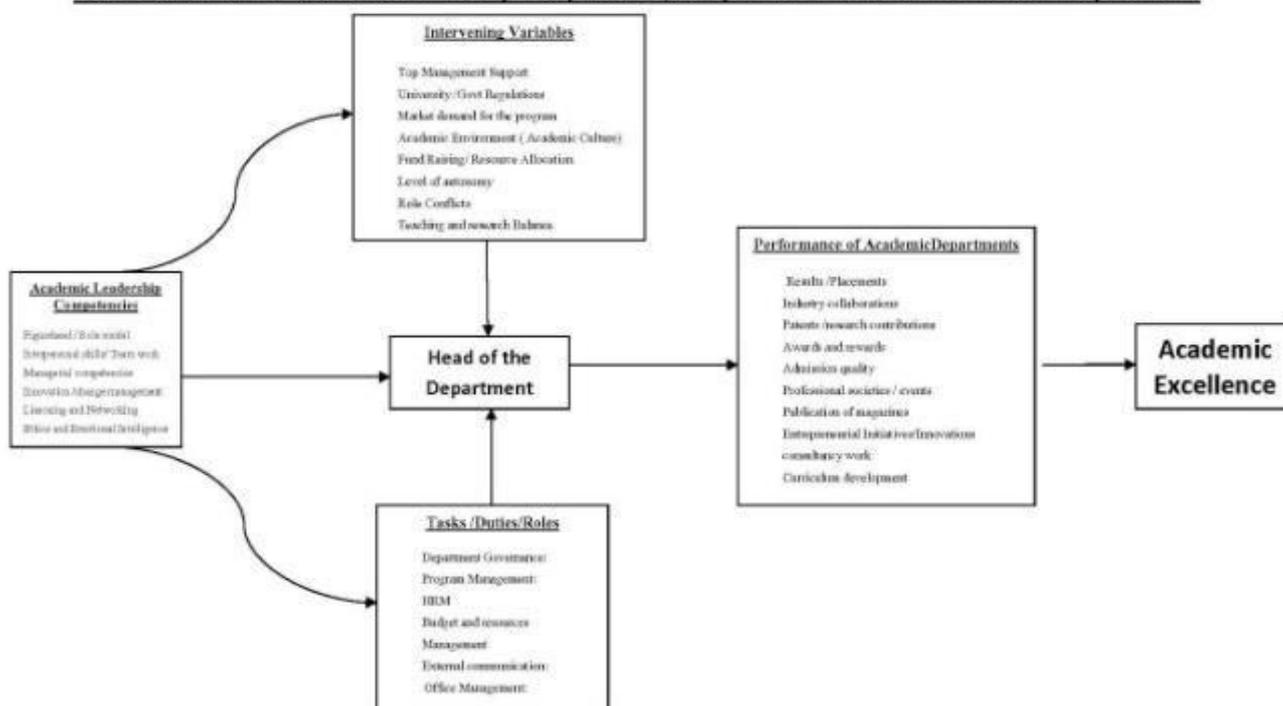
In the light of the above discussed problems, the following model has been developed to address the inability of many institutions, and departments in particular to provide effective leadership and achieve the objectives of their academic excellence.

6. MODEL FRAMEWORK OF ACADEMIC LEADERSHIP COMPETENCIES

a Academic Leadership Competencies:

A competency is a conglomerate of knowledge, skill, ability and attitude that are needed to be successful in a job. The competency model is widely used in business functions today , can also be applied to academic institutions and departments to better equip the department heads to face the challenges of competition. In the current scenario where the performance of academic institutions is in dilemma situation, the use of competency approach will solve the major problem. In Higher education institutions , the department is considered to be the basic unit for evaluating performance. The departmental Heads have a major role in enhancing the performance and also achieving their respective goals of Academic Excellence. The academic leadership competencies of a Head of the Department (HOD) play an imperative role in the performance of the academic department. The growing challenges for the HOD’s like increasing student strength, their expectations, demands of teaching and research, workload, dealing with difficult people and also the challenges of meager resources and budget issues demand diverse competencies on the part hods to handle these challenges ,ensure performance and achieve Academic Excellence.

Model framework of Academic Leadership Competencies ,its impact on Performance of Academic Departments.



b. Hod Tasks /Duties /Roles:

The HOD’s today of many underperforming institutions are just occupying chairs / positions without actually assuming different roles and addressing various tasks and duties which they are expected to perform. So an in-depth understanding of their tasks /duties/ roles is very much important. These include the tasks and functions of department administration, program management, Human resource Management, budgeting and resource management, external liasoning and office Management.etc

c. Intervening Variables Of Hod Performance:

There is always a hue and cry about many intervening factors which influence the performance of th HOD’s which cannot be ruled out as major hindrances in their performance arena. The factors like top management support,

University and Government Regulations which change from time to time, Market demand for their respective programs, Academic environment, fund raising, resource allocation, level of autonomy, role conflicts etc will always need to be better managed with the Academic Leadership competencies.

d. Performance Of Academic Departments:

The growing and ever changing expectations of various stakeholders of our education system, global businesses and academic environments are demanding performance in different areas, for an academic institution to achieve excellence. The stakeholders of education system which include, parents, students, institutions, industry, society etc have diverse demands of performance. The traditional performance criteria which are results of the students is no longer a standard to weigh the performance of the Academic Departments and Institutions. Today the performance of Academic departments /Institutions should be in results, Placements, Industry collaborations, Patents, Research contributions, Awards, professional societies, Publication of magazines, Entrepreneurial initiatives, Innovations consultancy work etc.

This holistic performance of an academic department or institutions will lead to the achievement of Academic Excellence by transforming the society and environment into a better place to live.

7. CONCLUSION:

The academic departments which are basic units of performance of academic institutions can achieve excellence when the Heads of these institutions and departments take up the role of academic leadership and develop the required competencies which are key for their performance in the said diverse areas, the objective of Academic Excellence will be achieved. Academic leadership would radically reshape the whole construct of the Higher Education institutions increasing the accountability and responsibility of the Heads of the departments and Institutions.

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Role of ICT in Commerce Education

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Abstract: *With the constant breakthrough in science and technology particularly the information communication technologies are power that has the impact of ICT on each sector of life has been enormous. Especially the education which has more of the chalk and talk method is slowly transforming to education which is mostly technology enabled. The use of ICT in teaching learning process is relatively new phenomenon. The innovations that ICT has brought in teaching learning process include: E-learning, e-communication, quick access to information, online student registration, online advertisement, reduced burden of keeping hard copy, networking with resourceful persons, etc. The present study is an attempt to analyse the role of ICT in commerce education. It highlights on ICT teaching aids and tools and its effective use in commerce education.*

Key words: *E-Learning, Commerce, ICT, Mind Mapping.*

1. INTRODUCTION:

Education is a social science that encompasses teaching and learning specific knowledge, beliefs, skills, perceptions and attitudes. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeable and self sufficiency. Teachers use a variety of methods and materials in order to impart a curriculum effectively. The rapid pace at which technology is transforming the process of learning in many countries is almost unbelievable. Advancements, standards, specifications and subsequent adoptions have led to major growth in the extensibility, interoperability and scalability of e-learning technologies. Computer-based systems have great potential for delivering teaching and learning material.

ICT is an electronic means of capturing, processing, storing, communicating information. The emergence of ICT as a learning technology unknowingly insists to think on alternative theories for learning. The use of ICT in the classroom teaching-learning is very important as it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice. There are two fold objectives of this study is to study the role of ICT in commerce Education and to identify and analyse the various Tools and Techniques in Teaching Commerce. It is an analytical study based on secondary data collected from Books, Thesis, Related Journals and Published Articles.

2. REVIEW OF LITERATURE:

Wild (1996) comments that while some research highlights poor access to technology and lack of opportunity as major causes, other reports suggest poor support in schools, lack of personal confidence in using learning technologies, and the nature of pre-service teacher education courses.

In an extensive literature review, (Cotton, 1992) found that computer-assisted instruction results in improved student attitudes in a variety of areas. Studies cited by Cotton also indicate that computer-assisted learning results in higher levels of self-efficacy, higher school attendance rates, increased time on-task, and increased prosocial behaviour.

Bianchi (1996) presented research identifying factors motivating teachers to integrate technology into the curriculum. These factors included staff development, availability of technology, district and school site support, student interest, and motivation.

3. RELATING COMMERCE WITH ICT:

Commerce is a very broad subject. It is related with the commercial or economic education as it focuses on knowledge and skills that make students successful businessmen, financial analysts, bankers, accountants, etc. It is such a comprehensive subject, comprising of theory as well as practical, that it has been described differently by different scholars so there is no single universally accepted definition of commerce.

The shift from the traditional curriculum to the new curriculum has brought with it innovations not only in teaching, but more fundamentally in knowledge: what to be taught and how to learn. Commerce educators are expected to use technological principles to achieve the desired educational goals. Technology is thinking tool that educators are expected to integrate into teaching and learning strategies. ICT can serve as a vital catalyst for social change and economic development.

It has revolutionized teaching by modifying instruction strategies of many subjects including commerce. It has made teaching more interesting, interactive, collaborative and useful by enriching the teaching methodology of commerce.

4. ROLE OF ICT IN TEACHING COMMERCE:

- ICT is very much relevant in teaching, It has the capability and potential to make teachers more self-sufficient, more capable, more competitive, more updated, more social, etc. in the following ways:
- It makes the task of teaching process more easy, interesting and innovative by incorporating various multimedia tools.
- It helps students to retain the learnt material for a longer time by involving multiple senses of students like touch, visual and auditory.
- It helps presenters to present their teaching material in a systematic way by using PPTs (Power Point Presentations) to gain the students attention.
- It improves Teacher communication with students by offering a variety of mediums of communication like instant messaging, social media, e-mail, video conferencing, etc.
- It makes teaching process economical in terms of time, money and energy by providing mike, speakers, LCD, projectors, recorded videos of lectures, etc. to handle a large number of students at the same time.
- It helps students in practice of difficult portion of commerce by providing various teaching modules of commerce using CAI (Computer-Assisted Instructions).
- It helps teachers in drafting, organizing and maintaining subject related documents easily and effectively by use of various tools of MS Office
- It ensures teachers about the safety of their official confidential data by providing passwords, login access, etc. to prevent unauthorized access to it.
- It helps teachers to do research work in the concerned subject in a better way with more accuracy and convenience by providing various accounting software like SPSS, MS Excel, etc.
- It helps teachers to keep themselves aware about the updated rules and regulations issued by universities and other educational organizations by visiting their websites.
- It enables teachers to enhance their understanding towards the latest development of commerce by establishing and maintaining their professional networks by availing the mediums of social networking sites, mobile apps, emails, video conferencing, etc.
- It enables teachers to give students the practical knowledge of the following aspects of commerce:
 - How to file income tax returns online;
 - How to trade in stock exchange online;
 - How to do Net Banking;
 - How to prepare, maintain and evaluate financial records in electronic form;
 - How to test hypothesis using SPSS and other research software.

5. INFORMATION & TECHNOLOGICAL TOOLS USED IN EDUCATION:

Digital revolution made data processing very easy to handle. In other words, ICT provided an ideal platform for learning in the new paradigm. An overview of traditional tools and evolution of various technology tools that are popularly used in the educational practice including commerce education is given in Table 1..

It is clear from the table that the evolution of technology is simultaneously resulted in increase in speed, reduction of size, less expensive, and also more versatile. It has occupied predominant position in teaching and learning commerce subject matter. For example, the speed at adoption of technology into curriculum has increased exponentially. Earliest display boards were only output devices but modern display boards are input as well as output devices in a classroom.

6. SUGGESTIONS:

The following suggestions may be advocated for the promotion of ICT among teachers of commerce so that they may be able to exploit its benefits judiciously in teaching of commerce:

- Promotion of use of ICT through seminars, conferences, workshops in teaching of commerce.
- Providing with the adequate training of use of ICT tools in commerce education like PPT's etc.

Table 1: Evolution of ICT tools used in Commerce Education

Display	Black Board, Flannel Board, Peg Board, Magnetic Board, White Board, Interactive White Board, Collaborative Virtual Boards, Wearable Display, Bendable Display, Foldable Display, Holographic Display.
Television	Monochrome CRT, Colour CRT, Plasma TV, LCD TV, LED TV, 3D/HD TV, UHD TV, Interactive TV, IP TV OLED TV,.
Radio	Radio, HAM Radio, FM Radio, Community Radio, Mobile Radio, Internet Radio, Podcast.
Projectors	Handmade Slide Projectors, Photographic Slide Projectors, Epidiascope, Film Projector, Micro Projector, Overhead projector, Digital Projection Panel, Multimedia Projector, Document camera Projection, LED/Pico Projector, Wearable Projector.
Storage devices	Paper/Books, Magnetic Tapes, Magnetic Drum, Floppy Disc, Compact Disc, DVD, Hard Disks, Optical Devices/ Pen Drive, SD Card, Data centres, Cloud Storage.
Computer	Mainframe Computer, Desktop Computer, Laptop, Palmtop, Notebook, Tablet, Phablet, Wearable computing, Nanobots .
Communication	Face to Face, Telephone, Mobile Phone, E-Mail, Forum/Online Groups, Chat, Instant Messaging, Web Conferencing.

Source: Compiled Data.

- Guiding teachers and students to make themselves familiar and comfortable with the latest happenings of ICT in commerce and upcoming new trends of commerce in true sense.
- Teachers may be provided digital infrastructure by installing computer systems in classrooms, computer labs, libraries, staff rooms etc.
- Teachers may be provided with free and fast-paced Wi-Fi internet facilities.
- Teachers may be provided accounting software's like Tally and research software's to teach the same to students.
- Teachers may be encouraged to visit the websites of important organizations like RBI, SEBI, etc. for getting information related to latest developments of commerce so that they may update themselves and their students with the latest data.
- Teachers may give research works/projects on latest developments of commerce to students.

7. CONCLUSION:

ICT is playing a very important role in each and every endeavour of education. It is helping in executing distant education effectively. It is helping in research work also not only by inviting research papers for seminar/conferences, etc. through websites but also by publishing and sharing them online. Realizing the benefits of ICT in education, today, many educational institutions are providing Wi-Fi facility to their teachers and students for utilizing the available services of ICT. But the area of education which is extremely influenced by ICT is teaching. It has revolutionized teaching by modifying instruction strategies of many subjects including commerce. Unfortunately, teachers of commerce seldom realize the importance of ICT in teaching of commerce and so hardly utilize ICT during teaching and thus generally teach commerce by using lecture method with a little or no help of ICT. It is necessary to promote ICT in teaching of commerce for the betterment of teachers as well as students. Thus, suggesting teaching of commerce with ICT to make the teaching of commerce more effective, more useful, more practical and ultimately more successful.

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Technology Blended Teaching and Learning

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Abstract: *Technology blended teaching in an innovative way is a challenge to a teacher in present era of education. As there are many technology based tools available, a teacher should get updated with the present trend and be able to integrate technology in teaching, learning and evaluation processes along with traditional chalk and talk method. Teaching blended with technology helps student to visualize, observe, understand and analyze the topic in an easier way. Technology has crept into all streams of education which include sciences, arts, commerce, management, music, games etc. It is time for the teachers to make optimal utilization of technology to enhance the learning capacity of the students and groom the young minds to become good citizens and play a vital role in nation building. At present, technology is in reach of everyone. It is the main component of infrastructural facilities that an institution should provide for teachers and student community for sustenance of quality education and make them competent enough to face global challenges.*

Key Words: *Information and Communication Technology, Innovative Teaching, Tools for Learning, Apps*

1. INTRODUCTION: TECHNOLOGY IN TEACHING & LEARNING:

Information and Communication Technology has become backbone of today's Education system. It provides numerous tools which facilitates the smooth function of the system with accuracy and transparency. Various tools of technology are used in the processes of administration, admission, teaching, learning, evaluation, research etc. Technology plays a vital role in teaching. Technology promotes and monitors quality education which is available for all levels of educators and learners. It provides tools that teachers can use in and out of the classroom to enhance student learning. There are many tools using which class room teaching can be made more interesting and effective. Faculty can equip these user friendly technology tools within short span of time. There are also numerous on-line resources about using technology to enhance teaching in a number of ways. ICT helps to enrich teaching capacity and effective learning. Technology blended teaching will help in perceptual and conceptual learning. It arouses interest and motivates students to learn. It is helpful to teach large number of students at a time.

2. OBJECTIVES :

1. To promote independent learning in students: Technology motivates students for self learning. Internet has become treasure house of information. Any information can be found online. Current information can be obtained using electronic books and web-based content which are updated regularly. Independent learning among students improves their hands on experience and makes them more knowledgeable.

2. Prepares students for the future: The way technological advancements are going, it is obvious that the future will be digital and technology-focused. If students are well-versed on using technology to collaborate and communicate as early as now, they will not have trouble fitting in, competing and finding jobs in the future. Being familiar with using at least one form of technology at an early age will help them become comfortable using it, and eventually develop other skills necessary to handle other innovative devices and processes.

3. DISCUSSION:

3.1 Audio and Visual Aids in Teaching: Audio visual aids are important in education system. Audio visual aids are devices that are used in classrooms to encourage teaching learning process and make it easier and interesting. They are the best tools for making teaching effective and for the dissemination of knowledge. They help to complement teaching, stimulate discussion, or allow out-of-class teaching. Tools designed for this purpose, such as PowerPoint, can be used well, to draw the attention of the students. Use of internet can also serve as a catalyst in process of

teaching and learning. There is no doubt that technical devices have greater impact and dynamic informative system [1]. The apps like text to speech and speech to text can be used to make presentations more interesting.

3.2 Use of Virtual Labs: Implementation of technology in the classroom goes beyond Google searches and reading apps. It stretches into every area of learning, including the sciences. Virtual laboratories are popping up in education as they are easy to use, less expensive and can be done anywhere at any time. A virtual lab is an interactive experience during which students observe and manipulate system-generated objects, data, or phenomena in order to fulfill the learning objectives of a lab (electronic, computer lab) experience. Virtual classroom any online area in which server and user meet via internet/wired connection. This helps in integrated e-learning environment for a user. This will also be used by distance education programs which are offered by institutes, which enable students to aware of the academic facilities. Virtual labs help teachers and learners to understand the concepts of theory through practical approach[2]. The virtual lab is intended to be of use both to tutors giving in-class demonstrations and to students studying at home and performing lab practicals. Virtual lab is mainly for all engineering educational colleges. Virtual labs are a boon for science students where there is Lack of lab or equipment, or insufficient lab conditions which limits the teacher to perform a simple lab activity. Virtual labs create an environment for Interactive learning by using animations and simulations .They provide opportunities for students to construct and understand difficult concepts more easily .Therefore, use of Virtual lab, use of virtual lab or simulation programs, overcomes some of the problems faced in traditional lab and make positive contributions in reaching the objectives of an educational system[3].

3.3 Flipping the Classroom: The use of the flipped classroom has the potential and is beneficial method of education. Replacing chalk and talk method with video lectures involves active learning and saves class time and can be used for active learning. Active learning can include activities, discussion, student-created content, independent problem solving, inquiry-based learning, and project-based learning. This use of class-time can create a classroom environment which uses collaborative and constructivist learning; blending with the direct instruction used outside the classroom. Constructive learning takes place when students gain knowledge through direct personal experiences such as activities, projects, and discussions. The frequency of these personal experiences can be increased in a flipped classroom through the use of activities, creating students who are active learners (learning by engaging in analysis, synthesis, and evaluation), rather than passive learners.

4. CONCLUSION:

Integrating technology in education has its advantages and disadvantages, but proper implementation might help keep the drawbacks to a minimum. Better planning is necessary. Since information is accessible online, students may develop poor studying habits. This can also lead to students forgetting the basics of studying. They would rather rely on computers and the internet, instead of their books and the input from their teachers. Most of them will misspell words because they often use spell checkers. Rather than solve mathematical equations the traditional way, they would seek assistance from computers or look for the answers directly through search engines. When it is time to take the tests in the classroom and without any form of technology, students are likely to fail.

Students discover many new things online, which are completely unrelated to school and education, and they will be distracted to no end. Internet provides information of all fields including sports, arts, innovations, education, entertainment etc. Students may get deviated from the topics related to their education and spend time to play games or on social media.

5. RECOMMENDATIONS:

Teachers who have been teaching all their lives using traditional methods may not get adapted to the new trends of teaching methodologies, they must be trained periodically to stay abreast with technology. Number of educative apps are available for teachers and students. Students must use technology for learning and not for entertainment. The lessons delivered online or through digital resources lack the face-to-face interaction between teacher and student. Personal interaction between a student and a teacher is required for the holistic development of the student.

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Bridging the Gap: Technology Trends and Use Of Technology In Education

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***Abstract:** As technology grows, there are many ways that it can be applied to different things. Education is no different. There are many technological advances that have changed the world of education in the 21st century. Knowing about these advancements and the impact they have on education around the world can will show just how essential technology is to education. These different technology uses in the class room have a vast impact on the overall education of students around the world which will be shown. There is an emerging broad consensus around the world about the benefits that can be brought to education system through the appropriate use of evolving information and communication technologies. The range of possible benefits pervaded practically all areas of activity in which knowledge and communication play a vital role. It is involved from improved teaching and learning processes to better student outcome, increased student engagement and seamless communication with teachers and parents. . This paper addresses the development trends of the demand technological talents in India; as well it studies role of Education Technology in India.*

***Key Words:** Teaching, Learning, Education Technology, Education Technology in India.*

1. INTRODUCTION:

Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education. The problems which society faces are essentially the problems of educational institutions which are required to be innovative as they teach new skills and develop new insights and approaches towards the solving of social problems which the nation faces. Students must be empowered to be able to withstand the global challenges of the 21st century. The Oxford Dictionary defines innovation as "the introduction of novelties, the alteration of what is established methods" which is what this article strives to do. A key performance indicator of any education institution is the education quality in especially teaching and learning areas. Technology is such a big part of the world of which we live. Many of the jobs that did not require technology use in years past do require the use of technology today. Many more homes have computers than in years past and increasing numbers of people know how to use them. Technology is being used by children and adults on a daily basis by way of web surfing, texting, social networking, interactive games, and in more ways. We are an evolving technological society and in many ways have become dependent on its use. Thus, the use of technology and teaching students have to use it has become a high priority in the higher education. Today, there is a common focus on raising student achievement while integrating technology as a tool. Policymakers and educators are renewing their commitment to programs and instructional practices that to enhance maximum effects on instruction and student outcomes.

2. OBJECTIVES:

- This study wants to determine the benefits of technology in education
- To analyze the innovative practices of teaching.
- To discuss the importance and challenges of use of education technology in India.

3. POSITION STATEMENT:

Technology has a positive impact on student learning. Technology causes students to be more engaged; thus, students often retain more information. Because of the arrival of new technologies rapidly occurring globally,

technology is relevant to the students. Technology learning opportunities that can be integrated into all school curricular areas, including mathematics, reading, science, and social studies as well as other academic subjects. It gives students opportunities to collaborate with their peers resulting in learning from each other. These factors combined can lead to a positive impact on student learning and motivation.

4. NEED AND SCOPE OF THE STUDY:

The study wants to throw light on the incorporation of information technology in education which has brought so many positive changes. More academic systems should embrace technology because it makes teaching more effective and aids in practical learning. Students should also embrace it because in the future, most of the jobs will be technologically based. With time, everyone will see the significance of information technology in education.

Educational technology is the development, application, and evaluation of systems, techniques, and aids to improve the process of human learning. And the application of scientific knowledge about learning and the conditions of learning to improve the effectiveness and efficiency of teaching and training. It is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning, and the systematic approach to designing and evaluating learning and teaching methods and methodologies and to the application and exploitation of media and the current knowledge of communication techniques in education, both formal and informal.

5. LITERATURE REVIEW:

- Students today live in a very technological world. Most students use some form of technology on a daily basis including; texting, social networking, and web surfing. Students see these types of technologies as useful and extremely enjoyable. These very same students that are accustomed to these types of technologies will relate to using technology at school. If their learning environment mirrors the ways in which they engage with the world, they will excel in their education (Christen, 2009]
- Teachers should model the use of technology in support of the curriculum so that children can see the appropriate use of technology and benefit from exposure to more advanced applications that they will use independently when they are older (DePasquale,]
- Technology also increases student collaboration. Collaboration is a highly effective tool for learning. Students cooperatively works together to either create projects or they can learn from each other by reading the work of their peers (Keser, Huseyin, & Ozdamli, 2011).

6. DISCUSSION ON TECHNOLOGY IN EDUCATION:

6.1 Importance Of Education Technology In India

Educational Technology has absolutely revolutionized the entire education system. Until recently, the teachers used to be the sole interpreter of knowledge to the learners and the textbooks the sole resource. Educational technology has affected the conventional roles and it has opened up the new areas of teacher functions such as management of resources and management of learning. Today, teachers have a range of media to assist and supplement the instructional work.

In a society which is becoming increasingly dependent on information and the processing of knowledge, great demands are therefore made that the individual should have a solid and broad educational foundation on which to build. Educational policy in the information society must ensure that:

- **IT qualifications** are developed by means of their integration in all activities in the education sector and
- **Attitude of individual citizen** must have an active and critical attitude to developments and not passively allow technological development to set the pace.
- **Teachers can collaborate to share their ideas and resources online:** They can communicate with others across the world in an instant, meet the shortcomings of their work, refine it and provide their students with the best. This approach definitely enhances the practice of teaching.
- **Students can develop valuable research skills at a young age:** Technology gives students immediate access to an abundance of quality information which leads to learning at much quicker rates than before.
- **Students and teachers have access to an expanse of material:** There are plenty of resourceful, credible websites available on the Internet that both teachers and students can utilize. The Internet also provides a variety of knowledge and doesn't limit students to one person's opinion.
- **Online learning is now an equally credible option:** Face-to-face interaction is huge, especially in the younger years, but some students work better when they can go at their own pace. Online education is now accredited and has changed the way we view education.

- **Educational Technology improves student learning outcomes:** . When digital capabilities like, online environments are incorporated meaningfully into instruction, students have new opportunities to learn and achieve.
- **The effect of technology on education depends on the design of instruction:** The design of the instruction accounts for more variance in how and why people learn than the technology used to deliver the instruction. Educators and educational researchers should be encouraged to focus on determining how to better integrate the use of a given technology to facilitate learning, rather than asking if it works or if one is more effective than another.

6.2 New Practices In Education Technology

- **Computerized Grading**

Computerized grading is not new; indeed, educators have relied on computerized grading for years, beginning with the Scranton “bubble sheet” solution for multiple choice questions. Computerized grading of written, free-form short answers or essays has not yet been fully realized but is rapidly gaining attention as a new technology for education.

- **E-Textbooks**

E-textbooks offer the opportunity to enhance written text with hyperlinks to additional resources, including other textbooks or readings, videos, audio feeds, and slide presentations. E-textbooks provide greater portability at a reduced cost when compared to traditional paper textbooks, and their popularity has been growing, albeit somewhat slowly. In fact, students continue to prefer traditional paper textbooks over e-textbooks, even though they have adopted other forms of digital learning, such as online course materials and discussion forums.

- **Simulation Technology**

Simulation technology is becoming more widely recognized as an important learning tool for several reasons. It actively engages students in the learning processes and allows students to practice skills and apply knowledge; It provides flexibility in learning, with the option of slowing down (or speeding up) the learning process and/ or repeating lessons; It provides a “safe” environment for making mistakes, and: It allows students to engage in virtual situations that would otherwise be difficult, dangerous, or impossible to engage with.

- **Gamification**

“Gamification” is a relatively new concept that was coined in the early 2000s by British IT expert Nick Pelling, but only recently has it become widely used. Gamification can be considered as a very specific type of simulation technology; it refers to the use of game theory and practices in the development of digital simulations for e-learning (i.e., game-informed learning).

- **MOOC**

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions among students, professors, and teaching assistants (TAs). Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students

- **Active Learning Classrooms**

Active Learning Classrooms are designed to promote the concept of “active learning” into in-person classroom environments of any size, for virtually any type of course. Active learning involves the engagement of students and educators in the learning process through collaborative classroom activities and reflection). Active Learning Classrooms are engineered and designed to promote these behaviors.

- **Collaborative Distance Learning Environments**

Collaborative Distance Learning Environments are similar to the Active Learning Classrooms and MOOCs described above, but they aim to take those concepts one step further through active learning among distant, distributed networks of students. Most courses that aim to achieve collaborative distance learning rely on a combination of technologies, such as online lectures, interactive whiteboards, personal devices, cameras, sound amplification, multimedia (e.g., video, audio, Web), collaborative learning software (e.g., Google docs, Yammer, Red Pen, etc.), instructional games, and conferencing tools (Skype, Google+ Hangout, Blackboard Collaborate, WhatsApp, etc.).

7. BENEFITS OF TECHNOLOGY IN EDUCATION:

- **Access to variety of learning resources** -In the era of technology. IT aids plenty of resources to enhance the teaching skills and learning ability.
- **Immediacy to information**- IT has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time.

- **Any time learning**- Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated .One can study whenever he wills irrespective of whether it is day or night and irrespective of being in India or in US because of the boom in IT.
- **Multimedia approach to education** - Audio-Visual Education, planning, preparation, and use of devices and materials that involve sight, sound, or both, for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.
- **Authentic and up to date information** - The information and data which are available on the net is purely correct and up to date. Internet, a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly provides true and correct information.
- **Online library** - Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library.

8. HALLENGES OF USE OF EDUCATION TECHNOLOGY IN INDIA:

Despite early implementation of technologies in Education system, India still faces teething problem for the new technologies in education. Some of them are:

- Not enough or limited access to computer hardware & computer software in education institutes.
- Lack of time in school schedule for projects involving use of technologies
- Lack of adequate technical support for education institutes.
- Not enough teacher training opportunities are there.
- Lack of knowledge about ways to integrate technologies to enhance curriculum. Education technologies integration is not a priority.
- Students and Teachers do not have access to the necessary technology at home.

There is also a negative facets of new technologies used in education. Many ethical questions and issues arise with this use of the latest technologies in education.

- **The Copy and paste syndrome** -Schools and universities have more and more problems with students who prepare essays/ project/ presentation by using material from websites or blogs. Often, students just copy pieces of information that look relevant and paste them together, without sometimes even understanding them, let alone citing them.
- **Distortion of reality**- When students are looking for some information on the website, they usually employ a search engine. This will give them a ranked list of often incredibly many search results. There is the real danger that their view of reality is distorted by the website, by the fact that someone with enough money can influence what is written or ranked.
- **Too much trust in the information found** - When searching for some information on the website students tend to accept what they have found as true information, often without looking at other sources and hence having no justification to accept the information at face value.
- **Loss of privacy and profiling** -When students use services offered over the websites it is clear to us that they are making often information about us known to the service providers.

9. CONCLUSION:

Technology can represent education in ways that help students understand latest concepts and ideas. The Education Technology also enables teachers to integrate project based learning. With guidance from effective teachers, students at different levels can use these tools to construct knowledge and develop skills required in modern society such as presentation skills and analytical skills. In the present time the teacher's role in teaching is facilitator. The teacher has to facilitate the learning by providing students with access to technology. The teachers can find the means to engage students more easily in learning and to cater to the various needs of different students.

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INNOVATIVE METHODS OF TEACHING

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Abstract: *The purpose of this paper is to features of the traditional methods of teaching as well as e-teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must includes sharing of information. Finally, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and stimulate the effort to achieve the human development goal for the country.*

Keywords : *E-Teaching, Information Sharing;*

1. INTRODUCTION:

“Education is the manifestation of perfection already in man” – Swami Vivekananda

The biggest challenge any teacher faces is capturing the students’ attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented. The purpose of education is, let a student literate and to get a knowledge on the subject and also rational thinking^[5]. The teaching nowadays must include innovative communication methods like playful games or forms of visual exercises that will excite the young minds and capture their interest, multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience^[1].

Education is vital to the pace of the social, political and economic development of any nation, so effective teaching is very essential. Effective teaching is important because teaching is based on helping children progress from one level to another in a more sociable interactive environment and to get the approach right to get students to be independent learners^[2]. Effectiveness does not mean being perfect or giving a wonderful performance, but bringing out the best in students.

2. TRADITIONAL TEACHING METHOD:

In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning. However, many parents and conservative citizens are concerned with the maintenance of objective educational standards based on testing, which favors a more traditional approach. Traditional education, also known as back-to-basics, conventional education or customary education, refers to long-established customs that society traditionally used in schools. Some forms of education reform promote the adoption of progressive education practices, a more holistic approach which focuses on individual students' needs and self-control. In the eyes of reformers, traditional teacher-centered methods focused on rote learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning. However, many parents and conservative citizens are concerned with the maintenance of objective educational standards based on testing, which favors a more traditional approach.

3. VARIOUS INNOVATIVE METHODS:

3.1 Present Lessons like a story Every one of us watch movies with much interest. We like to watch movies because there is always a fascinating story to keep us engaged. Similar, learning sessions become more interesting when we introduce the lesson like a story.

3.2 Audio & Video Tools

Supplement textbooks with models, filmstrips, movies and pictorial material allows learner to understand the topic easily. Various software are available in the market like Windows Movie Maker, PowerPoint, Sound Recorder (Windows), youtube, Italk.etc.,

Use infographics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

3.3 GENUINE LEARNING

Link lessons to real world learning. Inspire the learner with real world experiences that will make teaching moments fresh and enrich classroom learning. The various real world learning methods/techniques are Invite Guest Speakers, Use the News, Make Assignments Look "Real World", Show a Documentary, "Publish" Student Work for the Larger Community etc., Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn. It will spark their interest and get the student excited and involved. We can make use of smart apps for learners to make these sessions all the more interesting

3.4 CONCEPTUALIZE

One of the most important skills for succeeding in school, college and in the workplace is coming up with new and creative ideas. The best ideas are the ones that solve problems or make our lives easier. While taking action is extremely important without good ideas, those actions are ultimately good for nothing

3.5 DO THE OPPOSITE

This is a very counterintuitive brainstorming technique that can often yield many new creative ideas. There are two ways to use it. First, we can reverse the entire problem and brainstorm for that. Or second, we can reverse one aspect and do the opposite of what everyone else is doing.

To use the first technique:

Step 1: Write the problem or challenge that you wish to solve

Step 2: Reverse the problem.

Step 3: Brainstorm ideas for how to cause the problem.

Step 4: Use these causes as a point of discussion for new ideas

Example:

- Problem: How can we make it easier to write the exam?
- Reverse Problem: How can we make it more difficult to write the exam?

3.6 CLASSES OUTSIDE THE CLASSROOM^[6]

It can be difficult to keep kids on task in the classroom. Especially as the school year draws to an end and the weather is nice outside and all they want to do is run around like mad things. Why not take learning outside and let them do just that? Take maths outside and have children estimate then time how long it would take to run, hop and skip across a field. They can discuss it outdoors and graph it back in the classroom.

3.7 ROLE PLAY^[6]

Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the 'opposite' point of view^[7].

3.8 STORYBOARD TEACHING

The Storyboards teaching strategy helps students keep track of a narrative's main ideas and supporting details by having them illustrate the story's important scenes. Storyboarding can be used when texts are read aloud or when students read independently. Checking the thoroughness and accuracy of students' storyboards is an effective way for you to evaluate reading comprehension before moving on to more analytic tasks.

3.9 FORTIFYING CLASSROOM ENVIRONMENT

The classroom environment should include lots of books, visual materials and activities. All these requirements should be aimed at attracting and keeping the child's interest and promoting questioning and discussion[6]. It is obvious, I think, that these facilities must be suited to the child's age and level of education.

Expecting children, particularly young ones, to sit at a desk all day and learn is not the way to go. Children, particularly young ones, need to move around and do different activities. However, for the best results these activities must be related to their learning^[2]. Thus the children will be stimulated to learn, particularly if they are rewarded for doing well by being given access to facilities that have to be earned by correct responses and actions.

4. CONCLUSION:

Still, we are confined to traditional way of teaching. The existing policies are not allowing the staff to experiment with the innovative teaching methods. AICTE and NAAC ask us to do the innovative teaching methods. But the system is not giving free hand to the staff to do the experiments. Unless it is given a free hand to the staff, it is not possible to do the above said innovative teaching methods. Indian students are fast learners than anyone. We are excellent in mathematics and sciences. The technology is growing faster and cheaper. This technology allowed us to improve the job opportunities and this technology will allow us to get the Nobel prizes. This study concluded that the modern method of teaching was more effective than the traditional method of teaching. Also, the approach in our system is more of the traditional methods of teaching and there is need to change to the modern method because it brings about learners becoming active learners. Teachers need to improve their quality at classroom level because students are the leaders of tomorrow, so their foundation must be built on a solid ground. Sadly, many lecturers have adopted conventional method of teaching and learning. The teaching is mainly based on the syllabus and prescribed textbooks. In many lecture rooms, teaching and learning techniques are outdated and theoretical knowledge is still disseminated through the technique of talk and chalk. Learning is a process which should produce desired changes in the behavior of students.

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**Innovation in Higher Education System in India –
A Move towards Sustainable Development**

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ABSTRACT: Flexible pedagogy refers to ways of considering approaches to teaching and learning that enable student choices. Technology-enhanced-learning considers the use of Information Communication and Technology (ICT) in its widest sense to support and improve the learning experience. Thus flexible pedagogies and technology may be considered natural partners – flexible learning can be provided by and supported through technology, while conversely, technology can encourage flexible approaches to the delivery and assessment of learning. The learner-centered approach adopted in HEIs has helped to devise new and innovative ways to reach diverse learners on one side, and on the other, helped students discover and exercise their distinctive learning styles to chart an educational pathway that is personally meaningful and relevant. The present paper makes an attempt to examine and review the flexible pedagogies with special focus on integration of ICT for enhanced learning in HEIs in India. As technology has become an integral part of everyone's life, the Indian education landscape has been quick to adopt Information and Communications Technology (ICT) resulting in enhanced learning experience for the learners, paving way for the need of flexible pedagogies. This transformation is taking the teaching-learning process at universities and colleges to the next level. Today, technology-based tools are gaining prominence to impart education to students. Such tools are helping students to learn, communicate, collaborate and study on and off campus promoting academic excellence. The study also felt that truly flexible pedagogic approaches and effective use of technology in education requires utmost coordination between teachers, students and institutional systems.

KEY WORDS: Higher Education Institutions (HEIs), Technology Enhanced learning, Flexible pedagogy, Learner Centric and Integration.

1. INTRODUCTION:

The term innovation refers to the introduction of a new idea, method, or device. From a management perspective, Peter Drucker suggested that innovation is a “change that creates a new dimension of performance” (Hesselbein, Goldsmith, and Somerville, 2002, p. xi), The same meaning applies in higher education as well where innovation can refer simply to some new way of doing things, or a change that improves administrative or scholarly performance, or a transformational experience based on a new way of thinking.

2. WHY INNOVATION IN HIGHER EDUCATION?

Technology is driving major changes in the lives of people across the world, impacting every facet of society, and has become an integral part of how people interact and access knowledge and information. Technology and other changes in society demand innovation in Higher education. While many Higher education Institutes are facing challenges such as underfunding, unengaged students, and outdated curriculums, innovation offers a path forward. The use of innovative methods in Educational Institutions has the potential not only to improve quality of education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

The fundamental role of education is to nurture and foster an ecosystem of innovation by engaging in a series of best practices to encourage innovations in the educational institutions. It involves promoting new educational models and innovative platforms for knowledge creation, dissemination and application.

Technology and innovation are creating increasingly attractive alternatives to the existing system of higher education and there is also an increasing demand for providing high quality, relevant and accessible education. Fostering quality teaching involves the effective use of innovative pedagogical techniques to produce learning outcomes for the students.

3. OBJECTIVES OF THE STUDY:

In the context of the sustained growth and diversification of higher education systems the authors have made an attempt:

- To elicit the opinion of the students on the need for Innovation
- To explore various innovations in Higher education in India
- Suggest quality measures for sustainable development

4. SURVEY ANALYSIS:

Survey was conducted by executing a structured questionnaire to 750 Post Graduate students to evaluate the perceptions of young learners from various PG colleges in Hyderabad. Out of it only 449 fully filled in questionnaires were received and these were processed through SPSS and the analyzed data is presented in tables below. The authors tried to understand the student’s perceptions with regard to the need for changes in HEI’s and the areas that need to be explored, to redesign and reorient the Higher education system in India. Questions were also related to autonomy of HEI’s, innovations in curriculum design and development, teaching pedagogies, the role of research and the need of change in evaluation systems. The sample profile of the respondents are a majority of 33% from MBA program followed by M.Sc., M.Com and M.C.A.

Table 1 -Sample Profile

S. No	Faculty	No of Respondents	%
1.	M.Com	90	20
2.	M.Sc.	126	28
3.	M.B.A	147	33
4.	M.C.A	86	19
Total		449	100

5. FINDINGS:

A) **Need for Innovations in HEI’s** -Efforts were made to know the need for innovations in HEI’s, autonomy in HEI’s, CBCS, IDC, soft skills, value enrichment courses , career counseling, entrepreneur programs and physical education. The data collected is tabulated below in table 2 , interestingly we find that more than 80% of the total respondents felt the need to have them all except CBCS where 76% of the respondents were positive and 75% of the respondents were positive in having autonomy in HEI’s. Therefore it is high time for all HEI’s in India to move towards reorganizing and reorienting innovations in higher education in India.

Table 2 - Number of students feel the need for the following in HEI’s

S.no	Need for the following in HEI’s	M.Com	M.Sc	M.B.A	M.C.A	Total
1.	Innovations in Higher Education	20%	27%	33%	18.5%	98.5%
2.	Autonomy in higher educational Institutions	13%	19%	27%	16%	75%
3.	Choice based credit system	19%	21%	25%	11%	76%
4.	Inter disciplinary Courses	19%	23%	29%	15%	86%
5.	Soft Skills	20%	28%	32%	19%	99%
6.	Skill Development Courses	20%	27%	32%	19%	98%

7.	Value Enrichment courses	18%	22%	29%	15%	84%
8.	Career Counseling	16%	21%	32%	18%	87%
9.	Entrepreneurial Skills	16%	27%	33%	13%	89%
10.	Physical Education	13%	25%	29%	13%	80%

Source: Primary Data

B) Innovations in Curriculum development

From the Table 3 it is clear that more than three fourths majority i.e.84.6% of the respondents opted for skill based curriculum to need based, diversified or vocation curriculum. Interestingly none of the respondents opted vocational training. It is obvious that the students need *skill based* innovations in curriculum development. Therefore skilling is the order of the day and the government has taken all measures for skill development in India and it is the responsibility of all HEI's in India to internalize skill based curriculum for academic excellence.

Table 3 - Innovations in Curriculum development

S.no	Innovations in Curriculum Development	M.Com	M.Sc	M.B.A	M.C.A	Total
1.	Need Based Curriculum	4.0%	.7%	5.3%	.0%	10.0%
2.	Diversified Curriculum	.7%	2.0%	2.0%	.7%	5.3%
3.	Skill Based Curriculum	15.4%	25.4%	25.4%	18.5%	84.6%
4.	Vocational Education	-	-	-	-	-
Total		20.0%	28.1%	32.7%	19.2%	100.0%

Source: Primary Data

C) Teaching Learning Process in HEI's

Table 4 elicits that 47.7% of the respondents prefer experiential learning, followed by 24.1% opt for e-learning and interesting 18.3% of the respondents are for chalk and board and only 10% for ICT integrated teaching. HEI's should try for participatory learning giving emphasis to student centric learning. Teaching learning process should focus more on internships, workshops and training programs to enrich their learning experiences.

Table 4-Teaching Learning Process

S.no	Innovations in Teaching Learning Process	M.Co m	M.Sc	M.B.A	M.C.A	Total
1.	Chalk and Board	1.3%	8.7%	5.3%	2.9%	18.3%
2.	ICT integrated teaching	2.0%	5.3%	.7%	2.0%	10.0%
3.	E-Learning	6.7%	4.7%	8.7%	4.0%	24.1%
4.	Experiential learning	10.0%	9.4%	18.0%	10.2%	47.7%
Total		20.0%	28.1%	32.7%	19.2%	100.0%

Source: Primary Data

D) Evaluation System in HEI's

Around 67.9% of the student respondents opt both continuous internal and end semester examination and one-fourth of the respondents i.e 25.4% prefer only end semester evaluation. HEI's should ensure to bring in innovations in evaluation system to assess the attainment of course outcomes, program outcomes and program specific outcomes as majority of the students felt the need for both Internal and external evaluation.

Table 5-Evaluation System

S.no	Innovations in Evaluation System	M.Com	M.Sc	M.B.A	M.C.A	Total
1.	Only continuous internal Assessment	.0%	2.0%	4.7%	.0%	6.7%
2.	Both continuous internal Assessment & End Semester assessments	16.0%	20.0%	16.7%	15.1%	67.9%
3.	Only End Semester assessments	4.0%	6.0%	11.4%	4.0%	25.4%
Total		20.0%	28.1%	32.7%	19.2%	100.0%

Source: Primary Data

E) Research in HEI's

In Table 6 it is evident that 51.6% of the PG students opine that their research projects at PG level should to be tied up with internships so as gain the practical knowledge and analytical skills. And 20.7% prefer their research projects should be tied up with industry again to gain practical experience. It is time for the HEI's need to design the curriculum making internships and industry tie ups. There is a need for HEI's to seek MOU's with various industries and corporates so as to enable holistic development of the learner.

Table 6-Research Project Work

S.no	Research Project work at PG level should be based on	M.Com	M.Sc	M.B.A	M.C.A	Total
1.	Collaborative research	.0%	4.0%	7.4%	.0%	11.4%
2.	Industry tie-up research	2.0%	4.7%	8.0%	6.0%	20.7%
3.	Internships	11.4%	12.7%	14.0%	12.9%	51.0%
4.	Multidisciplinary research	6.7%	6.7%	3.3%	.2%	16.9%
Total		20.0%	28.1%	32.7%	19.2%	100.0%

Source: Primary Data

6. FOCUS AREAS IN HEI's

It is evident from Table 7 that

- 77.9% of the respondents agree that the enterprises/Industries should take part in higher education management for curricula design and development.
- 72.6% of the sample respondents opt that HEIs should provide tailor-made study programs to upgrade their skills for employability.
- 73.9% of the students were of the opinion that students should have time for learn while they learn where HEIs should encourage more programs for part-time students.
- 80% of the students agreed that they should be involved in preparation of quality reports.
- 73.7% of the respondents totally agreed that Performance rankings of HEIs and programs would help students to choose the college.

Table 7-Need Improvement in the following factors in HEI's

S.no	Need Improvement in the following factors in HEI's	M.Com	M.Sc	M.B.A	M.C.A	Total
1.	Enterprises should be more involved in higher education management for curricula design and development	15.3%	22%	26.7%	13.8%	77.9%
2.	HEIs should provide tailor-made study programs to upgrade their skills for employability.	12%	20.7%	25.4%	14.5%	72.6%
3.	HEIs should encourage more programs for part-time students.	13.3%	18.8%	26%	15.8%	73.9%
4.	Students should be involved in quality reports and rankings	14.3%	18.8%	24.7%	13.6%	80%

5.	Performance rankings of HEIs and programs would help students to choose the college	14.7%	22.7%	26.1%	10.2%	73.7%
Total		20.0%	28.1%	32.7%	19.2%	100.0%

Source: Primary Data

Suggestions to improve the quality in Higher Education Institutes

From the above analysis it is suggested that HEI's should focus on the following -

- Innovative pedagogical techniques to produce learning outcomes for the students-through effective design of curriculum and course content
- Creating innovative learning platforms
- Promoting a variety of learning contexts—guided independent study, project based learning etc.,
- Bridging the gap between academia and industry
- Building research capacity through linkages, collaborations with R&D organizations
- Develop skill development programs for students
- Deliver professional development programs for faculty
- Promote graduate assistantship programs for students
- Ensure quality teaching with human resource policies
- Collaborate with quality assurance agencies to meet the standards
- Encourage student participation in decentralization process in the Governance
- Develop policies to recognize and reward innovative practices

7. CONCLUSION

In the words of Steven Johnson, an American popular science author and media theorist said that, “if you look at history, innovation doesn't come just from giving people incentives; it comes from creating environments where their ideas can connect.” The age of stand-alone institutions needs to give way to the era of ecosystems of innovation for sustainable development in Higher Education.

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Innovative Practices in Teaching, Learning and Evaluation
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**STUDY ON TEACHING, LEARNING AND EVALUATION PRACTICES OF
SELECTED NAAC ACCREDITED INSTITUTIONS IN HYDERABAD**

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Abstract: The present study is taken up to analyze and understand the Teaching, Learning and Evaluation practices of accredited colleges in Hyderabad. The study tries to focus on each dimension related to teaching and its evaluation and different practices implemented for creating platforms for learning. It covers the variables like aids for teaching, resources, platform for learning like workshop, seminars, conferences, FDP, MDP etc. The process of evaluating performance of employees based on teaching, feedback, research work and all. Each criterion is further divided into sub headings for the purpose of evaluation. To study these dimensions a well-structured questionnaire is administered on the respondents. The questionnaire contains demographic information of the faculty along with these dimensions segregated under their respective heads. Both dichotomous and likert's scale are used for the collection of data. Simple and stratified random sampling techniques are used. A sample size of 270 respondents is been taken for the study. It is found that the faculty members are happy with the infrastructure, aids of teaching and motivation practices. They expect change in pay structure, motivation for research, subsequent training and support for growth of the individual as well as the institution, Exposure and experiences into outside world can upgrade knowledge and skills of employees, which can help employees to innovate and improve their performance. Such motivation, if provided by colleges may motivate faculty to showcase their talents and get accolades for both themselves and institutions too.

Key Words: Employee satisfaction, Evaluation, Learning, Motivation, National Assessment and Accreditation council (NAAC)

1. INTRODUCTION:

Human Resource Development (HRD) a concept in HRM is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Organizations have many opportunities for human resources or employee development, both within and outside of the workplace. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. The study attempts to understand implementation and evaluation practices related to teaching, learning and evaluation of performance of employees within the organization with special reference to accredited colleges.

2. ACCREDITATION:

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity and quality of higher education. Accreditation is a mode to facilitate the volunteering institutions to assess their performance viz-a-viz set parameters through introspection and a process that provides space for participation of the institution.

Assessment and Accreditation is broadly used for understanding the "Quality Status" of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions (HEI) – a College, a University, or any other recognized Unit there in, meets the standards of quality as set by the

Accreditation Agency, in terms of its performance, related to the educational processes and outcomes, covering the curriculum, teaching-learning, evaluation, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services.

* The **National Assessment and Accreditation Council (NAAC)** established in 1994 is an organization that assesses and accredits institutions of higher education in India. It is an autonomous body funded by University Grants Commission, Government of India, headquartered in Bengaluru. Under the new methodology introduced by NAAC, the higher education institutions are assessed and accredited by a two-step approach. In the first step, the institution is required to seek 'Institutional Eligibility for Quality Assessment (IEQA)' and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' for accredited institutions; and 'D' for those which are not accredited.

*** Vision**

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

*** Mission**

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

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

3. VALUE FRAMEWORK:

Throughout the world, the Higher Educational Institutions function in a dynamic environment and the Indian higher education system is no exception to this. As significant changes happen from time to time, there are new challenges and demands that seek innovation. The changing trends in higher education like impact of technology on educational delivery, increased participation and the impact of globalization (including liberal cross-border and trans-border educational imperatives) have necessitated marked changes in the Indian higher education scenario. While formulating its Core Values for Accreditation framework, NAAC is in cognizance of the swift changes and consequent metamorphosis in values pertaining to the Indian Higher Education.

3.1 Core Values:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System in Students
- Promoting the Use of Technology
- Quest for Excellence

3.2 NAAC has identified seven criteria:

- i. Curricular aspects
- ii. Teaching, learning and evaluation
- iii. Research, Consultancy and extension
- iv. Infrastructure and learning resources,
- v. Student support and progression,
- vi. Governance and leadership and
- vii. Innovative practices as the basis for its assessment procedure.

4. REVIEW OF LITERATURE

- **Dr. M. Joseph Dyvasirvada Rao** in his paper on "Teaching Learning and Evaluation practices in Undergraduate Colleges Ideals and Realities" discussed that Teaching and Learning are to join hands and have a synthesis to bring about desired changes in the behavioural pattern of the learner. At present, traditional approaches are followed to disseminate knowledge to the stakeholders at the UG level. In the NAAC assessed colleges, the lecture-method is supplemented with learner-centered activities such as Group Discussions, Seminars, Symposia, Quiz etc., Guest-Lectures by experts are arranged to ignite the young

minds. He found that the existing Teaching-Learning strategies have not delivered the good and the weaknesses outweigh the strength. Our achievements are not commensurate with the ideals projected. Results and academic output in most of the UG colleges are not so encouraging. Our immediate task is to redefine, restructure and fine-tune the Best Practices in order to promote quality instruction at the UG Level.

- **Dr. Inderpreet Kaur Chachra** in his paper on “Innovative and best practices in teaching, learning and evaluation” opined that Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledge and self sufficiency. In order to improve and to maintain the quality of higher education NAAC has made it obligatory to establish a strong and empowered IQAC cell in every educational institution. Teaching, learning and evaluation process of the institution is one of the most important criteria among the seven criteria to serve as the basis for assessment of colleges. These three components are important pillars of education on which building of the future is to be constructed to touch the new heights. As it is said that there is no teaching unless there is learning, teacher uses variety of methods to make the concept more comprehensible. Any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. He concluded that by following child centered method of teaching –learning based on the innovations the institution caters to the diverse needs of the students, improve its teaching- learning process. It will also help the institution to improve the student enrollment and their profile. Evaluation process will give the direction in which required changes are to be made. Following all these methods and best practices institution will surely attain better grades.

5. RESEARCH METHODOLOGY: Primary Data - For the purpose of study, structured Questionnaire from employees point of view was prepared to study teaching, learning and evaluation practices of educational institutions. **Secondary data** - Secondary source is that information that is obtained from those sources other than direct sources and the information is collected through Website, Magazines and Journals, Textbooks, published on Human Resource Management, Websites and Search engines. **Sampling Technique** – Respondents were chosen using random sampling technique to conduct the study. Simple Random Sampling and Stratified Random Sampling Technique are used. **Sample size** - A Total sample 301 respondents from NAAC accredited colleges were taken. **Analytical Tool**- Chi-Square Test, Correlation Analysis are used to analyze the data. Conclusions are drawn by comparing variables with the demographic information of the employees.

6. NEED OF THE STUDY:

The purpose of the study is to understand the impact of Teaching, Learning and Evaluation practices of educational institutes on the teaching fraternity. How the practices framed under NAAC are positively implemented in the institutes, which can affect an individual’s Teaching methodology, learning patterns and evaluation thereof.

7. OBJECTIVES:

- To understand various efforts taken by the Institutions towards teaching, learning and evaluation practices and its various dimensions.
- To study effect of these practices on Employee Satisfaction and Motivation

8. DISCUSSION AND ANALYSIS

8.1) H0: There is no relation between Encouragement for presenting papers and receiving financial benefits from organization for research contribution

H1: There is relation between Encouragement for presenting papers and receiving financial benefits from organization for research contribution

Inference: The Chi-Square value for encouragement to present research papers and receiving financial benefit for research contributions is 71.370 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the Alternative hypothesis and reject the Null hypothesis. (Table 1)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	71.370 ^a	16	.000
Likelihood Ratio	70.883	16	.000
Linear-by-Linear Association	45.503	1	.000
N of Valid Cases	301		

Table 1: Showing Chi-Square results for Encouragement for presenting papers and receiving financial benefits from organization for research contribution

Inference: Hence it can be concluded that there is relation between encouragement for presenting research papers and receiving financial benefits for your contributions from organization.

8.2) H0: There is no impact of learning new concepts on Faculty performance

H1: There is impact of learning new concepts on Faculty performance

Chi-Square Tests			
	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	126.510 ^a	16	.000
Likelihood Ratio	87.904	16	.000
Linear-by-Linear Association	58.492	1	.000
N of Valid Cases	301		

Table 2: Showing Chi-Square test results for impact of learning new concepts on Faculty performance

Inference: The above table shows that the Chi-Square value for learning new concepts on Faculty performance is 126.510 and the corresponding significant value is 0.000. As the calculated significant value is less than 0.05, we accept the Alternative hypothesis and reject the Null hypothesis. Hence it can be concluded that there is impact of learning new concepts on Faculty performance.

8.3) H0: There is no relation between Qualification and Rating towards Research, consultancy and extension

H1: There is relation between Qualification and Rating towards Research, consultancy and extension.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	21.536 ^a	12	.049
Likelihood Ratio	18.327	12	.106
Linear-by-Linear Association	0.202	1	.653
N of Valid Cases	301		

Table 3: Showing Chi-Square test results for relation between Qualification and Rating towards Research, consultancy and extension

Inference: The above table shows that the Chi-Square value for Qualification and Rating towards Research, consultancy and extension is 21.536 and the corresponding significant value is 0.043. As the calculated significant value is less than 0.05, we accept the Alternative hypothesis and reject the Null hypothesis. Hence it can be concluded that there is relation between Qualification and Rating towards Research, consultancy and extension.

8.4) H0: There is no impact of Experience on Overall rating towards Teaching, Learning and Evaluation

H1: There is impact of Experience on overall rating towards Teaching, Learning and Evaluation

Inference: The Chi-Square value for impact of experience on overall rating towards Teaching, Learning and Evaluation is 28.237 and the corresponding significant value is 0.030. As the calculated significant value is less than 0.05, we accept the Alternative hypothesis and reject the Null hypothesis. Hence it can be concluded that there is impact of experience on overall rating towards Teaching, Learning and Evaluation. Table 2)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2 Sided)
Pearson Chi-Square	28.237 ^a	16	.030
Likelihood Ratio	22.796	16	.119
Linear-by-Linear Association	0.012	1	.913
N of Valid Cases	301		

Table 4: Showing Chi-Square test results for relation between Gender and overall rating towards Teaching, Learning and Evaluation

9. CONCLUSION:

Under NAAC accredited colleges, through survey reports it is observed that the total experience and encouragement to present research papers have a very low correlation because employees are not much encouraged though they hold enough experience. There exist correlation between encouragement for presenting research papers and receiving financial benefits for employee's contributions from organization as employees are encouraged to work and write papers by paying them minimal rewards as a benefit towards contribution. Designation of faculty and salary paid to them are also positively correlated that means the faculty member is paid as per the designation.

There is a positive correlation between learning new concepts and faculty performance; faculty members are learning a new concept, which is helping them to improve their teaching methodology and their performance thereof. Those with higher qualification are interested towards innovation and using best practices in their relevant field. Gender wise ratings of employees are positive which means gender wise employees feel that following variables are better in the institution which are curricular aspect, Teaching - Learning -Evaluation, Research & Consultancy . There exist negative Correlation between Qualification and Research, consultancy and extension, which means the more employees are qualified the less they are interested in taking research works in long run.

It was found that employees were satisfied with few parameters like Infrastructure, Teaching resources, Curriculum, Evaluation technique but are unhappy with salaries, motivation for research and innovation, accountability, chance for practical exposure on real world experiences for easy understanding and to make classroom sessions more effective and lively.

10. RECOMMENDATIONS:

There are also other ways in which the faculty members can be motivated to make their teaching methodology more effective is by implementing “Active learning” methods , where the focus is totally on Discussions, Practice by doing and Teaching others rather than relying on old methods where “Passive learning” was focused like Lecturing/ Listening, Audio-Visual and Demonstration.

Employees should be motivated to take up more research work by exploring and attending different workshops and seminars. Training can be initiated to boost up their energy in the fields in which they are weak. Infrastructural and teaching resources should be rightly available. Autonomy to an extent can also motivate to exhibit better performance.

Well paid salaries, proper Infrastructure, ideal time for Research work, related financial benefits, improvement in teaching methodology and Performance related increments can motivate the employees to further enhance their skills, Experiment Active learning as our world is becoming technologically strong and continuous feedback to improve their pattern of teaching.

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ELT through Sonnets for Secondary Level Learners

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***Abstract:** ELT is a much explored and experimented area in the present century. Teaching English to non - native learners is a challenging task and hence there is a growing need to find some new and interesting techniques to impart language proficiency among the learners. In a country like India, learners even at university level lack language skills and were unable to speak and write in error free English. The present article is an attempt to create an interest among the secondary level learners to learn vocabulary as well as grammar through poems. For this, sonnets are selected as they are short in length and so, can hold the attention of the learners. The paper further discusses how sonnets could be used to augment LSRW skills of secondary level students.*

***Keywords:** Communicative approach, Experiential learning, LSRW Skills, Pause, pitch, Stress, Sonnet, Worksheets.*

1. INTRODUCTION:

Language skills are essential to learners at all levels and learners are expected to possess a sound knowledge of the four skills (Listening, Speaking, Reading, and Writing) when they reach the tertiary level. But in a country like India, the present education system has drastically failed to impart language skills to the learners even at the basic level. This, in turn, has a tremendous impact on the learners when they reach advanced level of learning. Hence, there is a need to train the learners at primary level. In this regard, teaching sonnets will help the learners to improve their LSRW skills in a short duration. At the secondary level, learners would have acquired to a certain extent, the pattern as well as the grammar of the language. Also, they are interested in reading the poems with proper rhythm which becomes a great motivator in learning pronunciation, as poems are often rich in cultural references. In addition to this, learning sonnets also present a wide range of learning opportunities to the learners. The aim of this action research is to teach English as a second language to the non-native speakers through poetry and as mentioned previously, the aim is not to teach poetry itself, so the teacher need not be a literature expert. Using poetry to teach language does not pose any challenge to the teachers as they had taught rhymes to the learners during the nursery education. The research highlights that the analysis of the lyrics and musical pattern of poems provide the young learners with a greater understanding of rhythm, form and diction in poetry.

2. OBJECTIVES:

At the end, learners would be able to identify the rhyme scheme in sonnets, as well as discuss several poetic terms, including rhyme, assonance and alliteration and write their own poems, incorporating new poetry terminology, thus enhance their vocabulary and writing skill. At the same time, by listening and then reading aloud the sonnets learners will learn appropriate pronunciation with proper stress, pause and intonation, thus improve their spoken skills.

3. LITERATURE REVIEW:

Many researches had proved that the use literature could induce multidimensional mental activity in an EFL Classroom during language learning (Maley, 1996; 2001). Using literary textbooks and materials in an English classroom creates language awareness among the learners (Bolitho, 2003). As learners are introduced to reciting rhymes during their younger age, it is quite possible to bring it to the next level and poetry based activities appear to be effective to use in EFL classrooms (Bagher Kazemi & Alemi, 2010; Hanauer, 2001; Widdowson, 1984) as poems are motivational in that they raise certain dilemmas as well as elicit emotional response (Khatib, 2011) and also

expands learners' language awareness (Ramsaan, 1983), thus develops their interpretive ability. Poems could possibly be used to develop the productive skills of the learners. In the article, the writer has provided teaching methodologies that helps the learners to analyse characteristics found in the form of sonnets and rhythm in hip hop music. The article further states how learners could reinforce their understanding of hip hop songs and traditional poems and thus would possibly create their own poetry (Christina, 2005). In the Poetics of Hip Hop, they tried to use Shakespearean Sonnets to discuss lyrics, rhythm, form and diction in poetry. For this, a thematic and arts integration approach is used. A set of preparation and instruction for the teachers are given. After the activities, students gain proper knowledge on all the areas of language (The Kennedy Center, 2017).

4. WHY SONNETS FOR AN ELT CLASSROOM?

A common question posed by language teachers while introducing literature, especially poems is the validity of such literary pieces in enriching the language knowledge of the learners. Poems could be a good resource for teaching language as it has a wide range of vocabulary and grammatical elements. Lengthy and archaic poems should be rejected as it would not be of much help for this activity, as election of a wrong poem could result in negative impact and hence the teacher should find out the need to explain the pedagogical rationale and the aims of activities very clearly and students highly demotivated students must be lured through some technique to learn the language. But, at times the teachers should motivate the learners explaining how the needs of learning were satisfied by using sonnets. Using short poems like sonnets would foster a flair for English language among the learners. As the language is versatile, language teachers could use sonnets as starters to do various language related activities in the classroom at various levels ranging from pre-intermediate to advanced level proficiency. Besides, sonnets would be a substitute for the regular course materials, thus changes the monotonous teaching-learning activity. Sonnets are easy to memorise and also involving, hence could be used as a supplement with lessons to enrich the learner's skills.

5. TEACHING METHODS:

Approach us The ed here is teaching through literature by integrating grammar and vocabulary aspects apart from focusing on the theme. The methodology includes a combination the strategies such as: Discovery Learning, experiential learning, discussion and reflection. Through teaching of Sonnets, Speaking, Listening, Reading and writing skills of the students could be enhanced.

5.1. SPEAKING AND READING SKILLS:

Pre-reading activities should be given to the learners before teaching the sonnets. This will help them to attain prior knowledge of the subject taught. For this, teacher might probably show some pictures related to the sonnet or play some background music appropriate to the poem. The teacher should act as a facilitator and allow the learners to come out with an explanation using their personal knowledge on the topic discussed. The teacher should then group the learners into pairs and then as small groups to share their ideas. Finally, the teacher explains During the session, the teacher should monitor and feed in ideas and vocabulary, give feedback on the language used as well as observe for any problems faced by the students while using the language. The teachers should prepare worksheets for speaking activities like questionnaire, word quiz or sentence completion and discuss in the classroom. Learners should be engaged in activities like predicting the end or beginning of verses. Later, the learners should respond to the sonnet. Techniques such as interviewing a partner, role play or dramatising a poem are challenging at secondary level. Learners should then compare their activity with other groups working on different sonnets and then regroup to associate their ideas.

5.1.1 TEACHING PRONUNCIATION:

The teacher should first read the poem to the students or play a recording and later should ask the students to read the poem. Besides, the teacher should instruct the students to identify the stress and pause in the poem. For practice they can take a line or sometimes two at a time and while one half of the class claps out the rhythm the other half beats time and then they swap over. The teacher should recite while the learners mumble rhythmically and then as their confidence level increases the students could chant in a whisper or shout with emotion. This tends to work best when it is improvised. Sometimes it is done intensive to understand the elements like phoneme and is centered on the rhythmic patterns in the poem. The teacher should try to elicit possible rhymes before revealing the poet's choice and ask the students to find out exactly the same sound, leading to a minimal pair activity. This can be done through variation of pitch, tone and volume.

5.1.2 VARIATION OF PITCH, TONE AND VOLUME:

At the preliminary stage, the teacher should instruct the learners to avoid monotonous as well as high-pitched voice. To engage the listeners in the activity, usually, the teacher could try to begin by speaking in a robotic voice or play a clip of a monotonic speaker before introducing the exercise. This will help the learners to differentiate monotonous reading. First, spell the words by going down the musical scale and then spell with a high tone. Later,

exchange the exercise by mixing low and high as the learners take their turn to practice. During this exercise, one could possibly come across some learners who could not differentiate between the pitch of each word with its accompanied note, and these students through this exercise could accomplish it.

Change the emotional register of one's voice. The tone of a person conveys the interest and enthusiasm and the listener will pay more attention to the message. Using Shakespeare's sonnets to practice infusing emotion is a method by which the teacher could possibly inculcate the sense of tone and volume in the learners (OUP, 2014). The teacher is expected to increase learners' awareness of the need to adjust the volume according to the situation and setting by projecting the voice and make them aware of how a speaker may be perceived as speaking too softly or too loudly.

The teacher should inform the learners how to increase or decrease the volume with the pattern given below: soft → very soft → loud → medium → very loud → soft → extremely loud (OUP, 2014). Then the teacher should get the feedback from the rest of the learners on the volume.

5.1.3 STRESS AND PAUSE:

Teacher should instruct the learners on the use of stress and pause in appropriate places. Making pauses helps one to gather thoughts and also gives the listener to reflect on what was just heard. It also helps in understanding a text that is read. The teacher should ask the students about where the stress and pause should be placed in the following Sonnet:

Sonnet 130

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.- Shakespeare.

5.1.4. SUGGESTED ACTIVITIES FOR LEARNERS:

1. Write down the nouns that are repeated in the sonnet.
2. Find the similes and place a circle around the similes.
3. List the rhyming words in the sonnet.
4. Underline the Assonance and Consonance in the lines
5. Match the colours with the objects given below:
Coral-white
Snow-red
Hairs-red and white
Rose-black
6. If you were the recipient of this poem, how would you feel? Why?
7. Ask the learners to identify the rhyming words in the sonnet. Also instruct them to draw the stress boundaries in the sonnet sheet provided to them.

5.2. WRITING ACTIVITIES:

A poem could flicker off creative writing in the learners. Learners could add more lines or stanzas either individually, either in pairs or in groups. They could write a letter to a character in the poem, a prologue or epilogue to the poem and so on. Learners could also use the poem as a starting point and model for some parallel writing. Each group might contribute a verse to a collective poem (or rap). Genre transfer presents a lot of opportunities for writing practice; letters, diary entries, radio plays, newspaper articles, agony aunt columns all based on the original text from a poem. My students have found reformulation exercises very stimulating, where they switch between formal and informal language. Longer poems can be summarised in fifty words. It is also fun to get students to transform content words to synonyms or antonyms and then discuss the subtleties of vocabulary (OUP, 2014).

The World is too much With Us

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
The Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not.--Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.

- William Wordsworth

5.2.1. SAMPLE WORKSHEET FOR ENHANCING LANGUAGE SKILLS:

Give Synonym for the following Words:

i) Pagan ii) Creed iii) Lea iv) Forlorn

2. Write the theme of the sonnet.

3. Circle the metaphors used in the Sonnet.

4. Use the Phrases given below in the sentences of your own:

i) sordid boon ii) creed outworn iii) pleasant lea iv) suckled in

5. Write down the words related to sea or creatures of sea found in this sonnet.

6. Try to create a sonnet of your own using any theme similar to the Sonnet .

The above worksheets concentrate on all language aspects like literary devices, grammar and vocabulary. Hence it will help the learners to improve their writing skills.

6. DISCUSSION:

As an English language teacher and a teacher of literature, the researcher would like to introduce literature to secondary learners to bring a flair for literature, especially poetry in the classroom. Teaching sonnets could create plenty of opportunities for personalisation, which in turn could make the students to be more communicative and have plenty to interact. Learners when taught through sonnets are motivated and thus actively involve in learning the other lessons. Generally, school students are energetic and often show interest in learning grammar, but now they will ask for more poems too. There lies the success of introducing literature in ELT classroom.

7. CONCLUSION:

The research has highlighted the use of sonnets in improving the language skills of the secondary level learners. As sonnets has only fourteen lines it is easy for the learners to read and also could work on a single poem or multiple poems based on the ability of the learners. There is also much scope for the learners to acquire all the language skills through the worksheets provided by the teacher.

8. RECOMMENDATIONS:

The present paper is based on a study conducted with secondary level school students of Grade 7 to 9 and it could be extended to tertiary level students as well. Teachers could give any innovative worksheet according to their learner's ability. Also, they could use any other sonnet, other than the ones discussed here and thus enhance the LSRW skills of the learners.

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THE EFFECT OF LEARNING ORIENTATION ON INNOVATIVENESS

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Abstract: *This study is an empirical research done to study the relationship between the learning orientation and innovativeness of an employee in an IT company, Hyderabad. The study is done on a small sample of 80 employees of an esteemed IT company in Hyderabad. The article studies the learning orientation and innovativeness. A standard questionnaire is used 5-point Likert scale to survey the employees of the organization. The obtained data is statistically analyzed by using means, percentages, standard deviation and regression analysis. The findings indicate that learning orientation has a strong influence on innovativeness*

Key Words: *learning orientation, innovativeness, regression analysis.*

1. INTRODUCTION:

Learning organizations are the trend now especially in the IT sector where the employees are constantly bombarded with more and more knowledge and latest technologies. The need of the hour is to constantly keep oneself updated with the latest softwares and technologies. The study focuses on understanding learning orientation of the employee and how it is related to the innovativeness. It is seen through reading lot of review of literature that studies have been performed on market innovativeness and market orientation. Thus the research gap identified as the learning orientation is not per se studied with respect to the innovativeness.

2. REVIEW OF LITERATURE:

(Tajeddini, Altinay, & Ratten, 2017) This paper aims to investigate the influence of organizational structure on service innovativeness by testing the moderating roles of learning orientation and inter-functional coordination. This helps to understand how organic structure influences service innovativeness when it is effectively leveraged with favorable organizational factors. Data was collected from 178 hotel managers and executives in Japan and moderated regression analysis was performed to analyze the data. Findings of the study suggest that an increase in the levels of learning orientation boost the effectiveness of organic structure on service innovativeness.

(Amin, 2015) This study attempts to investigate the effects of entrepreneurial orientation and learning orientation on SMEs' performance. A total of 200 SMEs from the electronic and electrical sector, and 250 SMEs from food and beverage industries were chosen randomly. The results of this study show that entrepreneurial orientation dimensions (innovativeness, proactiveness, and risk taking) and learning orientation have a significant relationship with SMEs' performance. In this context, entrepreneurial orientation makes a significant contribution to SMEs' performance when learning orientation is considered as an investment and a key factor for SMEs' survival.

(Che-Ha, Mavondo, & Mohd-Said, 2014) Goal orientations drive the development and deployment of organizational capabilities, such as market orientation and innovativeness to achieve organizational performance outcomes. This study addresses the gap as to whether or not industry type (services or manufacturing) operates as a significant moderating factor in the relationships among an organization's capabilities, goal orientation, and performance outcomes. The study results indicate a significant moderating effect of industry type on relationship between goal orientation and innovative performance.

(Dülger, Alpay, Yılmaz, & Bodur, 2014) This paper attempts to shed light on the role of learning orientations of firms and their adoption of Porter's generic strategies on four dependent variables: Behavioral innovativeness, product innovativeness, technological innovativeness and, ultimately, firm performance. Hierarchical regressions were run with data from a random sample of 121 firms operating in Turkey. Findings indicate that internally-focused learning, market-focused learning and differentiation strategy have significant effects on the three innovativeness dimensions.

(Rhee, Park, & Lee, 2010) This study aims to investigate the relationships between drivers of innovativeness and the mediation effects of learning orientation. A structural equation modeling was performed for the data collected from 333 technology-innovative small firms in South Korea. The results reveal that learning orientation significantly affects innovativeness, and sequentially innovativeness has a significant effect on performance. The most notable of these is that learning orientation performs a mediating function in the relationships between market orientation and entrepreneurial orientation and innovativeness. The findings imply that managers with entrepreneurial orientation and market orientation should place much emphasis on learning orientation in order to boost innovativeness and ultimately achieve performance.

3. RESEARCH METHODOLOGY:

Based on the research gap identified by studying the review of literature, it has been identified that there has been no study so far with respect to the above topic in IT sector. The IT sector has been seen to be the most booming industry as of now. There is a huge amount of on-the-job learning that happens in these companies. Thus the study focuses on one of the esteemed IT organization and is being studied through survey method of questionnaire.

3.1 Objective - To study the learning orientation and its relationship with innovativeness of an employee.

3.2 Hypothesis H₀₁: To examine if age has any relationship with learning orientation and innovativeness.

H₀₂: To examine if educational background has any relationship with learning orientation and innovativeness.

H₀₃: To study the relationship between learning orientation and innovativeness

3.3 Research Design - A research sample of 80 employees has been chosen randomly from an esteemed IT company which is known for its training of employees. Care has been taken to distribute questionnaire to people in all the age and education groups. A standard structured Learning Orientation Questionnaire (LOQ) has been administered to the employees of the organization. The questionnaire has 11 items classified. (Construct Validity: Liu et.al, 2002). Out of 80 questionnaires, only 76 were deemed to be suitable for this study. Age and educational background have been considered as the major demographic variables for this study.

3.4 Limitations -A response bias as the employees showed little-to-no interest in reading the complete question.

4. DATA ANALYSIS

4.1 Demographic Analysis - The following tables and graphs give a brief description of the demographic variables. From the table 4.1.1, it is seen that a majority of 53.9% of the total sample is in the age group of 31 to 35. From table 4.1.2, it is seen that the majority are MS(computers) at 44.7%

Table 4.1.1- Frequency Distribution of Age

		Age			
		Frequency	%	Valid %	Cumulative Percent
Valid	20 to 25	5	6.6	6.6	6.6
	26 to 30	25	32.9	32.9	39.5
	31 to 35	41	53.9	53.9	93.4
	36 to 40	5	6.6	6.6	100.0
	Total	76	100.0	100.0	

Table 4.1.2-Frequency Distribution of Educational Background

		Educational Background			
		Frequency	Percent	Valid %	Cumulative Percent
Valid	MCA	10	13.2	13.2	13.2
	MTech	15	19.7	19.7	32.9
	MS(Comp.)	34	44.7	44.7	77.6
	BTech	17	22.4	22.4	100.0
	Total	76	100.0	100.0	

4.2 Hypotheses Testing

Table 4.2.1-Testing of Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.856	17

From the table, it can be seen that the Cronbach alpha value is at 0.856, which shows that the scale we have adapted for this study is reliable. The number of items used are 17, 6 for measuring innovativeness and 11 for learning orientation.

Ho1: To examine if age has any relationship with learning orientation and innovativeness.

Ho1a: To examine if age has any relationship with innovativeness.

Table 4.2.2-Descriptives of Age with respect to innovativeness

Descriptives
INNOVATIVENESS

	No	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
20 to 25	5	27.0000	.00000	.00000	27.0000	27.0000	27.00	27.00
26 to 30	25	15.6400	3.67287	.73457	14.1239	17.1561	11.00	21.00
31 to 35	41	18.5366	2.60862	.40740	17.7132	19.3600	14.00	21.00
36 to 40	5	16.0000	.00000	.00000	16.0000	16.0000	16.00	16.00
Total	76	17.9737	3.95297	.45344	17.0704	18.8770	11.00	27.00

Table 4.2.3 ANOVAT

ANOVA
INNOVATIVENESS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	575.992	3	191.997	23.196	.000
Within Groups	595.955	72	8.277		
Total	1171.947	75			

The F value at 23.196 is significant and significance of $0.00 < 0.05$ indicates that the null hypothesis is rejected, hence it can be stated that the innovativeness and age are significantly related to each other.

Table 4.2.4 Post Hoc test

Multiple Comparisons

Dependent Variable: INNOVATIVENESS

Games-Howell

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 to 25	26 to 30	11.36000*	.73457	.000	9.3336	13.3864
	31 to 35	8.46341*	.40740	.000	7.3714	9.5554
	36 to 40	11.00000	.00000	.	11.0000	11.0000
26 to 30	20 to 25	-11.36000*	.73457	.000	-13.3864	-9.3336
	31 to 35	-2.89659*	.83998	.007	-5.1510	-.6422
	36 to 40	-.36000	.73457	.961	-2.3864	1.6664
31 to 35	20 to 25	-8.46341*	.40740	.000	-9.5554	-7.3714
	26 to 30	2.89659*	.83998	.007	.6422	5.1510
	36 to 40	2.53659*	.40740	.000	1.4446	3.6286
36 to 40	20 to 25	-11.00000	.00000	.	-11.0000	-11.0000
	26 to 30	.36000	.73457	.961	-1.6664	2.3864
	31 to 35	-2.53659*	.40740	.000	-3.6286	-1.4446

*. The mean difference is significant at the 0.05 level.

The mean difference (I-J) indicates that the age group of 20-25 is more oriented towards innovativeness in compared to the age group of 26-30.
Ho1b: To examine if age has any relationship with learning orientation.

Table 4.2.5
Descriptives
LEARNING ORIENTATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
20 to 25	5	46.0000	.00000	.00000	46.0000	46.0000	46.00	46.00
26 to 30	25	42.2400	9.32863	1.86573	38.3893	46.0907	25.00	50.00
31 to 35	41	40.2927	7.23272	1.12956	38.0098	42.5756	32.00	54.00
36 to 40	5	42.0000	.00000	.00000	42.0000	42.0000	42.00	42.00
Total	76	41.4211	7.62148	.87424	39.6795	43.1626	25.00	54.00

Table 4.2.6
ANOVA
LEARNING ORIENTATION

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	175.479	3	58.493	1.007	.395
Within Groups	4181.048	72	58.070		
Total	4356.526	75			

The significance value of 0.395 > 0.05 suggests that the null hypothesis is accepted. It can be noted that age has no significant relationship with learning orientation.

Table 4.2.7

Ho2: To examine if educational background has any relationship with learning orientation and innovativeness.
Ho2a: To examine if educational background has any relationship with innovativeness.

Descriptives
INNOVATIVENESS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MCA	10	20.5000	6.85160	2.16667	15.5987	25.4013	14.00	27.00
MTech	15	17.7333	3.12745	.80750	16.0014	19.4653	13.00	21.00
MS(Comp)	34	17.0882	3.67933	.63100	15.8045	18.3720	11.00	21.00
BTech	17	18.4706	2.09516	.50815	17.3934	19.5478	16.00	21.00
Total	76	17.9737	3.95297	.45344	17.0704	18.8770	11.00	27.00

Table 4.2.7
ANOVA
INNOVATIVENESS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	95.543	3	31.848	2.130	.104
Within Groups	1076.404	72	14.950		
Total	1171.947	75			

The F value is significant at 2.130 and significance value of 0.104 > 0.05 suggests that the null hypothesis is accepted. Thus it can be seen that the educational background has no significant relationship with innovativeness.

Ho2b: To examine if educational background has any relationship with learning orientation.

Table 4.2.8
Descriptives
LEARNING ORIENTATION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MCA	10	44.0000	2.10819	.66667	42.4919	45.5081	42.00	46.00
MTech	15	48.0667	2.57645	.66524	46.6399	49.4935	44.00	50.00
MS(Comp.)	34	40.9706	8.56521	1.46892	37.9820	43.9591	25.00	54.00
BTech	17	34.9412	4.69668	1.13911	32.5264	37.3560	32.00	42.00
Total	76	41.4211	7.62148	.87424	39.6795	43.1626	25.00	54.00

Table 4.2.9
ANOVA
LEARNING ORIENTATION

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1449.681	3	483.227	11.969	.000
Within Groups	2906.845	72	40.373		
Total	4356.526	75			

The F value is significant at 11.969 and significance value of $0.00 < 0.05$ suggests that the null hypothesis is rejected. It can be noted that educational background has a significant relationship with learning orientation.

Table 4.2.10
Multiple Comparisons
Dependent Variable: LEARNING ORIENTATION
Games-Howell

(I) Educational Background	(J) Educational Background	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
MCA	MTech	-4.06667*	.94180	.001	-6.6829	-1.4504
	MS(Computers)	3.02941	1.61312	.253	-1.2876	7.3464
	BTech	9.05882*	1.31986	.000	5.4163	12.7013
MTech	MCA	4.06667*	.94180	.001	1.4504	6.6829
	MS(Computers)	7.09608*	1.61253	.000	2.7891	11.4031
	BTech	13.12549*	1.31914	.000	9.5010	16.7500
MS(Computers)	MCA	-3.02941	1.61312	.253	-7.3464	1.2876
	MTech	-7.09608*	1.61253	.000	-11.4031	-2.7891
	BTech	6.02941*	1.85885	.011	1.0840	10.9748
BTech	MCA	-9.05882*	1.31986	.000	-12.7013	-5.4163
	MTech	-13.12549*	1.31914	.000	-16.7500	-9.5010
	MS(Computers)	-6.02941*	1.85885	.011	-10.9748	-1.0840

*. The mean difference is significant at the 0.05 level.

The mean difference (I-J) shows that M.Tech computers educational background employees show a better learning orientation than Btech and other educational backgrounds.

Ho3: To study the relationship between learning orientation and innovativeness

Table 4.2.11

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	LEARNING ORIENTATION ^b	.	Enter

a. Dependent Variable: INNOVATIVENESS

b. All requested variables entered.

Table 4.2.12 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.728	.724	.531

a. Predictors: (Constant), LEARNING ORIENTATION

The R value of 0.853 shows that there is a good correlation among the both variables i.e., innovativeness and learning orientation. The Adjusted R Square value of 0.724 shows that there is 72.4% variation seen in the dependent variable with respect to the independent variable.

Table 4.2.13: Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.813	1	55.813	198.019	.000 ^b
	Residual	20.858	74	.282		
	Total	76.671	75			

a. Dependent Variable: INNOVATIVENESS.

b. Predictors: (Constant), LEARNING ORIENTATION

Seeing the F value at 198.019 and significance value of $0.00 < 0.05$, we can clearly state that model has no explanatory power in terms of hypothesis. Hence the null hypothesis is clearly rejected. Thus it can be stated that there is a significant relationship between learning orientation and innovativeness.

5. FINDINGS:

- Majority (53.9%) of the total sample is in the age group of 31 to 35.
- Majority of the educational background are MS(computers) at 44.7%.
- ANOVA test conducted between age and innovativeness shows that the innovativeness and age are significantly related to each other. Further the post-hoc tests conducted show that the age group of 20-25 is more oriented towards innovativeness in compared to the age group of 26-30.
- ANOVA test conducted between age and learning orientation shows that age has no significant relationship with learning orientation.
- ANOVA test conducted between educational background and innovativeness shows that the educational background has no significant relationship with innovativeness.
- ANOVA test conducted between educational background and learning orientation shows that educational background has a significant relationship with learning orientation. Post-Hoc tests conducted indicate that MTech computers educational background employees show a better learning orientation than Btech and other educational backgrounds.
- Regression analysis conducted between innovativeness and learning orientation shows that there is a good correlation among the both variables i.e., innovativeness and learning orientation (R value of 0.853). The Adjusted R Square value of 0.724 shows that there is 72.4% variation seen in the dependent variable with respect to independent variable.

6. CONCLUSION:

The main objective of this study was to identify if there is any relationship between innovativeness and learning orientation. The study was conducted on 76 employees with a standard structured questionnaire containing items with a 5-point Likert rating scale options. It is seen from the data analysis, that a strong correlation exists among the learning orientation items and innovativeness items is seen with R value as high as 0.853, it can be concluded that

the organizations which want to create innovativeness ability among the employees should understand the learning orientation of the employees and thus give more creative oriented jobs to the employees with good learning ability and routine jobs for the employees with low learning orientation.

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**INNOVATIVE ENGAGEMENT STRATEGIES FOR ENHANCING THE
TEACHING PRACTICES IN HIGHER EDUCATION**

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Abstract: *Today the look of the Indian colleges' classrooms has dramatically reformed with huge changes in technology usage. Though there is an increase in the number of online classes and web-based courses, the face-to-face mode of instruction still persists. Per se, the college professors are faced with the overwhelming task of engaging the adult learners during their classroom sessions and also competing with the ever-present technology distractions like cell phones, instant messaging, tweeting etc. The previous literature revealed that the instructor has to skilfully engage the adult learners and also facilitate them in their learning process. This research article provides innovative strategies that can be adopted for effective engagement of the adult learner.*

Keywords: *Engagement, Teaching, Higher Education, College, Instructor, Adult Learner.*

JEL Classification: *A20, A22, A23, A29, I20, I21, I29.*

1. INTRODUCTION:

The Indian colleges' classrooms are dynamic with the ever-changing technology. In spite of having a number of online sessions, the face-to-face mode of instruction still prevails. Effectively handling the adult learners who constantly use Facebook, instant messaging, Twitter etc. there by, spending most of their productive time can be a huge challenge to anyone especially for a professor in higher education who desires to impart knowledge. The active teachers achieve higher educational standards when compared to their counterparts (Brophy and Good, 1986).

2. ADULT LEARNER AND LEARNING:

Malcom Knowles (1970) identified 6 (six) characteristics of an adult learner. They are:

- Autonomous and self-directed
- Foundation of experiences and knowledge
- Goal oriented
- Relevancy oriented
- Practical and
- Respectful.

He asserts that the adults' best learning phase begins when there is a greater understanding and strong trust being formed between the instructor and the learner thereby leading to the path of success.

The ALC (Adult Learning Centre, 2005) emphasizes that most of the adults enter into a new learning experience in order to create a value addition. The research identified that the major differences among the school going kids and the adult learners was in the level of degree of motivation, past experiences , the level of engagement in the learning process, and the application of learning concepts. The adults bring in a lot of experiences based on their past expertise, knowledge, and information to the learning set up which influences these factors. In-depth assessment of this information and proper utilization of these resources for educational planning and development for the adult learners has been crucial for a successful learning incident.

Knowles, Holton, & Swanson (1998) opined that the instructor and the learner's relationship require a considerable overhaul to facilitate effective and long last learning. Feger, Woleck & Hickman (2004) notes that effective teaching is the hard work of an instructor. The decisions that the instructors make during their lectures, sessions, discussions, student groupings and grading are highly influential for the student success. The usage of

research-based effective teaching strategies allows the instructors to steer all the students towards academic success with the instructor's knowledge base (Feger, Woleck & Hickman, 2004).

3. SUGGESTED STRATEGIES FOR ADULT LEARNERS:

The strategies elucidated below have been used in highly effective college classrooms across the private Indian business schools and colleges so as to encourage, interact and accelerate active participation. These strategies offer an effective means for designing classroom discussions by providing interesting ways to ensure concept inculcation and content coverage.

- A. *Ticket to Exit:*** Concentrating on one topic an hour or more in a session can be challenging for any student. Recalling the key details and organizing the critical information can be especially difficult. Equally challenging for the instructor is determining if the students actually grasped the important concepts. To ease this challenge, the Ticket to Exit is suggested. At the close of the class period, the instructor gives the students a prompt; for example, today I learned or today we have learned..... The students write a response to the prompt and hand it over to the instructor as a ticket to leave the room, thus the term ticket to exit. The tickets are not graded but used to gauge the knowledge obtained by the students. Fisher, Brozo, Frey and Ivey (2007) assert that this process of writing at the close of a class period provides an opportunity for the students to reflect on what they have learned.
- B. *Wait Time:*** Research validates the significance of allowing students time to think and process content as knowledge is obtained (Stahl, 1994). Most of the instructors allow only a second for the student to give his response which encourages short answers and doesn't allow higher order thinking. One way to enhance student reflection is Wait Time. This concept was first introduced in 1972 since the research was conducted to determine strategies for increasing the quality of student responses (Rowe, 1986). The instructors who had waited for 3 (three) to 7 (seven) seconds before accepting and then evaluating student responses produced higher quality of student responses, more unsolicited responses, and the length of the responses were longer.

The class discussions are crucial in the college courses and the discussions can greatly enhance the quality of instruction when all students are involved. Larson (1999) asserts that the finest discussions are those that provide enrichment and understanding of the disciplinary content area through the exchange of multiple viewpoints and enlist contributions of nearly every student.

- C. *Fishbowl:*** Green (2000) noted that the Fishbowl discussion paves way for many students to participate in a controversial topic. The instructor asks 5 (five) to 8 (eight) students to sit in a circle in chairs facing each other. There is one open chair. Initially, the rest of the class stands behind the circle to observe and listen to the peer discussion. The instructor sits in the open chair and initiates the discussion by asking a high-level inquiry question then steps behind the open chair. The students sitting in the circle begin talking about the topic. At any time, a student standing in the circle of chairs can sit in the open chair to speak. As the student sits down, the person speaking from the circle must finish his/her statement, leave the chair, and move behind the circle to join the observers. This opens a chair for the next observer who wants to speak. This discussion continues until all have had the opportunity to sit and join the discussion.
- D. *IFAT:*** One of the highly effective techniques for creating a rigorous learning experience is with the focus on real-time learning (Epstein, Lazarus, Calvano, Matthews, Hendel Epstein, 2002). IFAT (The Immediate Feedback Assessment Test) (Dihoff, Brosvic, Epstein & Cook, 2003; Epstein et al., 2002) provides an excellent framework for real-time learning by requiring that students work collaboratively to develop a consensus regarding correct multiple choice answers. To use the IFAT system, students are initially given a traditional paper/pencil multiple-choice test that focuses on the content under study. Once the tests are completed, students are placed into groups of three or four. Each of the groups is given an IFAT answer form which is similar to a Scantron sheet used with many multiple-choice assessments. Though, the IFAT answer form does contain an opaque layer of coating over each potential answer for each of the questions. The students are directed to compare answers with their group members to determine if they are all in agreement as to the correct answers. For those answers where the group has consensus, the students scratch off the corresponding opaque covering on the IFAT answer sheet. If the answer is correct, a star will be uncovered and the group will earn full credit. Reinforcement is immediate. However, if a star does not appear and the answer box is blank, the group must discuss the question, review the material, and develop a new answer. Once a new answer choice reveals a star, partial credit is earned. The students are armored in both the ways, the first, they are given partial credit for an approximate answer and second, they are privy to the correct answer. If the second choice is incorrect, the discussion or the scratch-off process continues.

- E. Audience Plants:** The Audience Plants ensures a coordinated discussion or interaction occurs despite the topics are new to most of the students. At the end of an instruction period, the instructor tells one or two students that during the next meeting they will be asked to answer questions on the topic covered in class. The students are given the questions and possible responses. At the next class meeting, the instructor begins by asking the “audience plants” the questions. The students will have prepared responses that will begin the discussion and allow other students time to think and prepare their own comments. Instead, preceding to the lesson, the instructor can quietly share a few answers with several students and tell them they will be asked the questions during the ensuing class period and the assignment begins by discussing or repeating the answers prompted to them (Silberman, 1966).
- F. Carousel:** This is a strategy designed to have students respond to topics or prompts by physically moving in a circular fashion around the room (Guillaume, Yopp & Yopp, 2007). This was first introduced by Osborn (1953) the concept is to post charts around the classroom with various topics. The instructor divides the students into small groups and each of the groups is stationed at a chart. One member of each small group is assigned as the recorder with a specific colour of magic marker. Each group is given three to five minutes to brainstorm anything related to the subtopic on their chart. Once the time period is over, the groups move clockwise around the room. Each group reads what the previous group wrote and then adds to the list using their designated magic marker. The groups circulate till they reach their original chart and during that time, they read all their classmates’ ideas and finally make their comments. At the end of the activity, the charts contain information in different colours, each colour representing a group voice. Magic marker colours allow groups to identify with their responses and can respond to queries from classmates in other groups. This is a fabulous strategy to use the meeting prior to an exam.
- G. Give One - Get One:** This strategy provides a great review and encourages peer interaction and collaboration. It allows everyone to contribute ideas while at the same time providing an avenue for those with expertise on the content to feel valued. First, the instructor assigns students to partners. Then students are told to gather all of their notes and that they will make a list of facts or ideas they have learned. Each student begins by asking his/her partner to share one-factor idea regarding the topic (Karge, 2015). In return, the partner also shares one fact or idea. If neither has a new or different idea, they should brainstorm the topic to create something they had not thought of or remembered. The partners then move to each person in the class, gathering the required information, until they have generated many ideas on the subject (Guillaume, Yopp & Yopp, 2007). At the conclusion of the activity, the instructor compiles a group list of ideas surrounding the content.

4. CONCLUSION:

All the discussion strategies like Fishbowl, IFAT, Audience Plants, Carousel, and Give One-Get One permit a class discussion which encourages the students’ participation and provides opportunities for sharing a variety of perspectives.

While many adult learners approach the educational set up from various perspectives, the adults have a better learning ability when the instructors take time and effort to employ varieties of strategies or approaches which reflect the understanding of adult learning needs. Karge, Phillips, Jessee, McCabe (2011) insisted that it is vital that adults take part in relevant practices and utilize feasible classroom applications.

Critical thinking and inquiry can open the door to depth and knowledge and be the cornerstone of effective adult learning. Today’s university faculty members are presented with a variety of challenges in addressing the needs of adult learners. Making use of the strategies which value the characteristics of the adult learner results in a longer-term recall, synthesis, problem-solving skills, and educational satisfaction than verbal instruction alone.

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INNOVATIVE TECHNOLOGY METHODS IN 21ST CENTURY EDUCATION

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Abstract: Various innovative techniques in technology using internet, mobile technology has to be incorporated in today's educational curriculum. Ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. Integrating **technology in the classroom** has been made to study various technology techniques to cope up with present techno change through information technology and communication network for learning platform of professional, arts students and skill learning students.

Keywords: Innovation, Mobile technology, Internet, information technology, communication network

1. INTRODUCTION:

The quality of education is critical to a nation's success, it is important to interrogate a number of strategies and methods. The application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning as well as enthusiasm on the part of students, for learning while at universities and indeed for lifelong learning [1].

Lecturers should thus apply themselves to utilizing innovative methods so that the students' learning process is as free-flowing as possible and that the methodology they adopt is conducive to learning. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing, portfolio development and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future [2]. Information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life [2].

2. OBJECTIVES:

To study and analyze the various innovative technology teaching methods especially multimedia learning and mobile technology in classrooms of higher education.

3. TECHNOLOGY TOOLS FOR EDUCATION

I hear and I forget. I see and I believe. I do and I understand.

- Confucius

Multimedia is an almost generic term. The *multimedia* in its most basic meaning just describes the composition of more than one medium; **a medium** being a *carrier of information*. As an initial starting point, let's define multimedia in quite a general and vague way as 'multiple media': the combination of image, text, sound, video, animation and so on in the one abstract space [3].

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. The multimedia technology can be used as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this real world scenario(2). Knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge (4), problem-based learning is seen as an innovative measure to encourage students to *learn how to learn via real-life problems*(5).

4. MULTIMEDIA ELEMENTS

Creating multimedia projects is both challenging and exciting. Fortunately, there are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications (6). These technologies include *Adobe Photoshop and Premier* to create edit graphics and video files respectively, *Sound Forge and 3D Studio Max* to create and/or edit sound and animation files, respectively. They can also use an authoring tool such as *Macromedia Director or Authorware* to integrate and synchronise all these media elements into one final application, add interactive features, and package the application into a distributable format for the end-user. When students create multimedia projects, they tend to do this in a group environment. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives[2].

Multimedia can be recorded and played, displayed, interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; for example, by including audio it has a broader scope. In the early years of multimedia the term "rich media" was synonymous with interactive multimedia, and "hypermedia" was a application of multimedia[7].

5. MULTIMEDIA APPLICATIONS

Reflecting the generic, or buzzword, nature of the term *multimedia* is the range of applications that claim to be multimedia. Existing and planned applications list such diverse target areas as electronic magazines, video--on-demand, patient monitoring systems in hospitals, remote robotic agents, distance learning, and interactive (WAN) distributed virtual reality games. The multimedia applications are information systems, remote representations and entertainment [8].

1. (Remote) representation: Systems which represent a user at a remote location. The representation can be either *passive* or *active*---that is, the user can either just receive information about the remote location and the actions taking place there (passive representation), or she can take part in the action and even influence the process at the remote location (active representation). Notable example applications include:

2. Conferencing applications: The user takes part in a conference; he/she can see and hear the other participants; usually some kind of tool for showing text and graphics to the other participants is available.

3. Distance learning: Distance learning is essentially the same as conferencing; instead of transmitting a conference session or a group meeting, a seminar, a lecture, or a class is transmitted to students somewhere on the network.

4. Remote task agents: Taking the concept of remote robotic agents one step further we can employ a piece of software, an *agent*, to act on behalf of us: For example, the agent would travel across the Internet, visit a predetermined set of machines, carry out the instruction that we programmed it to do, bundle up the results (which, of course, would be multimedia documents), and return to our workstation.

5. Virtual reality: Whereas the conferencing and remote robotic agent applications represent the user at another, *existing*, location, to which she could travel to instead, virtual reality applications represent users inside a physically-nonexisting environment; for example, rather than accessing the records of a database through an arcane retrieval language, the database user might enter a virtual reality representation of the database, which would present individual records as old-fashioned folders [8].

6. WAYS TO USE MOBILE TECHNOLOGY IN THE CLASSROOM

Technology is powerful and it can be used in several great ways to make teaching and learning powerful. What can be done and what cannot be done is limited, basically by the creativity of the user. So, the more creative and innovative we get, the more results we'll see with using technology in class. However, I will provide a few examples just to help you get an idea of what an effective use will look like.

6.1. Use Of Audio Recording Feature -Students often require personal and quality feedback on the work they turn in. Lecturers can make use of the audio recording feature built into most smartphones to provide these personal and yet quality feedback to all students. Research has proven that students not just liked feedback given this way, but even preferred it.

6.2. Live Polling Tools- Live digital polling/quizzing tools can be used both as welcome and exit tickets in the classroom for formative assessment. Lecturers can use these tools (many of which are free) to determine what students already know and what should be concentrated upon. This can also provide insight into individual student strength and weakness and help give personalized instruction when needed.

6.3. Creating Of Videos - Rather than have students write a 2000 word essay after researching on a topic, where several of them would simply copy and paste paragraphs without necessarily understanding the content, lecturers

could ask students to research and create a 5 minutes or less video or audio recording of what they had researched about.

6.4. Chat And Online Discussion Forums -Lecturers can exploit the group chat features of mobile devices to create an online discussion forum to encourage class participation on content topics, even outside the classroom. Students can chat and discuss (with or without the lecturer) while at home or over the weekend on a subject in class to increase understanding of concepts.

6.5. Use Of QR Codes -Quick response (QR) codes are another great way to use mobile technology in the classroom. Links to further resources, complex diagrams and images, solutions to tasks could be coded and made available to students.

There are several more ways by which both students and lecturers can creatively use mobile technology in the classroom. Again, technology is powerful and its benefits go beyond just making our work efficient. It can increase productivity and help us achieve greater results in our work, thereby making us effective. Mobile devices as teaching tools are becoming a more and more common part of the American education experience in classrooms, from preschool through graduate school. 73% of the teachers reported using mobile technology in their classrooms, either through their own instruction or by allowing students to use it to complete assignments.47% of teachers strongly agreed, and an additional 44% somewhat agreed, that students need digital literacy courses to be successful academically and beyond.

7. MOBILE DEVICES CHALLENGES

Alongside the benefits, mobile devices certainly come with their share of complications. Teacher authority, for example, is one area that can easily be undermined when mobile technology is allowed in classrooms. One of the often-mentioned benefits of mobile devices in classrooms is that they allow simultaneous work to take place — but does that undercut the master lesson plan?

There is also the question of cost. Of course there's a price associated with schools purchasing the technology (and bringing teachers up to speed). But even having kids bring their own devices can be an issue. Bring-your-own-device policies may draw attention to situations where some students are more privileged than others, and there is always the potential for theft.

Tech policies are also more difficult to implement on personal electronics than on school-owned ones. A tablet that is owned by a particular school district, for example, can come pre-installed with the right programs and apps and not allow for any outside play. A device that goes home with a student, however, can't have the same rules. The third parties following students on their learning paths and poses a threat to privacy issues of individual. The issue to be considered here is teacher intervention on student welfare.

Simply using mobile technology in the classroom does not guarantee a rise in comprehension or even the attention of students. So what types of mobile technology use make the most sense for classrooms?

7.1 E-readers. Part of the issue with traditional textbooks is that they're so quickly outdated, both regarding subject matter and which formats best reach readers. E-readers eliminate that issue and allow real-time updates that are useful to students and teachers immediately, not the next school year when the new textbook is released.

7.2 Individual mobile modules. Within educational apps and games are options for individual student logins. This gives students the chance to work at their own pace, taking extra time in the areas where they need it most.

7.3 Text-response programs. Websites that allow teachers to send homework or test questions to students via text, and then ask for responses, do result in a more interactive approach to learning. Most of the programs that facilitate this technology allow for real-time feedback on the answers, allowing students to learn from mistakes and put it all in context in the moment.

7.4 Seamless cloud learning. Using mobile technology that is connected to the cloud means that students can transition from working in the classroom to working at home — or anywhere else — easily, as long as they have access to a phone, tablet or computer. This saves time and improves organizational skills for students.

Mobile learning can and does make a positive difference in how students learn, and it's not just because of the "cool" factor. When used the right way, mobile technology has the potential to help students learn more and comprehend that knowledge. In an ideal world, every student would have his or her own mobile device that syncs information between school and home, those devices would stay on task and the students would see significant gains in their academic achievement. Real-life classrooms are never picture perfect, though, not for any learning initiative. Mobile devices are not a silver bullet. In 1995, Steve Jobs famously said that the problems facing education need more than technology to be fixed. Competent, engaged teachers are more necessary than ever in the Information Age, and balancing mobile educational advantages with healthy teaching interaction is the key to maximizing the worth of both.

Mobile technology refers to devices that are both transportable and offer instantaneous access to information. The technology includes, "iPods, MP3 player, Personal Digital Assistants, USB Drive, E-Book Reader, Smart Phone,

Ultra-Mobile PC and Laptop / Tablet PC” [10]. Personal Digital Assistants (PDAs) and smartphones are mobile devices that are agents of real-time communication [11]. The hallmarks of mobile technology are its portability, flexibility, simplicity of use and its unique ability for integration with other technology systems [12]. Mobile devices are often referred to as ubiquitous and are utilized by people for many different activities [13]. Mobile technology instruments have become a significant force in learning and are transitioning to more affordable and compact devices with greater dependability and connectivity [14]. In addition to its advantageous size and convenience, the technology permits multiple tasks such as note taking, telephone, email, music, video / audio recording, picture taking and GPS navigation [15]. When compared with traditional computers, mobile technology demands less structure, which translates into easier implementation [16].

8. DISCUSSION:

The energetic, enthusiastic and empathetic teacher towards students along with technology teaching results in development of personality and continuous learners of life. In order to overcome deficiencies, updating oneself and to teach uniquely, teaching through technology is a must. The multimedia technology can be used as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this real world scenario. The most important applications of mobile technology are E-readers, individual mobile modules, text response programs and seamless cloud learning. Distance learning and conferencing applications are the different applications of remote representation of mobile technology.

9. CONCLUSION:

The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional teaching method are innovative if they ultimately serve the attainment of core objective of teaching [2]. Multimedia learning and mobile technology teaching aids spur the creativity and interest in students to learn complicated concepts in innovative way.

10. RECOMMENDATIONS:

There are other methods of innovative teaching apart from traditional teaching methods which are mind-mapping, simulation exercises, Z to A approach, experimental teaching, role-play, case studies can be extended for in depth analysis.

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**EFFECTIVE UTILISATION OF LIBRARY FACILITIES -
PROPOSED BEST PRACTICES**

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Abstract: *Books and Libraries form an important part of the history of Indian civilization. In ancient and medieval India, Libraries were considered as important centers of learning. Printing from movable types came to India in Sixteenth Century. It was a great event in the history of India. Early types were less than perfect compared with European incunabula either in quantity or in quality.*

The total educational complex of any nation may conveniently be divided into four major components viz., (a) Formal Education System (b) Non-formal Educational Efforts (c) Informal Education and (d) International Education.

Key Words: *Books, Library, Grants, Students, Teachers*

1. INTRODUCTION :

Books and Libraries form an important part of the history of Indian civilization. In ancient and medieval India, Libraries were considered as important centers of learning. Printing from movable types came to India in Sixteenth Century. It was a great event in the history of India. Early types were less than perfect compared with European incunabulum either in quantity or in quality. Libraries are institutions for non-formal education. Library systems are being well established in several states. S.R.Ranganathan, the father of Library Movement in India has done considerable work in the area of developing standards for library services in India.

2. OBJECTIVES:

- To review the basic function and operation of libraries.
- To study the evolving role of librarians
- To propose some best practices for libraries.

3. TYPES OF LIBRARIES AND GRANTS

Types of Libraries : (i) School Libraries (ii) College Libraries (iii) University Libraries (iv) Court Libraries (v) General Libraries (vi) Mobile Libraries

Types of Grants : (i) Recurring Grants (ii) Non Recurring Grants and (iii) Adhoc Grants

4. EXPENDITURE & SOURCE OF FINANCE :

Expenses of Library : (i) Purchase of Books (ii) Journal Subscription (iii) Pay & Allowances (iv) Registers & Stationery (v) Book Binding (vi) Audio Visuals / Computers (vii) Internet Expenses, and (viii) Shelves and Furniture etc.

Sources of Finance : (i) State Government Grants (ii) UGC Grants (iii) Library Fees (iv) Overdue Charges (v) Sale of Old Newspapers, Magazines etc., (vi) Donations (if any) (vii) Interest from Bank Deposit Accounts, and (viii) Contribution from college Managements.

5. FUNCTIONS OF LIBRARY ADMINISTRATION

- Interpreting Objectives
- Planning Function
- Organizing the library

- Staff and its supervision of staff
- Budget preparation

6. DISCUSSION:

- **Library** – Good institutions are good in not only their basis facilities or in the management of whatever facilities are available to them, but also good in building up the learning resources, to begin with, the library. For they know that there cannot be knowledge dissemination without a treasure house of knowledge to draw upon. Of course the library or rather the central library, for there may also be departmental libraries, is, to begin with, built-up space devoted to a specific purpose. On big campuses it is a separate block with all attendant facilities whereas in “premises-all” in most institutions it may be a separate floor or a large part of it. This space too is rationalized into a set of spaces dealing with various services including the book bank meant for the needy students. That the stacks are open to students in many of these institutions is an index of their non-possessive and adult attitude to knowledge. By being spacious and uncluttered, the reading room matches this generosity. So does the reference section by being comprehensive and continuously augmented.
- **Library Holdings** – A library is finally judged by its holdings and there can ideally be no ceiling to them. Most highly placed old universities have holdings in the environs of 4 lakhs. A few have more. Of the three oldest universities one has 6 lakhs, the other two 7. Good college libraries range above 60,70 or 80 thousands, some cross the 1 lakh mark, a few even go up to 1,45 lakhs. Besides, a good library never stagnates and goes on buying newer and newer titles, usually on advice from an expert committee. It’s annual budget is not meager, through for inflation and price hike, international journals are becoming more and more forbidding. However, electronic rationalizations are coming in handy. Digital collections too are being setup in the form of compact disc, in addition to the audio-video cassettes that have been piling up. Perhaps the newer super libraries are better off in all this while the older ones still cherish their rare book and manuscript collections.
- **Facilities in the Library** – Facilities like reprography and interlibrary loan are quite common to these libraries. But a facility that is a now prized above all and is available in some form or the other free or paid, limited or unlimited, one at a time the catalogue is computerized or being computerized and so are the services. The INFLIBNET or other NET membership is giving the users instant information on the availability elsewhere. One tends to make a distinction between a college and a university library in terms of the scope and the clientele, but there are some good college libraries in this country that can hold mirror to the belief that knowledge and knowledge alone is the gateway to excellence.
- **Departmental Libraries** – In addition to the central library, there are also departmental libraries in most of the better higher education institutions. In some places they have a loose rationale, gathered together from books donated by the faculty or alumni. In some other places they are fairly structured titles on loan from the central library of which they are a part. The purpose is day – to – day student and faculty use. By on means are they to replace the central library where all knowledge seekers road’s meet.

7. EVOLVING FUNCTIONS OF LIBRARIAN –

Maintenance of Folders on new arrivals, Book Reviews, Know your English, Science and Technology, Career opportunities of all dailies, Opportunities – The Hindu (Every Wednesday), Internet – particulars of all websites, Business Review (Every Monday) The Hindu, Religion of Hindu (Daily Future), Value based press clippings of all Magazines, NCERT publication on value based Education.

- Bharatiya Vidya Bhavan, Mumbai Publications.
- Full utilization of open access system.
- Display of subject wise book. Statistical figures – periodicals added during last 2 years.
- Minutes of library advisory committee.
- Display of working hours of library.
- Book bank for SC/ST students.
- **Notice Board** – Display of day – to – day national and international events.
- Display of **Information Services** by documenting important issues (Model enclosed).
- Important services (Model enclosed – to be displayed at a permanent place).
- Maintenance of reading room – separate log books for staff & students.
- Internet facility – maintenance of log book and collection of minimum amount is a must.
- Reprography – maintenance of log book and collection of minimum amount is a must.
- Question papers of last three years – programme wise – spiral bound volumes.

- To encourage staff and students to utilize library to the maximum extent possible 75% of teaching staff and 50% of students have to borrow one book per day – record of last three years.
- Back volumes – labeled – well documented – bound form – to be kept in an open alymrah – list of periodicals / journals of back volumes to be displayed.
- **Computerization of Library – accession – lending – stock verification.**
- Maintenance of purchases – accounts – invoices – receipts – IXth and Xth plan – special fees accounts – invoices – receipts – last three years.
- Accession registers.
- Catalogs – Subjects wise.

8. SUGGESTED OPTIMUM COLLECTION OF BOOKS FOR COLLEGE LIBRARIES:

- The library shall acquire two books per student and five books per teacher.
- Fifty periodical titles of education and general nature should be provided.
- Maps and charts required for instructional purpose should be arranged.

9. PROPOSED BEST PRACTICES:

9.1 Book Reading Competition

a. Objective of the practice

To make students read select literature at their own pace.

b. Need Addressed and the Context

It was observed that the affinity for reading books beyond syllabus was obviously on the decline amongst the student community. The Principal and members of the Library Committee came out with an excellent stimulus to activate habits in students. The idea behind this ‘Granth Vachak Spardha’ is to make students read select literature at their own pace.

The practice

The members of the library committee and language experts select a set of at least 25 books which include mainly life sketches of eminent personalities, autobiographies and award winning literature. Students enroll in the competition at their own will. Systematic and planned book issuing is monitored. Perceptions of individual readers of each book are recorded in writing. The winners are appreciated and give cash prizes. All this helps to nature and enhance reading as well as summarizing abilities of students from all disciplines – a curative measure in its best – accepted form.

Evidence of success

Student enrolment to the competition has increased. Reading habits of students have improved. Book issue on the library has increased.

9.2 EXTRACT OF BOOK REVIEWS

- Librarian should encourage final year students to undertake book review of some important books. They should be encouraged to go through book reviews appearing in Hindu of every Tuesday. Once in a month 25 students are to be selected and they should be provided with one title. The students are to be encouraged to write a brief summary of the contents of title. To encourage much more students prizes are to be awarded to the first three best reviews.
- Library advisory committee should monitor this programme.

9.3 PROPOSED USER SERVICES

- A batch of 10 students from each of final year programmes are to be selected in the month of July
- These students are to be provided with all the back volumes of all journals and periodicals available in the library.
- They should be asked to prepare comprehensive Bibliographies of articles which are of much importance.
- Students are to be encouraged by awarding prizes to the first three students who have done excellent work in this regard.
- For example the students of B.Sc., are to be encouraged to go through back volumes of ‘**Down to Earth**’ and articles on Biodiversity, Environmental Awareness etc, are to be documented author wise etc.
- This will enable the Students to have a first hand knowledge and also encourages them the habit of reading.

10. SUGGESTED SERVICES TO STAFF AND STUDENTS:

- Information Services
- Notification Services

- Reference Services
- Bibliographic Services
- Documents Delivery Services
- Abstract Services
- Career guidance Services
- Readers Advisory Services
- C.D. – Rom Services
- Data bases, Repositories, Depositories, Manuscripts, Brain Script.

11. CONCLUSION:

Every year library users are increasing but finance is not increasing. Libraries are poor in their collection. The cost of publications i.e., journals, books etc., are increasing in very high rate but funding remained static. User expectations are increasing due to the advent of IT but libraries are not able to come up to the expectations. If libraries want to add the new technology they require a huge amount of finance.

12. RECOMMENDATIONS:

ORIENTATION PROGRAMME

- In the month of July first year students of all programmes are to be divided into batch of 30 students each
- Every day for one hour they should be given orientation on
 - i. Importance of library
 - ii. Importance of book reading
 - iii. Role of Journals, Periodicals and Magazines
 - iv. Use of internet
 - v. How to locate a book on computer wherever computerization of library is completed
 - vi. Use of back volumes
 - vii. Noting down of important points from reference books
 - viii. Different services available in the library
- This programme is to be conducted for six days for each of the programme. B.A. / B.Sc. / B.Com final year students total 180 approximately can be covered in six batches within a period of six weeks.

As a part of improving the services of general library and reading room which are the most important and vital supporting agencies coming under the criteria IV&V a study of some important colleges which have got A+ and A in the states of Tamil Nadu and Punjab are appended separately to this report.

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**TEACHERS' EMPOWERMENT IN HIGHER EDUCATION - A BEST PRACTICE
TO PROMOTE INNOVATIVENESS**

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***Abstract:** Today's educational institutions are focusing totally on multidimensional development of students. Without involvement of teacher, institutions can't build quality organizations. But many organizations are not using advanced employee empowerment programs to empower teachers. The purpose of this study is to provide a systematic review on literature available related to employee empowerment in teaching industry. This paper attempts to appreciate different practices adopted by educational institutions to empower the teaching fraternity. It is expected that the paper may provide an insight about existing skill enhancement practices in institutions providing higher education in India and is helpful for management bodies to understand the degree at which teacher empowerment is needed in today's competitive world.*

***Keywords:** Employee empowerment, quality education, administrators role.*

1. INTRODUCTION:

In the early 1960s it was widely believed that educational institutions made little difference to student achievement. People used to believe that behaviors are largely predetermined due to heredity, family background and socioeconomic and socio-cultural factors. This opinion about student effect modified with the recognition gained by schools, teachers and educational leaders in bringing quality outcomes of education.

Continuous empowerment of employees in any industry leads to greater job satisfaction and motivation. This empowerment of teachers with respect to higher education facilitates effective implementation of innovative and creative teaching methodologies more effectively. Today's educational institutions are focusing totally on multidimensional development of students. Without involvement of teacher, and developing potential skills of teachers, institutions can't build quality organizations.

The term empowerment refers to adopting measures to increase the level of autonomy and liberty in people in order to enable them to represent their interests in more responsible and efficient way. Employee empowerment is the process of creating strong and confident workforce, who can understand business practices and reforms easily and adopts necessary change.

Specifically institutions offering higher education courses aim at providing dynamic and innovative workforce who can meet varying organizational requirements.

2. PROBLEM STATEMENT:

A systematic analysis of literature review states that organisations providing higher education are not facilitating teachers with required level of autonomy and power. This scenario is forcing organisations to lack with dynamic and innovative workforce.

3. OBJECTIVES:

The study aims to focus on the following objectives:-

- To provide a systematic review on literature available related to teacher's empowerment in higher education.
- To understand impact of teacher empowerment on student performance.
- To understand role of administrators in building teacher empowerment

4. LITERATURE REVIEW:

- Hammer and Champy (1993) suggest that “empowerment of front-line workers is crucial. If organisations want to understand core business processes, because front-line workers are closest to these processes and are the only ones who really understand how they work”.
- Asma and Ijaz Tabinda in their study research stated that “employees” satisfaction can be derived by establishing quality of life at work. Quality of work life can be derived through better implementation of fair organisational policies, compensation and reward system, training and development opportunities and comfortable working environment which facilitates employees to work with more commitment”.¹
- Bolin (1989) states that “**teacher empowerment** is defined as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach”.⁵
- In the 21st century, it is crucial to identify the relative norms for different components of a higher education system. The alternative dynamics for teacher preparation and the sustaining quality in teacher input, like: Curriculum design and development; Curricular practices vis-a-vis emerging principles of pedagogy; Evaluation of learner’s performance and progress vis-a-vis curriculum evaluation; and, Quality management practices become crucial.⁴ It is mentioned in a compiled publication released by UGC -*Higher Education in India: Issues, Concerns and New Directions* that good faculty is a must for any higher education institution aspiring for quality education. It also says that there should be continuous infusion of fresh and young blood into the teaching industry which can’t be seen in today’s institutions.

5. IMPACT OF TEACHER EMPOWERMENT ON STUDENT PERFORMANCE:

The surveys done by Squire-Kelly and Valerie Denise questioned 256,949 educators regarding five domains namely professional development, empowerment, leadership, facilities and resources, and time. Although findings of the study show correlation between all the five domains and student achievement, the study strongly concludes that time and empowerment to be the most vital domains to improve student achievement.

It is observed that creative skills with respect to divergent thinking and idea exploration were ignored. According to Shanna R. Daly “it is not clearly identified that instructors are not empowered to create new ideas and does not possess required freedom to explore ideas”.³

The study undertaken by Aliakbari and Amoli indicates six dimensions of teacher empowerment. They are decision making, professional growth, status, self-efficacy, autonomy and impact. Their studies revealed the fact that the above mentioned dimensions play a significant role in improving teacher commitment and student achievement. Teacher empowerment was found to be vital in classroom and instructional decisions that boost organizational effectiveness and progress student performance.⁶

6. ROLE OF ADMINISTRATORS IN EMPOWERING TEACHERS :

Researchers say that key leadership roles assumed by the educational administrators help teachers to develop as professionals who are confident, loyal and dedicated, possess specialized knowledge and expertise, collaborate with colleagues and undertake leadership roles both within and outside their classes (Harris, A. and Lambert, L. 2003). Principals are the promoters of collaborative environment which results in a paradigm shift of powers from those at the top of pyramid to those who are working in close collaboration with the learners- that is the teachers.

Hensley (2008) found a different view from the administrative standpoint. He found that administrators believe support is:

- (a) Allowing the discipline of students to be left up to the teacher because teachers are trusted by administration.
- (b) Allowing teachers to deal with the students and parents so that administrators can concentrate on the school as whole.
- (c) Allowing teachers to request the materials they need when they need it because administration is not aware of the needs within each department until they are notified.
- (d) Making sure that the school is run properly so that teachers have the ability to teach.
- (e) Making sure all departments have what they need, within the allotted budget.
- (f) Making the best decisions that will affect the most people in a positive way.
- (g) Planning a school schedule that will affect the most people in a positive way.
- (h) Expecting teachers to act professionally and not like students.

7. CONCLUSION:

Teachers have an extraordinary opportunity to exercise leadership because they are the most powerful influence. According to the reviewed research articles, teacher leadership and teacher empowerment are the two dynamic

processes by which teachers, individually or collectively, influence their equals, and other members of the school communities to improve teaching and learning practices with the aim to create effective student learning and achievement.

8. RECOMMENDATIONS:

Best administrative support enriches competencies of teachers with respect key focus areas like quality decision making and professional outlook in imparting knowledge to learners. The difference in the support provided by administrators can definitely cause disconnect between efforts made by teachers and learner skill enhancement. It is suggested to the institutions providing higher education to create an environment where teachers are highly empowered in building dynamic organizations.

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Quality Enhancement in Higher Education through Innovative Practices

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Abstract: Swami Vivekananda said "Education is the manifestation of perfection". Education is a mode of learning which has to be imparted by teaching, learning and training and higher education plays a very important role to reach that perfection. A high-performing education system is the key to healthy and the well-being of our future generations. The world of higher education is undergoing profound and rapid change. This change of quality has become a matter of major importance for higher educational institutions. The current education system still follows the traditional methods due to lack of time. But teaching through innovative practices in a classroom and novel practices like use of technology and the digital assistance, modern methods through flipped classroom etc has become the need of the hour. This paper will focus mainly on the various innovative practices that can be implemented by the teacher in the classroom to achieve the desired results.

Key Words: Quality teaching, Innovative practices, Flipped Classroom, Community based learning

1. INTRODUCTION:

Swami Vivekananda said "Education is the manifestation of perfection". Education is a mode of learning which has to be imparted by teaching, learning and training and higher education plays a very important role to reach that perfection. A high-performing education system is the key to healthy and the well-being of our future generations. The world of higher education is undergoing profound and rapid change. This change of quality has become a matter of major importance for higher educational institutions. The current education system still follows the traditional methods due to lack of time. But teaching through innovative practices in a classroom and novel practices like use of technology and the digital assistance, modern methods through flipped classroom etc has become the need of the hour. This paper will focus mainly on the various innovative practices that can be implemented by the teacher in the classroom to achieve the desired results.

2. NEED FOR STUDY:

There is certainly a desperate need to look into the aspect of quality in education through innovative practices with utmost focus on quality enhancement. With successful application of the practices, there seems to be positive wave to see to it that quality is of paramount importance and in course of all a lot of benefit is passed on to the students and educators.

3. OBJECTIVES:

- To provide a basis for quality assurance through novel and modern methods
- To foster students analytical capacity through a modern approaches
- To promote students involvement in the class
- To encourage the teachers with a better preparation
- To make the process of teaching and learning more lively, interactive and enjoyable

4. DEFINITIONS:

- **QUALITY EDUCATION:** According to UNESCO quality education is the structure in which the skills, knowledge, values and attitudes that learning and teaching promote must reflect and respond to the needs and expectations of individuals, countries, the global population and the world of work today.

- **INNOVATIVE PRACTICE:** Innovative practice is defined as an educational method, practice or strategy that is implemented and that results in a transformative educational experience for students.

5. DISCUSSION: Innovation and experimentation in new ways has always been a major initiative in every field. Education system, for the past few years has changed and lead to many new practices, to impart knowledge to the students .But these new ways of teaching are not being much familiar or known to the teaching fraternity. Teaching and learning is a two way give and take process which involves contribution from both teachers and students. Their contribution leads to quality education and students overall development. Quality education is possible through novel ways and use of different methods each time. Excellence in education is achievable when teachers make use of unique ideas and inventive approaches than the conservative methods. Traditional and conservative approaches in teaching can help teacher educators achieve the desirable ends but the complete development is possible through modern, innovative methods. Authentic learning happens when students are given choices and options in gaining knowledge.

Conventional approaches and adherence to traditions do not hold water and is constantly volatile in difficult times. Experimentation and practical knowledge increases the reasoning skill of the students. We should also concentrate on addressing the needs of students. Technological changes and research have led to revolutionary breakthroughs in the development of knowledge and necessitate adapting the education to these so that students can accommodate themselves in a more advanced environment.

Jawaharlal Nehru said that “Education does not consist of passing examinations or knowing English or Mathematics. It is a mental state. It should also include moral values, ethics and handle crisis in our lives. Its focus has to concentrate more on building skills to face the professional and personal life, knowledge, right values and attitudes.

Education should be of blended activities and interdisciplinary approach so combining different programmes in an institution can lead to greater interdisciplinary collaborations.

Best practice in education as part of the present age of globalization is the modern computer –related technologies which help in changing the teaching-learning process rapidly and make the pedagogy more and more interactive. The appropriate use of technology facilitates to gain information in depth. Computer technology for the past 40 years has been used to present information to the students, receive their response, analyze the response through cross-questioning, take appropriate actions, and offer remedial help in analyzing the problems. It has helped the teachers to use the time effectively, keep students engaged, help them understand the concepts better and improve knowledge retention.

6. INNOVATIVE PRACTICES OF 21ST CENTURY TEACHING AND LEARNING:

Some of the innovative practices that can be followed and practiced in today’s classroom are:

- **FLIPPED CLASSROOM:** A flipped classroom is one where students are introduced to the subject and the lesson at home and come to the class with knowledge of that topic and practice in the class. It is an instructional strategy where instruction to the learner happens on his own and the class helps him to explore the topic in greater depth through discussions and presentations.
- **DIGITALIZATION IN THE CLASS:** Technology plays a very important role in today’s classroom learning .It helps the student to get a virtual and a visual idea of the various concepts whereby learning becomes easier and enjoyable. Digital classroom gives a realistic picture of the concepts to both teachers and students.
- **COLLABORATIVE TEACHING AND COOPERATIVE LEARNING:** Learning is a two way interaction where the teacher explains and student participates in learning mutually.This practice of teaching helps the students to think, pair and share what they have learnt with others in the class.Skills like communication,listening to others,sharing is encouraged and learners learn develop these skills apart from the academic skills.
- **PROJECT BASED LEARNING:** Projects give students an experience of working in teams, managing their own time, and presenting their work to a mixed audience – all skills that will be valuable in the workplace.
- **COMMUNITY BASED LEARNING(CBL) :** Learning which integrates instruction and meaningful interaction with the community is called as community based learning.It empowers the student to use acquired skills and knowledge gained in the class to apply in real-life situation.

7. BENEFITS OF USING INNOVATIVE METHODS:

Innovative practices help us to encourage effective and independent learning, experiential learning which helps the students to have a deep understanding of the subject. They

- Focus on both ideas and content.
- See the connectivity and interaction among disciplines;
- Choose appropriate activities;

- Examine organizational patterns;
- Develop research skills;
- Attack multi-levels of activity and challenge;
- Assume authentic responsibility;
- Engage in active learning and
- Refine their technology skills.

They help the higher education to achieve the desired progression and the result. They facilitate in improved academic performance, knowledge retention and professional development is understood through the use of innovative practices.

8. ROLE OF A TEACHER IN INNOVATIVE PRACTICE ATMOSPHERE:

As the needs of the society change the education also changes, making the students capable of facing the job market and its competition. Teachers of today have to be well versed with the changes of the society, in order to keep students engaged in the classroom. The present generation classrooms need a totally different set of teaching tools and methods in order to insure that kids are inspired, motivated and engaged to learn in a conducive environment. In the era of international standards a critical need for new perspectives and innovative practices becomes very important and introducing new techniques and practices in the classroom teaching quality reaches a heights of perfection. Teachers have to equip themselves with the latest technology not being hesitant, but willing to accept the changes and new techniques.

9. CONCLUSION:

Innovative practices help us to reformulate as to what the higher education is doing and where we have to restructure our learning and teaching methodologies. Innovative practices increase the velocity of learning. They put the students in the driver's seat and make them the architects of their own learning. Such practices make the students cater to their unique learning needs.

Educational system should be focused from grass root level. It is a niche area where everything is included. It like a ocean where finding something is very difficult. In order to search for something good and teach the students innovative practices come into picture.

10. RECOMMENDATIONS:

Higher educational institutions (HEI's) should work on creating ties with industry and prepare the students to face the society with a more competitive spirit. Syllabus should experience classroom learning and designed in such a way that as a process to solve real life world problems. Institutions should deepen academic reforms and include choice based credit system, comprehensive and continuous evaluation and regular revision of curricula. Digitized content as mentioned before in this paper should be created by subject based networks. Reforming undergraduate curriculum by promoting research based programmes. Should focus on Teachers and Teaching and concentrate in hiring practices and engaging them in faculty development programmes. Summer workshops and faculty to be sent to the best universities for training. Should invite faculty from abroad for extension lectures. Automation of online data collection system of the libraries. Should emphasize on spoken and written communication skills to improve the employability. Professional education focusing on technical skills should adopt integrated curriculum with greater flexibility and innovative pedagogical practices. Entrepreneurship should be encouraged for an outcome into a business venture.

Sensitization of students towards societal problems and the community around them is important and has to be included in the curriculum.

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ENSURING QUALITY IN EVALUATION OF ENGLISH LANGUAGE TEACHING AT HIGHER EDUCATION

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***Abstract:** The present circumstances in English learning and teaching and its evaluation at higher education presents a potential area for research, which is based on the following hypotheses: The objectives of teaching English at college level are not in conformity with the strategies of evaluation that are in vogue today, there is a widening gap between teaching and evaluation, there is a mismatch between the teaching and practices of ELT, there is a widespread dissatisfaction in teachers and students as well on the quality of English language teaching and its testing patterns. The present paper, hence aims to study the evaluation of current practices of teaching and evaluation in the present complex and constantly self-regenerating environments. Evaluation of current practices is oriented to check the effectiveness, efficiency and goal-attainment of programmes, measures, models and laws, of pedagogic interventions and organizational changes. The study also looks into the assessment of results and goals with reference to the relevant environment and the process-oriented procedure in English Language Teaching.*

***Key Words:** ELT, Quality in Higher Education, Evaluation Practices in ELT.*

1. INTRODUCTION:

Indian students are not the students, who have inherited English as their native language but those who have acquired it as a second language with in a society of state that is largely bilingual. Hence, when English is taught as a second language, the primary function of a language, which is communicative function, is borne in mind and the objectives of teaching English, are listening and speaking, the most important and natural language skills followed by reading and writing are set forth. But it is not enough that if the learners learn only the major language skills, which help them to play their communicative roles effectively as per their varying degrees of participation and language performance but also should become proficient enough to pursue higher education. And the same can be realized through evaluation. Therefore it becomes essential for one to understand the objectives of teaching English and the present trends of evaluation in order to make a thesis on ensuring quality in English Language Teaching in Higher Education.

2. OBJECTIVES:

This study aims to

- To understand the present strategies of evaluation in English Language Teaching in Higher Education.
- To study the lacunae in the realization of objectives of English Language Teaching.

3. OBJECTIVES OF TEACHING ENGLISH:

Effective mastery of the language helps the learners to acquire the basic abilities such as

- Reading books written in English with ease and understanding.
- Ability to understand a talk in English on a subject of general experience and interest
- Ability to write comprehensively in English
- Ability to carry on comprehensively a conversation in English.

These four-fold objectives of language teaching can be drawn from four aspects of language. The four aspects of language are:

- I. Semantic – related to understanding
- II. Phonetic – deals, with sounds, spelling, pronunciation
- III. Graphic – related to writing and
- IV. Phonetic –cum –Graphic –deals with reading

Which correspond to the four objectives of English language teaching, that are,

- a) To understand spoken language
- b) To speak the language
- c) To read the language
- d) To write the language

Once the learner comes to the college level, the objectives can be summarized to

- i. Language Development
- ii. Literary Development

With the advancement of class and age of students, these two objectives will differ. Along with the four –fold objectives of language development the literary development is also an important objective at higher secondary level. Studying English literature can facilitate this development.

The literary objectives are:

- i. Development of a taste for English Literature by reading prose, poetry, story etc.
- ii. Drawing aesthetic pleasure from reading English Literature,
- iii. Understanding critical views,
- iv. Development of translating ability
- v. Developing creative interest in English literature and
- vi. Critical thinking

Hence, the role of the teacher is not to teach the rules of grammar or paraphrase texts but to facilitate maximal exposure to language being used in different domains and situations. The tasks that the learners undertake should make them engaged in activities that would challenge their thinking abilities.

Thus, the teaching of English, the language of opportunity, social status and upward social mobility has to be planned, in countries like India, despite the fundamental principles of language acquisition that, do not change but the political economy of English in India keeps changing every time.

4. EVALUATION:

Students' achievement is determined through evaluation. One of the ways through which feedback can be obtained from the learners on what their teachers had taught them is called Evaluation. In fact, it looks at the original objectives, at what was accomplished, and how it was accomplished.

Generally, Instructional or behavioral objectives of instruction or a lesson provide us with a set of yardsticks for evaluating learning. Testing and evaluation in English language is also expected to be based on the content of the curriculum obtained in the syllabus in school and college as well.

5. LANGUAGE TESTS:

Tests in language help the teachers to understand

- i. how much has been learnt from a particular syllabus. Eg: Achievement tests
- ii. The strength and weaknesses found in students' language. Eg: diagnostic tests
- iii. The extent of proficiency in various skills - listening, speaking reading and writing and sub-skills which include comprehension, vocabulary, grammar, spelling, punctuation. Eg: proficiency and aptitude tests.

Hence, the process of evaluation includes i. gathering valid information on the attainment of educational objectives, ii. analyzing information to aid judgment on the effectiveness of teaching. Iii. determining the level of students' understanding and rate them accordingly.

Evaluation of ELT in higher education includes both formal and informal types of testing. Some of them are:

- i. Project or seminar presentations
- ii. Computer based tests
- iii. Tests or examinations

These tests can be: (i) subjective (ii) objective or (iii) performance

- i. **Subjective tests:** Subjective tests are in the form of essay or short answer writing. They include all forms of tests and examinations that take more time to write.
- ii. **Objective tests:** The questions include multiple choice items, matching and completion question, true and false items.
- iii. **Performance tests:** These tests include those tests which determine the learners' mastery of certain skills and abilities. Teachers observe the learners and grade them accordingly.

Following are some of the major areas in which the tests and examinations are devised to evaluate the students: (i) Essay/short answer writing (ii) Comprehension Passages (iii) Objective questions (iv) Reference to context (v) oral English

(i) **Essay/short answer Writing:** Four or five questions from prescribed text book are usually set with internal choice. The content is directly taken from the prescribed text book. The expected time to spend on such questions is five to twenty minutes and the marks allocated to are five to twenty marks. The marks take care of the content, organization, expression and accuracy

The Content: The contents are the points the candidate is expected to discuss.

Organization: The points should be presented in a logical arrangement.

Expression: It is the learner's ability to express himself/herself in a simple and understandable manner in writing.

Accuracy: A learner is expected to make his writing as flawless as possible. Wrong choice of words, spelling, structure, etc are the places where the students tend to lose marks.

(ii) **Comprehension Passages**

The purpose of comprehension passages is to test/examine students' understanding of the given passages. Students should read a passage at least twice before attempting the questions on it. Questions are asked strictly on the passage given. Students' knowledge of synonyms, antonyms is tested.

(iii) **Objective Questions**

Students' knowledge of pronunciation, vocabulary, spelling, grammar is examined. Other grammatical terms that are usually tested include 'relative/adjectival clauses, direct and indirect speech, voice, kinds of sentences. Students' knowledge of synonyms and antonyms is also included in these questions.

(iv) **Reference to context**

These questions include a small line from the lessons from the prescribed text. Students are required to describe the context of the line given. This aspect tests students' recognition of the text given and their ability of understanding and expression of the context in their own words.

(iv) **Oral English**

Questions based on speaking skills are included which are tested in internal examinations. At higher level students are required to present seminar papers.

6. LACUNAE IN THE REALIZATION OF OBJECTIVES:

The teaching of English in Indian scenario presently is leaving no stone unturned in making it more functional and utilitarian to the student community, in spite of differences in the levels of initiation of instruction, differences in the socio-economic status, differences in urban and rural background, paucity of teachers, lack of adequate aids and instructional material. It has become one of the most difficult subjects to teach in the Indian situation. Hence, proper training of teachers is of great importance in improving the quality of English education, especially in the branch of testing and evaluation. It is however difficult to reform the teacher training system very quickly. There is still considerable scope for research in teaching in order to discover the specific competencies which the teacher should develop. It is equally important to develop a training system which will not only encourage the development of such competencies in the short run, but will also sustain it at a desirable level.

7. REASONS FOR THE MISMATCH BETWEEN THE OBJECTIVES OF ENGLISH TEACHING AND EVALUATION PRACTICES:

The Right to Education Act was enacted on April 1, 2010, to provide free and compulsory quality elementary education for all children. Now all states have notified RTE rules. According to Urmila Sarkar, Chief of Education, no doubt in last four years we are progressing but despite this there are some challenges that need to be addressed(1)

- School dropouts
- Pupil teacher ratio
- Our society is constituted by government schools and private schools. There is a wide disparity between the students studying in these schools, especially in English Language teaching and learning.
- These schools prepare students for the State's Higher Secondary, High School, Matriculation, School Leaving Examinations, or in some cases for the Cambridge or Indian Schools Certificate Examinations. Only 1 to 2% of students get to have an exposure such schools. When a comparison of standards of achievement in

English is made, the results display vast disparity. The students of government schools cannot speak in English fluently or write correctly.

- There is a lack of good and trained English teachers.
- Much workload on teachers does not allow them to devote fully getting the objectives of English teaching realized.
- Over-crowded classes even in the 9th or 10th class. Thus, the students entering the college are with wrong speech habits, poor handwriting and slovenly work etc.
- There are administrative as well as financial problems of institutions which hinder the realization of these objectives.
- Facilities for library reading are denied to the majority of students.
- The methods of testing used in English are out of date, instead of oral tests, and objective methods, the old essay –type of examination predominates and holds its sway in the English classroom.

Thus, these are the students who come out of the school and are expected to listen to, understand and digest advanced professors, at the University level. This has resulted in complete chaos; even today colleges have to hold special tutorial classes in English to enable students to follow the lectures. These students are not interested at all to read the text books, instead are dependent on model papers and guides. Irrespective of the kind of questions asked in the examination they write the summary of the text. Added to it the teachers are not serious at all in correcting the scripts of the students. The objectives of teaching English are pushed into oblivion and students are given high scores, thus revealing the faulty system of evaluation.

8. CONCLUSION:

Useful and effective evaluation and assessment requires planning. Every teacher has to keep in mind that evaluation is an integral part of pedagogy, in fact preparing for evaluation starts with planning of each lesson or unit as well as general planning at the beginning of the academic year or course. Objectives, Instruction and evaluation should be considered together in order to ensure that instruction provides itself to evaluation and that the results of evaluation can direct ongoing instructional planning. If evaluation is really planned with this perspective students also will realize the purpose of learning. English education gains all the more prominence as the instruction goes waste if the strategies of evaluation do not concur with its objectives.

9. RECOMMENDATIONS:

As teachers of English, firstly, they need to commit and dedicate themselves for the cause of right way of English language teaching. Proper measures should be taken in not allowing the model books and guides to make their way into the students' hands. Students should be encouraged to change their reading habits. The teachers and school management should encourage the students to make adequate use of the library. Efforts should be made to encourage students to acquire textbooks on English. Purposeful evaluation strategies have to be strengthened.

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THE PARADIGM SHIFT IN HIGHER EDUCATION IN INDIA
- ISSUES AND CHALLENGES.

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***Abstract:** Higher education system plays an important role for the country's overall development which includes industrial, social, economic etc. Indian higher education system is third largest in the world. The role of Indian higher educational institutes such as colleges and universities in the present time is to provide quality based education in the field of education, research etc to empower youth for self sustainability. This paper includes the key challenges that India is currently facing in higher education and also includes some initiatives taken by the government to meet those challenges.*

***Key Words :** Higher education system, Empower, Self Sustainability.*

1. INTRODUCTION:

The 21st century has experienced dynamic changes in the world in terms of technology and development .To build a knowledge based society the higher education can be used as a powerful tool .The higher education system in today's scenario is faced with many challenges like competitiveness, management, financing and reorientation of program by laying equal emphasis on quality of higher education, ethics and values together with the assessment of educational institutions and their accreditation.

The educational institutions should view Higher education as a long-term social investment for the promotion of social cohesion, cultural development, economic growth, equity and justice. To address the global challenges the Indian higher education system have to maintain the right balance between the need and demand and channelize the teaching, research and extension activities. The changing needs and expectations of the society in a faster pace is becoming a great challenge for educational institutions where they have to enhance the quality of higher education. It is thus required to focus on increase in quality as well as fixing high standards in every sphere of work.

It has been an observed fact that, the quality improvement in education system is mainly related to the teaching, evaluation techniques and the results of the institution. It also covers the employability, the percentage of students opting for post-graduate or professional studies, the students involved in research and the laurels brought by them through the co-curricular and extracurricular activities and also the number of students pursuing their studies abroad. It is true in one sense that the quality of education provided by the institution will have "Quality Measure "by considering all such parameters. "Educational institutions should have responsibility towards their immediate surroundings and give back to society a part of the benefit they gain.." He further mentioned that, University should become a socially-conscious and meaningful enterprise. The repositories of intellectual wealth were often looked upon to take a leadership role within a society, and that the students should be exposed to social learning, community and teambuilding skills, civic education and awareness of social responsibility. For attaining quality in these regards, all the processes, systems and policies have to be clearly directed towards making improvements in all the relevant dimensions in a sustained manner.

2. OBJECTIVES:

- To study the current status of higher education in India
- To study the new trends in higher education system
- To study the challenges faced by Indian education system.
- To give suggestions' if any.

3. ROLE OF EDUCATION:

Education plays a vibrant role in the empowerment and development of the human resource in a nation. Education helps in imparting values, knowledge and developing skills so as to increase the growth and productivity of the nation. Schools and colleges are becoming the most important means of transforming the reservoir of skills and knowledge from one generation to another. With the dynamic innovations and technological developments the role of institutions is becoming more challenging in the modern world.

4. HIGHER EDUCATION INSTITUTIONS IN INDIA:

The institutions of higher learning in India fall into the following broad categories:

- a) Universities: These are established by an Act of Parliament or State Legislature and are of unitary or affiliating type. They are called Central Universities and State Universities respectively.
- b) Deemed to be Universities: These institutions are given deemed to be university status by the Central Government on the recommendation of the UGC in terms of Section 3 of the UGC Act. Some of these institutions offer advanced level courses in a particular field or specialization while others award general degrees.
- c) Private Universities: These are established by various State governments through their own legislation.
- d) Institutes of National Importance: These Institutes are declared as such by the Government of India by an Act of Parliament and are empowered to award degrees. In some cases, such Institutes are also set up by the Government through an Act of State Legislation.
- e) Premier Institutes of Management: These are the Institutes that have been set up by the Central Government and are outside the formal university system. They offer Post-Graduate Diploma Programmes which are equivalent to Master's Degree Programmes in area of management.

5. NEW TRENDS IN HIGHER EDUCATION SYSTEM:

5.1 Increase in preference for online education: With the fastest growing internet user base and declining costs, the majority of the students are owning smartphone. From communication to content that supplements the classroom lectures, internet is making the process of learning more efficient and engaging for the current generations. The students are also attracted to the e learning methods as well as online courses. Most of the institutions have started online courses to attract more number of students. Similarly the use of online resources will also increase in coming future.

5.2 A shift from plain degree to skills-focused and research driven education is going to invade soon: The regular teaching pedagogy involving class lectures, assignments, terms are about to see a gross change, mostly by a shifting focus on more research based and hands-on experience. Experiential learning, which essentially is the process of learning through experiences, through reflection on doing is being implemented by so many institutions. More and more institutes could be to make experiential learning as part of their pedagogy.

Furthermore, the employability of our current graduates is a key cause of concern. Employers have laid stress upon the fact that current graduates just don't have the skills that are requisite to for becoming a part of an efficient workforce. In the present time, the nature of work is dynamic and ever evolving, which further increases the appeal for skill - based courses among students. Many institutes have already started providing such courses to train the students.

5.3 Augmented Reality and Virtual Reality would lead to; enhancing the learning experience of students: Augmented reality has already started witnessing early adoption in the school classrooms. Major textbook publishers are already on the road of publishing A.R. enhanced books. This change is soon going to make its way to classrooms in higher education too, where the access to mobile devices and technology is much easy and convenient. Similarly with the increasing accessibility to virtual reality devices, especially with rise of devices like the low cost google cardboard, virtual reality is soon going to become one of the most dominant approaches to engage students in the classroom. The changes need to take place in terms of pedagogy; the end value institutions aim to provide to the students, focussed & research based education, novel assessment styles etc. Furthermore, upgradation in terms of technology along with training of the staff to adopt that technology is ought to be done. Institutions that would lead the change rather than following it would end up as the winners. While concluding it, it can be said that higher education industry and whole system is going to be changed drastically hence it is ideal for higher education institutions to start changing themselves now itself so that they can be way ahead of the competition in the ever hard-hitting battle for enrolments.

5.4 Challenges for the Indian higher education system:

1. Innovations in curriculum design: The employability of the passed out students has become a big challenge as the curriculum of the colleges/universities are more or less obsolete and unable to impart latest knowledge to the students. There is a need to scale up the educational efforts which would be possible when the students become successful, create value in the society and contribute back to their alma-mater or start new institutes of global standards

themselves. The revision of the curriculum should be done on a regular basis by involving specialists in all the fields to ensure focus on knowledge development. The colleges should encourage and motivate teachers for their research development by making them participate in seminars or conferences for updating the knowledge.

2. Student-faculty ratio : In India, the student-faculty ratio is very high when compared to the other nations in the world. Larger classes and a higher student-faculty ratio can lead to an overwhelming amount of “busy work”, including easy-to-grade multiple-choice assignments and superficial tests and quizzes. Therefore, the institutions focus should be to recruit the quality teachers and help them on developing their skills / knowledge through research and extensions.

3. Infrastructure facilities : The poor infrastructure is a hindrance to run the upcoming colleges both in private and public sectors and is one of the factor for low capacity utilization. There is a need for private sector collaboration with public sector for providing quality physical infrastructure.

4. Competing with world : The institutions need to analyse and evaluate the different models of education that are implemented in other parts of the world and design strategies to adopt the best models in our education system. To compete with global standards in the 21st century, the education system should improve the instruction models and administrative procedures by adopting certain benchmarking techniques. Benchmarking will help in setting right objectives and reengineering in the Indian education system

5. Public Private Partnership model : The institutions should focus on exploring the possibility of Public Private Partnership (PPP) model in education sector so as to reduce the burden of the government in incurring high cost of providing basic infrastructure facilities. This would help the students in getting exposure to industrial activities through internships, organizing joint research and development, corporate training during vacations etc. Thus making the students more job-worthy and facilitating in image building and branding of the institutions.

6. Making education affordable : The fee structures in the case of private owned institutions are expensive and are not in the reach of poor and deserving candidates in most of the cases. The educators have to keep in mind that education should not become prohibitively expensive and ensure that no deserving candidate is denied admission due to the lack of financial resources.

7. Students studying abroad : The number of students going abroad are increasing year by year. The factors that are influencing the students to study abroad are the quality of education, gaining exposure, experience and social prestige. The colleges should concentrate on these issues while building their institutions to create a reverse trend and make the students to opt for education in India than moving abroad.

8. Ethics in education : Equipping the students with ethical values besides imparting skills and knowledge is the most important objective of an educational institution. It has been observed that lack of moral values in students are raising consequences for unethical practices in the organization as well as life. For example the students opting for students loans are becoming major defaulters for the bank though they are getting jobs and there is a trend of increase in non-performing assets in the banks. So institutions have to concentrate on inculcation ethics from schools itself.

9. Upgrading the quality of education – The traditional methods used in so many colleges have to be substituted by modern teaching pedagogy. Case studies, group discussions, paper presentations, assignments, seminars, preparation of reports, curriculum related quiz etc. should be included in the curriculum so as to make the teaching learning process more effective, student-centered, interesting and activity oriented. The existing student assessment system is inadequate to gauge the different degrees of excellence achieved by the students and to increase the competence level among the students.

10. Reviewing teachers' performances – The role of teachers performance have a impact in enhancing the quality of education. So the institutions have to concentrate on review of performance of teachers in terms of subject knowledge upgradation and mentoring the students. They should be encouraged to participate in organizing several activities and assist for improvement of college plans. In order to increase the knowledge sharing there should be intra-college and inter-college teacher experience sharing sessions or activities. This will provide a good learning experience to all the participating teachers. Continuous development of training modules on various aspects like use of computers and audio / video aids in teaching, effective communication and teaching skills, academic upgradation and personality development should be done. Measurement of the performance after training by monitoring and suitable quantification techniques is also required at each stage.

11. Strengthening performance reviews / appraisals – The aspects which are intangible cannot be measured and managed. Therefore performance reviews are must and should be work out with different parameters which would increase the scope of teachers, students, departments and the institution. The parameters which has to be focused are demand in the student community to seek admission to the institution, admission rates, absenteeism, dropout rates, student unrest, quality of entrance tests, passing percentage, ranks procured, distinctions conferred, innovative and improved teaching method, use of library / infrastructure, learning outcomes, academic counseling and monitoring, functioning of various student development clubs / associations, extra efforts put in to encourage creative thinking in students etc.

12. **Creating research culture** – If the Indian education has to make an impact in the global competitive market, it is important that in every technology institution the research culture should be promoted. Most of the research efforts in India are discipline oriented and there are hardly any interdisciplinary groups existing even in the top ranking institutions.

6. SUGGESTIONS TO IMPROVE QUALITY OF HIGHER EDUCATION:

1. **Industry academia Connect.**: Industry and Academia connect necessary to ensure curriculum and skills in line with requirements. Skill building is really very crucial to ensure employability of academia to understand and make sure good jobs

2. **To mobilize resources-** The decline in public funding in the last two plan periods has resulted in serious effects on standards due to increasing costs on non-salary items and emoluments of staff, on the one hand, and declining resources, on the other. Effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. So that, students at lower economic levels can be given highly subsidised and fully subsidised education.

3. **International Cooperation-** Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

4. **Action Plan for Improving Quality-** Academic and administrative audit should be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges should come forward for accreditation and fulfill the requirements of accreditation. Universities and colleges should realise the need for quality education .

5. **Examination Reforms-** The assessment patterns should be changed from time to time. The Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented

6. **High-tech Libraries-** The educational institutions should concentrate more on sophisticated libraries which provide physical as well as remote access to the library users. Our university libraries have a very good collection of books, but they are all in mess. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

7. CONCLUSION:

Higher education institutions should focus on holistic development of an individual and, therefore, focus on development of multiple intelligence rather than merely linguistic and logical intelligence of an individual. All universities and colleges should be given the autonomy to start self-financing courses particularly in new and emerging areas where job opportunities exist subject to the overall framework provided by their funding and regulatory bodies.

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Higher Education in India – Issues and Challenges

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Abstract: *The world has realized that the economic success of the nation is directly determined by their education systems. A developed nation is inevitably an educated nation. Education constitutes the backbone of a country as it produces the human force Indian higher education system is the third largest in the world, next to the USA and China. It has undergone rapid development in the post-independence era. Higher Education in India has expanded rapidly in the last six decades after independence. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. Higher education in India is undergoing rapid changes. The challenges ahead are multifaceted and multidimensional.*

Key Words: *Higher Education, Education, Opportunities, Challenges, Colleges, Universities*

1. INTRODUCTION:

Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of civilization. The scope and demand for higher education is increasing day by day and the most important mission of higher education is the creation of intellects by providing world class education for promotion of global standards in the Institutions of Higher Education.

Higher education plays a major role in society by creating new knowledge, transmitting it to students and fostering innovation. Higher education institutions to ensure that the education they offer meets the expectations of both students and employers. In India world-class institutions are mainly limited. Most of the colleges and universities lack in high-end research facilities, under-investment in libraries, IT facilities, laboratories and classrooms.

2. KEY PLAYERS IN THE HIGHER EDUCATION SYSTEM IN INDIA

The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education.

Following are the statutory professional councils of India and plays a key role in the higher education system in India.

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council for Agricultural Research (ICAR),
- Bar Council of India (BCI),
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)

- Central Council of Homeopathy (CCH)
- Central Council of Indian Medicine (CCIM) and Dental Council of India (DCI)

Table 1: Number of Universities in India (As on 18-01-2018)

Universities	Total Number
Central Universities	47
State Universities	370
Deemed Universities	123
State Private Universities	288

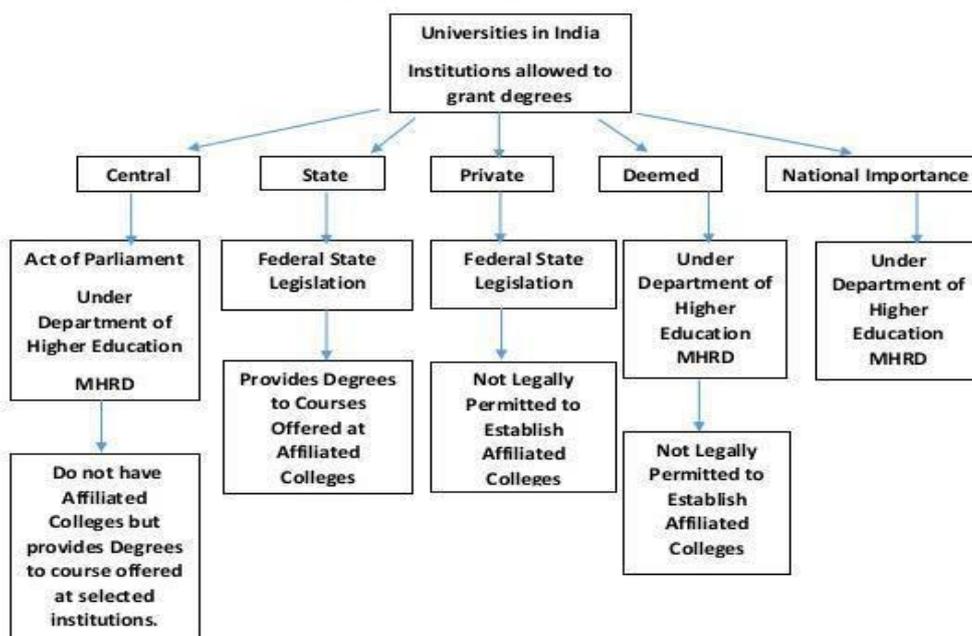
Source: <http://www.ugc.ac.in/oldpdf/alluniversity.pdf>

3. HIGHER EDUCATION SECTOR IN INDIA: PRESENT SCENARIO OF HIGHER EDUCATION IN INDIA

INDIA is the third largest higher education system in the world (after China and the USA) in terms of enrolment. According to MHRD Annual Report 2011-12, the Gross Enrollment Ratio of the country has increased from 11.55% in 2005-06 to 15% in 2009-10. In terms of the number of institutions, India is the largest higher education system in the world with 38,000 institutions (828 universities). Enrolment in India has been far below the average for the developed nations and much below the Asian countries.

As a part of globalization, the economic reform packages were introduced in India in during the year 1991. These reform packages imposed a heavy compression on the public budgets on education sector, more specifically so on higher education. Thus under pressure the higher education sector in India was freed and opened the doors to Private sector. However this has increased the cost of availing higher education in India.

Figure 1: Universe of Higher Educational Institutions in India



Source: <https://image.slidesharecdn.com/the-issues-and-challenges-in-higher-education-sector-in-india-3-638.jpg?cb=1440702563>

4. GROSS ENROLMENT RATIOS IN HIGHER EDUCATION:

Current Gross Enrolment Ratio (GER) of India is approximately 12.8 % in Higher education. Indian GE Ratio is very low when it is compared to the world average of 23.2%. The GER is 36.5% for countries in transition, 54.6% for the developed countries, and 22% for Asian countries. Even within the country there is significant difference between geographies with respect to enrolment. There is a dire need for increasing the number of education institutions and providing affordable education loans to rural areas in the country to achieve the targets set in the 11th Five year plan and by MHRD.

11th Five year plan envisages to increase the GER to 21% by the end of the Twelfth Plan with an interim target of 15% by 2011–12. Ministry of HRD for the Year 2009-2010 emphasized to expand the higher education sector in all its modes of delivery to increase the Gross Enrollment Ratio (GER) in higher Education to 15% by 2011-12 to 30% by 2019-20.

The target GER of 15% and 30% by 2012 and 2020 may be achieved in two ways — by increasing the number of quality institutions and by increasing the intake capacity of existing institutions. Quantitative expansion in enrolment may be achieved through: expansion of existing institutions, both government and private; creation of new government (Central and States) funded universities and colleges. Increase of GER to around 30 % of the eligible cohort means providing access to higher education to about 45 Million students by 2020, from the current level of around 14 million being enrolled as mentioned in Annual Report 2009-10 of MHRD.

5. OBJECTIVES:

- To analyze the present scenario of higher education system in India
- To identify the issues of higher education system in India
- To identify on the Emerging Challenges of higher education facing in India
- To give suggestions for improving the system of higher education

6. ISSUES IN INDIAN HIGHER EDUCATION:

- The first issue that higher education in India is facing is decreasing teaching quality. Teachers are not well trained and qualified.
- Financing is also an issue with higher education in India. Yes
- In higher education sector. Some of the basic challenges in higher education system in India are discussed below: India is already spending very much on higher education and it can't spend more.
- Privatization is also a big problem that higher education faces. Privatization is not going to solve the problem. You need to foster the culture of creativity, imagination and learning new skills in young students.
- Debating quota system is very controversial. But bringing the reservation and quota system for different categories in education lost its quality. Talent and merit is more important than your identity.
- Governing bodies do not want any political influence or interference in their affairs.
- In India, many of the universities don't have adequate infrastructure or facilities to teach students. Even many private universities are running courses without classrooms.
- Curriculum remains more or less stagnant for number of years, whereas the changes and trend in the society take place in quick succession.
- Commercialization of Higher Education particularly by self-financed colleges to earn more money is the cause of providing fewer infrastructures to the students, inadequate facilities and incentives to teachers.

7. CHALLENGES OF PRESENT HIGHER EDUCATIONAL SYSTEM IN INDIA:

It is our 69th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education

- The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries.
- Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and AICTE.
- Poor infrastructure is another challenge particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure.
- Large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students and overcrowded classrooms are the major challenges.
- Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities.
- Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education
- Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values.
- Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research.
- Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India.

- Management of the Indian education faces challenges of over centralization, bureaucratic structures and lack of accountability, transparency, and professionalism.

8. SUGGESTIONS FOR IMPROVING THE SYSTEM OF HIGHER EDUCATION:

There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally relevant and competitive.

- Higher educational institutes need to improve quality and reputation. Good infrastructure of colleges and universities which may attract the students.
- Government must promote collaboration between Indian institutes and International institutes.
- There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject. Universities and colleges in both public private must be away from the political affiliations.
- Favoritism, money making process should be out of education system etc.
- There should be a multidisciplinary approach in higher education so that student's knowledge may not be restricted only up to his own subjects.
- Employers and students are expecting specialized courses to be offered so that they are industry ready and employable.
- Industry- Institution connects necessary to ensure curriculum and skills in line with requirements of both.
- All round development of personality is the purpose of education.
- PPP is most essential to bring in the higher education system.
- Academic and administrative audit should be conducted once in colleges by external experts for ensuring quality in all aspects of academic activities.
- There should be multidisciplinary approach in higher education so that students knowledge may not be restricted only up to his own subjects.

9. CONCLUSION:

The Higher Education system is witnessing significant transformations and reforms. Higher education is the backbone of the society. It is the quality of higher education that decides the quality of human resources in a country (Prasad, 2007). Education in India is intertwined in the political and social systems of the society which is not a good sign for higher education. 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 of above 9%. We are facing various challenges in higher education but to tackle these challenges and to boost higher education is utmost important. Under the circumstances, it is necessary that we need to implement the reforms in education system and also bring new factors namely knowledge, skills and technology which have the ability to change the country economy in the most efficient and dynamic way. Quality Higher Education in real sense in turn help in building a strong, qualified and highly motivated young TEAM INDIA that can assist in Nation Building.

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Educating the Budding Life Long Learners

Life is a classroom. Only those who are willing to be lifelong learners will move to the head of the class- Anonymous

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Abstract: *Today's learning is completely examination-oriented despite the fact that times have changed. The learners need to possess higher order thinking, quick decision thinking capacities due to changes in the world. Learning also demands increased manipulative skills needed in the knowledge economy and other forms of acquiring skills and also focuses on learning throughout life. It is an outcome of knowledge-fit, entry of information technology into the lifestyles of the communities, changes in delivery, quality, in all fields including health, production, lifestyles which have become mandatory to catch with the pace of the progress of humankind. The need for multi-task oriented and futuristic education which is ingrained in lifelong learning is to be understood by the teaching fraternity. This paper conceptually attempts to understand the methods of inculcating lifelong learning in the minds of budding generations and what changes it has brought about on mankind.*

Key Words: *Learning, knowledge, understanding, skills.*

1. INTRODUCTION:

Changes in the socio-economic and cultural aspects were a common occurrence unlike in the ancient periods where it took centuries or even millions of years to bring about change. Occurrences of change in the life patterns, facilities, issues in the development of humanity are a regular feature and in today generation it is taking only a few decades or even less. Hence, the importance of knowing about those which are not provided during formal learning should not be underestimated; either ignore the age-old practices nor its significance of what the indigenous groups have stated very eloquently. Learning is a process of active engagement with experience; it is what people do when they want to make sense to the world. It involves an increase in skills, knowledge, understanding, values or the capacity to reflect. Lifelong learning is rather it is a new way to view education. It might be compared to a wide-angle lens; it takes in aspects of learning that have always existed – such as adult, non-formal and informal learning – and offers conceptual space to the many new modes of learning that are emerging in the Information Age. Lifelong learning shifts the emphasis from questions of what and how to questions of who and why.

2. OBJECTIVES:

- To identify the role of traditional knowledge and age old practices for lifelong learning.
- To identify the role of educators in encouraging the budding lifelong learners.
- To identify the skills needed to make student a lifelong learner.
- Policy matters to develop lifelong learners.
- To suggest the Necessary methodologies for lifelong learning

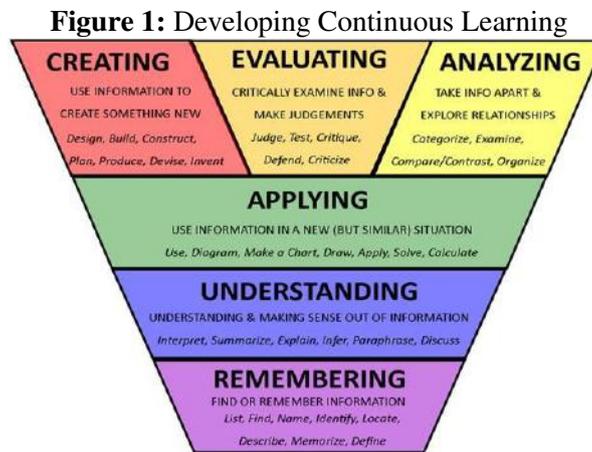
3. REVIEW OF LITERATURE

- *Coffield (1999)* quoted in relation to investment in human capital that literacy was/is considered as the prerequisite to advance further for anybody on anything. Alternative promoters did not regard literacy as the entry requisite for productive skills¹.
- *Maruyama (2009); Okamoto (1996)* Lifelong learning encompasses learning that takes place at all stages of life, whether formal learning at school or in daily life².

- *Wilson (2001)* describes lifelong learning in Japan as a lifeline for a maturing society. The maturation of Japanese society as evidenced by the aging of the population is reflected in an increasing demand for learning activities³
- *Yamaguchi (2001)* specified that the notion of lifelong learning has become increasingly well understood in Japan. In a national opinion survey conducted in 2000, 74% of the respondents were already familiar with the term⁴.
- *Yamaguchi, (2001)* mentioned about focusing particularly on the type of activities offered, patterns of participation, reasons for participating, and overall participation rates within the public sector⁴.

4. IMPORTANT ASPECTS OF DEVELOPING CONTINUOUS LEARNING

- **Creating:** Use information to create something new: design, build, construct, plan, product, devise, invent.
- **Evaluating:** Critically examine information and make judgments, judge, test, critique, defend, criticize analyzing: Take information apart and explore relationships: categorize, examine, compare/contrast, and organize.
- **Applying:** Use information in a new situation: use, diagram, make a chart, draw, apply, solve and calculate
- **Understanding:** understanding and making sense out of information: interpret, summarize, explain, infer, paraphrase, discuss
- **Remembering:** Find or remember information list, find, name identify, locate, describe, memorize, define



Source: Google

5. SKILLS NEEDED TO DEVELOP LIFELONG LEARNING ATTITUDE

The set of skills we need to focus on to successfully develop lifelong learning. Skills are many and varied, but could include any or all of the following:

- **Critical thinking skills:** Students need to be shown how to check and verify the authenticity of information.
- **Soft Skills:** includes attitude, communication, creative thinking, work ethic, teamwork, networking, decision making, positivity, time management, motivation, flexibility, and students should be educated in all these areas so that they become lifelong learners.
- **Listening Skills:** Improving listening skills is a sure-fire way to strengthen the personal relationships and help the person in their career as well, students should be thought about the same and prepare them for lifelong learning.
- **Problem solving skills:** By providing students with opportunities to brainstorm together and come out with different paths to follow to get to the end solution are important learning skills to incorporate into our everyday teaching.
- **Lateral thinking skills:** Students can gain much by completing exercises that force them to think beyond the obvious.
- **Social Media Skills** Student should learn how to use social networking is vital. Are we teaching our students how to use these tools to expand their own learning?
- **Interpersonal skills:** Appropriate verbal and non verbal communication plus listening and questioning skills, being responsible and accountable for actions, awareness of social etiquette and expectations alongside self management skills are essential for working as a member of a team.
- **Confidence building skills:** Education must aim to instil confidence in students so that they know they can learn, explore and achieve successfully on their own.

- **Self-directed learning skills:** If educators constantly set the agenda for students, there is little scope for them to discover the joy of learning on their own. They need opportunities –to become active learners who direct their own learning path. Self directed learning can be very powerful.

Above all though, educators need to inspire in students a love of learning. By igniting a passion and a hunger to learn, educators will be setting students upon a path of lifelong learning.

Policies for developing lifelong learning

Nations are moving steadily toward its goal of understanding lifelong learning culture in which all people will participate in learning opportunities any time throughout their lives and receive gratitude for their accomplishments. To achieve this it requires that a comprehensive and wide-range learning opportunities to be developed and promoted. Support child-nurturing in local societies and other activities such as audio-visual education and individual rights education. It must include developing or arranging for the knowledge infrastructure on a national level and providing support to local governments and the private sector for the development of facilities such as public auditoriums and libraries as well as social connection teaching and culture centers.

Inclusive Learning: improve access for students with disabilities and special learning needs, including severe learning difficulties through sharing good practice, internal partnerships and staff development to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. Several targets under this goal seek to deliver both academic and life skills and is expected to begin with early childhood development and progress through primary, secondary and tertiary education opportunities. The focus must not be just academic but technical and vocational education.

6. CONCLUSION:

Apparently there is a need to combine ancient knowledge with modern trends into the new paradigms since time and field tested ancient wisdom would likely to provide answers to the modern day issues that confront all living on earth. Moving into the universe and keeping track of development in science and technology are all vital components of this envisaged futuristic education supporting the existing higher, technical and vocational educational structures, Currently, there is overwhelming evidence that mankind has overstepped the limits beyond what mother planet can bear. It must be remembered that everyone is part of a natural gamut and not a part of technological sparkle.

It is also learned that most of them are earning their living not through jobs based on educational qualifications, but through skills learnt by other means as formal employment can absorb meager percentage. Government must ensure equality in gender and provide standards and regulation.

Government must play a significant role in the realization of a lifelong learning society and must be determined to promote programs to ensure that all strata of society, including youth, the elderly, and women, are able to participate in social education opportunities. This must involve volunteer activities to deepen the sense of community among local residents, opportunities for parents to create networks to extraordinary concern. Lifelong learning this will help in the development of human resources which in turn will significantly contribute to the overall development of both the society and the economy. To bring back into learning those who stopped after leaving colleges address particular shortages. Widen access to those who are disadvantaged. Enable individuals to choose the method of learning that suits them best. Institutional policies must provide infrastructure for improving the learning environment and enhancing learning opportunities

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**A Study on the Challenges faced by Graduates undergoing Transition
Process from College to Career**

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Abstract: Every individual has to undergo various phases during his journey of life, amongst all phases of life, the phase of Graduation acts as first stepping stone towards Career. The journey from College to Career is very critical and is a major turning point in everybody's life. The present study aims to understand the transition process of select Graduates and identify their challenges faced during the Transition. The research paper attempted to examine and interpret the issues and challenges faced by the Graduates and emphasizes on listing out the essential requisites to the students and academic institutions to smoothen the process of Transition.

The researchers collected the data through both the sources viz. Primary and Secondary Sources. The Primary Source of data is gathered through the structured questionnaire and through personal interview with the respondents and the targeted group of respondents are Graduates who are in the initial stages of their Career. The challenges faced by the respondents during the transition process from Campus to Company are collected and interpreted. The study revealed that the communication skill has become a major challenge under academic parameters and Life-balancing skills is another major challenge under interpersonal parameters faced by the respondents. The study also focuses on the gap raised between the 'College to Career' and suggested the approaches to bridge that gap.

Key Words: Key words: Graduates, Challenges, Transition, Career, Career

1. INTRODUCTION:

During the student life, a common and primary goal is perceived by every student i.e. getting through exams with good grade. But when they step out of the college, as an individual they have to face many challenges based on their personal traits, the college experience is marred by chronic anxiety, stress and distress as there is uncertainty about their future. This phase of Transition from College to Career lands them in a state of dilemma which creates a sense of excitement about forthcoming experiences and fear of what lies ahead.

Transition is a perennial process in everyone's life that occurs at different stages. Usually a student comes across transition while switching over from one stage to other stage especially; the entry stage to career is very critical and needs more attention as it involves a lot of planning. The main purpose of the study is to understand the difficulties faced by the Graduates during the initial period of their career.

Few studies have examined the college to career transition, who focused on the experiences of graduates regarding their working conditions and culture in their initial stages of employment and entrepreneurship including job expectations, satisfaction, and commitment. Transitioning to work in relation to developing their identity during their college years and it has also been shown that most students are not aware of the dramatic differences between the educational and corporate environmental settings. Succeeding in college does not imply success at work. Graduates seem underprepared, however, for specific challenges to succeed on their job such as fitting into a new culture, responsibility and reward structures, and building effective working relationships, being accepted as a team member, and earning respect and credibility

2. LITERATURE REVIEW:

M.Vasuki Counselling Psychologist, IBS Chennai- Making the transition from campus to corporate - this article discusses the various aspects of making transition from campus to corporate. Carefully choosing a career will

help to stay motivated and remain a star performer throughout one’s career. A person moving out from a campus and entering corporate needs to do a lot of planning and should be handled with utmost care.

HodaBaytiyeh, Assistant Professor, The American University of Beirut and Mohamad K. Naja, Associate Professor, Lebanese University - Challenges Facing Graduating Engineers in Transitioning from College to Career – the study examines the career transition of Lebanese engineering students as a case study of the Middle East region. The survey identified their current employment and their attitudes toward their level of academic preparation as it relates to their transition. An Exploratory Factor Analysis revealed three main challenges facing engineering graduates: communication, responsibility, and self-confidence. The study suggests a strong need for collaboration between the engineering industries and the academic institutions to facilitate a smoother transition.

3. OBJECTIVES:

- To identify and understand the challenges faced by the select Graduates during transition process
- To examine and interpret the issues and challenges faced by the Graduates
- To emphasizes on listing out the essential requisites to the students and academic institutions to smoothen the process of transition.

4. DISCUSSION:

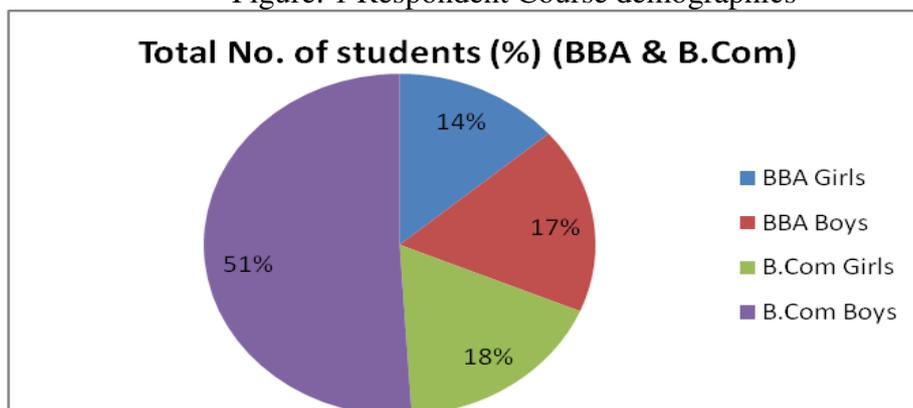
An extensive review on the literature was done and found that the contributions made to the present study were very limited. The literature available was mostly related to the transition of technical graduates. Based on the above literature, it is understood that there is a wide scope for research study on various areas concerned to the Graduates of social sciences.

A. DATA ANALYSIS:

4.1) Table 1 showing size of respondents (%) Gender wise

S.No.	Course & Gender	No. of Respondents
1	BBA Girls	7
2	BBA Boys	9
3	B.Com Girls	9
4	B.Com Boys	26
	Total	51

Figure: 1 Respondent Course demographics



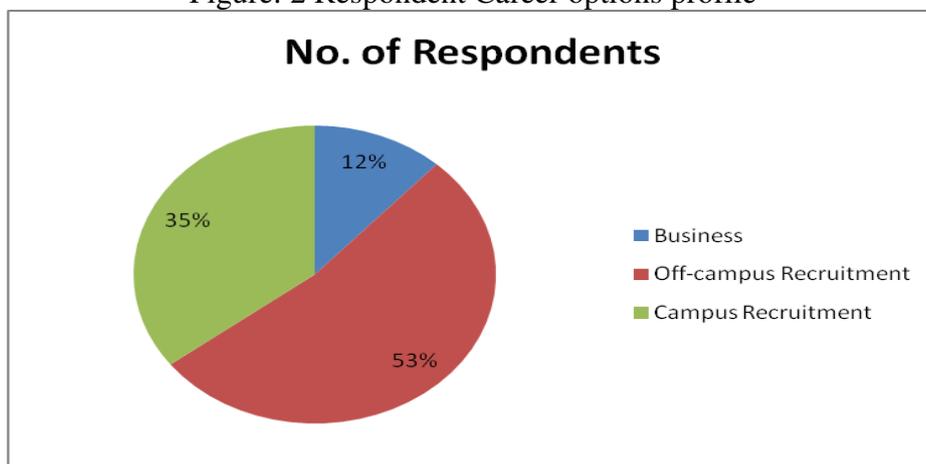
Interpretations:

- The total respondents were 51 from BBA and B.Com Courses. Out of which 16 from BBA Course and 35 from B.Com Course
- Out of 51 respondents female respondents were 16 and male respondents were 35

4.2) Table 2: showing various career opted by the Respondents after their Graduation

S.No.	Options	No. of Respondents
1	Business	6
2	Off-campus Recruitment	27
3	Campus Recruitment	18
Total		51

Figure: 2 Respondent Career options profile



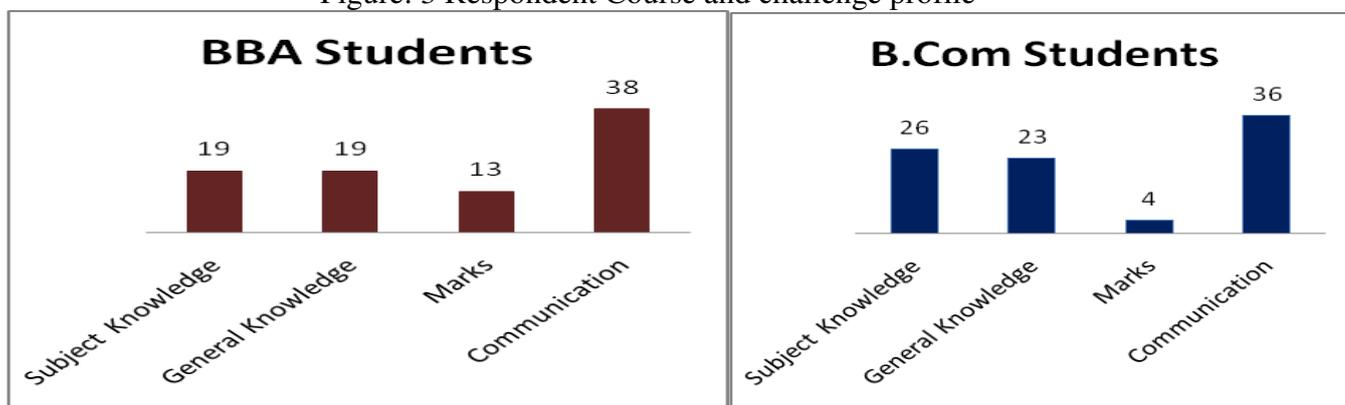
Interpretations:

- The observations of the study says that the girl respondents were opted business as their career
- Most of the respondents seemed interested and very much particular about their higher studies
- Both ways of recruitment process were considered in our study viz. through off-campus and campus recruitment

4.3) Table 3: showing the challenges faced by the respondents as per Academic Parameters

S.No.	Course	No. of Students	Subject Knowledge	General Knowledge	Marks	Communication
1	BBA Students	16	3	3	2	6
2	B.Com Students	35	9	8	2	18
Total		51	12	11	4	24

Figure: 3 Respondent Course and challenge profile



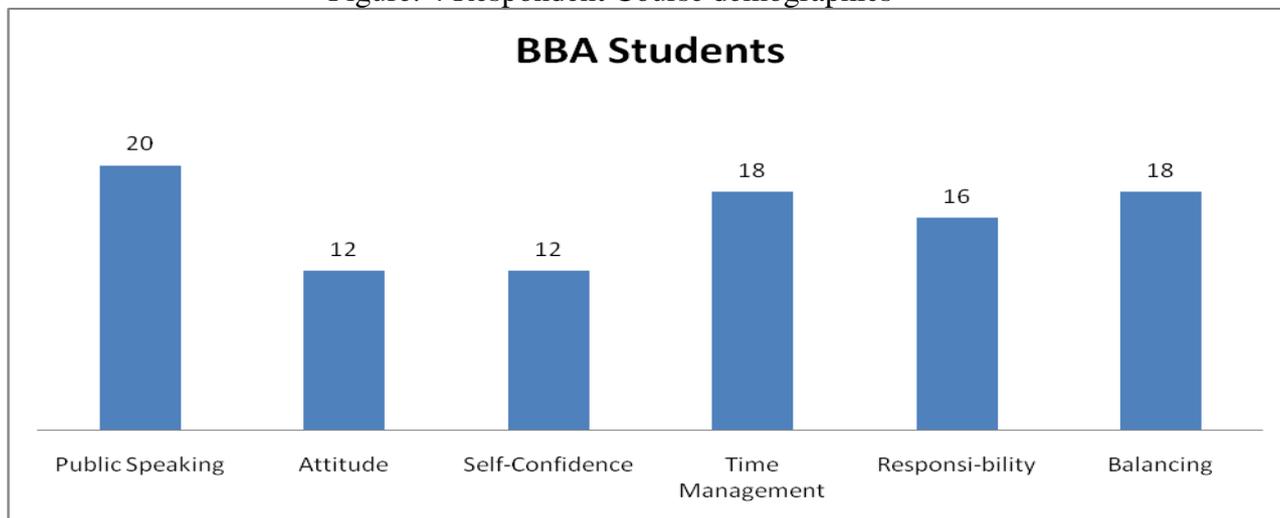
Interpretations:

- As per the study it was found that marks scored by the students are good enough
- Subject knowledge and general knowledge are the matter of concern
- The biggest challenge seems to be the communication skills under academic parameters

4.4) Table 4 : showing the challenges faced by the respondents as per Interpersonal Parameters

Sl. No	Course	No. of Students	Public Speaking	Attitude	Self-Confidence	Time Management	Responsibility	Balancing
1	BBA Students	16	10	6	6	9	8	9
2	B.Com Students	35	14	11	11	16	15	22
Total		51	24	17	17	25	23	31

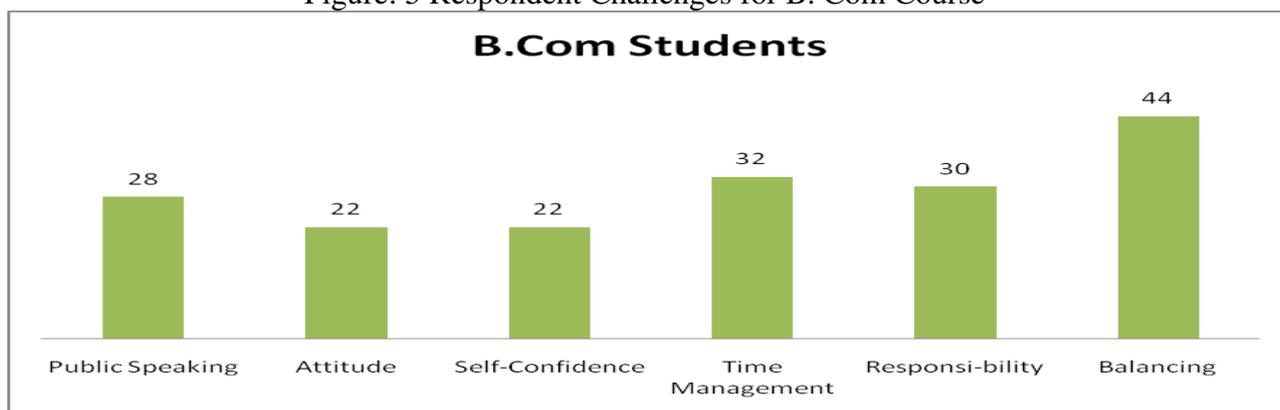
Figure: 4 Respondent Course demographics



Interpretations

- The students who have taken up some responsibility at college level have faced less challenges
- It was observed that public speaking skill was one of the major challenge faced during the transition period
- The biggest challenge found in the Interpersonal Parameters was balancing with regard to various aspects such as emotional, societal, time, economic etc.

Figure: 5 Respondent Challenges for B. Com Course



5. FINDINGS:

During the survey the researchers had personal interaction with the respondents who were passing through the transition phase and found some interesting facts which are described as under. In spite of acquiring the required skills from the academic institution and other sources, the respondents had various typical challenges.

- The primary finding of the study was that some of the respondents were not interested in finding out their own weakness which became major hurdle to them
- In the present scenario the respondents found to be very positive in aspects of accepting criticism, receiving suggestions
- Only few of them were found to be go-getters and their risk taking ability were also good
- Time Management was not given much priority and the patience levels among the respondents was very less

- As per the version of respondents, they were unable to bridge the gap due to lack of practical knowledge
- As per the above study it was felt that the decision-making and the problem solving abilities were found to be poor among the respondents
- It was also found that the performance of students was good who went the process of Internship

6. CONCLUSION:

The study was made not only to find out the difficulties under academic parameters but also under the interpersonal parameters and the impact of transition phase. Although the respondents are Graduates of Commerce and Management at Hyderabad City which provides more opportunities, still they were found struggling with transition phase. Most of the respondents could not fetch a job due to their low Communication and interpersonal skills, as a result of this they were switching on their higher studies.

7. RECOMMENDATIONS:

It is recommended that along with the students the academic institutions should take initiatives in filling the gap between Campuses to Company by providing appropriate training to enhance their employability skills. The student is suggested to get ready for proper planning and preparing a roadmap to overcome the challenges during transition phase. We suggest an industry institutional partnership to make the student acquaint with the work environment and also should be made to take up the any responsibility right from the college level.

Above all life values play a major role in overcoming the challenges of transition phase. These values are to be inculcated into the students by their parents as well as the institutions where they have studied and students need to be imbibing them which will make the transition period smoother along with the above suggestions.

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Learning to Teach - Teaching to Learn

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Abstract: *The present paper overviews the experience and observations of the author among the learners with reference to students in the classroom. The paper discusses the need for attention to improve the learning skills of learners, pondering the issues relating to the learners as well as facilitators. The title of the paper main aim is being discussed in the article to teach the learners we need to learn, to be in teaching profession what we learn is to teach. To update and enrich one's knowledge learning is a continuous process, it can be done through knowledge sharing, and considerable hard work, advanced preparation plays a vital part in learning. Time is also one big constraint to identify the problems faced by the learners. Meticulous mentoring, counseling may benefit in helping the learners.*

Keywords: *Learning, Knowledge, Concentration, Facilitator.*

1. INTRODUCTION:

With the growing digital transition there found to be lot of distractions among the learners in order to concentrate peacefully and gain knowledge. In Ancient times, there was no such atmosphere, perhaps today a lot of chaos in young minds due to modernism effect. Lack of decision making skills, to take right and best choice about one's career and life. Off – course nowadays the trend of learners main focus is on transfer of unprocessed information through various modes of channels via, watsapp, face book, twitter and so on. Nevertheless in Ancient times the disciples or learners were at back of seeking knowledge, whereas at present the learners are at seeking merely information, as such there is no spirit of enquiry there is no in depth of exploration towards knowledge, resulting into lack of innovations and inventions in the country. Further with assistive technology, effective mentors, facilitators, although with provision of all needs still due to psychological, social, economical, memory power, place of environment lack of interest, diversified interest via there are so many factors will come into consideration when there is personal one to one counseling with the learner. That hinders their mind to be preoccupied with unnecessary things. It's important for facilitator to understand the ability and behavior of the learner to impart him there upon the required skills.

2. OBJECTIVES:

The main objective of this paper to bring into limelight the significance of learning aspect to gain knowledge in changing paradigm shift in modern era.

3. DISCUSSION:

Learning refers to peer support each other in learning processes as peer support groups, supplemental instruction, and peer tutoring, peer teaching, and peer – assisted learning. The term peer assessment refers to the process undertaken by students to assess each other's work in related peer group tasks. Today a teacher's focus on future orientation in turn depends upon Quality, Social, Scientific, Value and Result oriented, apart from that the role of a teacher has changed from a sage on stage to that of a guide by side in higher education. In gurukul system, a teacher is expected to possess four *guna chatushtayam* (traits). *Sadvartanam*: Good, pious conduct and behavior (high social quotient); *Vidvatta*: knowledge and expertise (high Intelligent quotient), *Adhyapan Kaushyalam*: Teaching Skills (high emotional quotient), *Shishya Priyatvam*: love, affection and concern for students. The teacher is a facilitator with a responsibility to create a congenial environment for better learning, the learning process happens at three levels – teachers, peers and self. Everyone has their own importance and role in one's life, both lead to learning and experience, observing somebody else and learning from it also considered as experiential learning.

Basically there are three types of learners. Visual learners, Auditory Learners and Tactile learners. Visual learners prefer visuals and learns best by reading and watching; Auditory learners prefers auditory sense and learns best by listening to an explanation; and Tactile learners prefer tangible and learns best by engage in hands on activity. Listening to one lecture is like reading four books. A famous sloka from Sanskrit says.

“Dhyana mulam Guror murthohi
Puja mual gurorpadham
Mantra mulam guror vakyam
Moksha mulam guror krupa”

The role of guru in ancient times is completely different from the role of teachers at modern times. Many think the role of guru and teacher is similar. Although there are quite differences between guru and teacher.

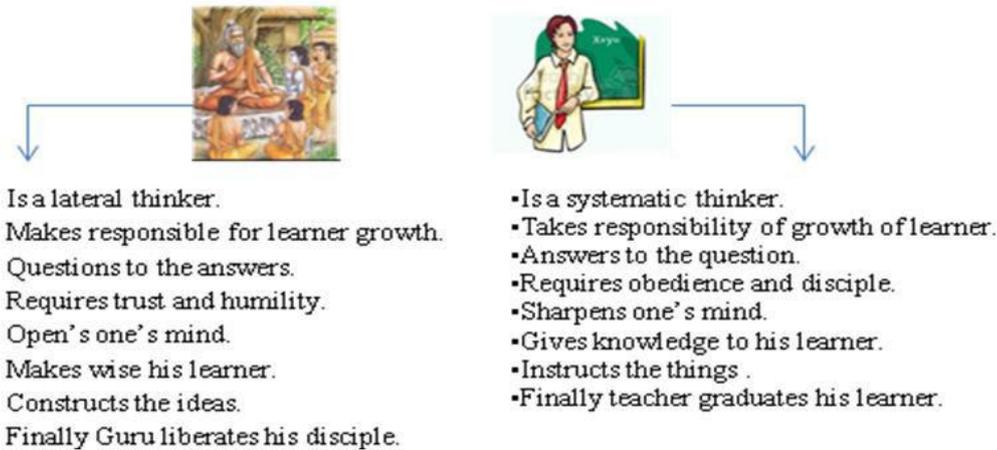


Figure 1.1:Guru Vs Teacher

Lord Krishna enlisted three qualities of learner. *Sraddha, Earnestness and Samyatendriyaha*



Figure 1.2:Three qualities of Learner

The art of inculcating interest among learners is to focus on concentration, and the means of concentration of learner has to reach his goal.

“Yato Yato nischarati manaschanchala mastiram
Tatata niyamaita datmanyeva vasam nayet”

Regular practice adopted in educational institute to develop the teaching learning process more effectively. An effective planning based on the outcomes of the course structure, the beginning of the semester includes the distribution of course files, list of reference and text books with titles and authors, as well as key journals of national

Sanskrit Word	Meaning
Suchoudese	Good Atmosphere
Rahasistala	Self Study lonely pace
Stira Sukha Asanam	Proper Sitting Posture
Lalyeth Chitra balakam	No deviations from path
Uttistata	Keep away from temptations

Stage of return	Holding tight the desires
Prayaahara	Aim for permanent bliss
Strong Will	Bold enough
Sanai Sanai	Step by Step Learning
Yuktahara Viharasya Yukta Chetasya Karmasu	Limited food and rest to body.
Table 1.1: Means of Concentration	

and international importance to the learners, on other hand the facilitator will be prepared with lecture notes of concerned subjects, power – point presentation, lab manuals, lesson planning, question bank, on – line test and virtual labs.

During the semester the teachers make their best efforts to cover the theory syllabus as well as required practical hours, to achieve this objective they may also engage practical hours during holidays or perhaps take extra hours. There is a need as per the norms of the Regulatory bodies to have at least one industrial visit per semester and two guest lecture to the students to have close interaction with the subject experts to clarify their innate doubts. Coverage of syllabus hundred percent does not mean effectively what has planned has been delivered; simultaneously both the facilitator as well as the learners should have an awareness to latest development in the area of relevant subject through open discussion forums. The active involvement and participation of learner will encourage in conducting more such sessions in the class room. Participation in the learning process means attending learning sessions.

*“Excellent learners – Perform well – Still need direction
Average learners - Perform better – Definitely need direction”*

Mere attendance without attempting to learn does not guarantee enhanced performance. Of course value addition to the class matters lot as the learners thinks twice to attend the classroom session. Other supplement to gain learning experience includes: on – line classrooms, peer learning outside the classroom, coaching classes, further the supplements cannot replace the actual learning in the classroom with fellow learners and facilitator. Cultivating a climate or culture of learning requires lot of work. In addition lack of seriousness and lack of intensity to learn may also exploit such an environment.

The academic journey of learner starts with eight, six , four semesters of entire course, twelve , eight, two midterm exams followed by the University Exams, minimum of seventy five attendance in class. The success of student comes out with dedication and commitment of learner as well as facilitator in carrying out all aspects of learning process with due diligence. Henceforth it creates the awareness of competition levels to enhance their knowledge, skills and abilities.

In order to review and revise what has been learnt there is a practice of continuous and comprehensive assessment of assignment, projects, practical, class notes by the facilitators in the class rooms. To measure the performance of the learner’s midterm exams will be conducted twice in a semester before appearing for university exams.

Feedback boasts the morale of a facilitator, further to enhance and motivate to teach. For example: A Student after completion of his course said: Sir, for me when I am in your class, I thought the lesson taught by you is no worth at all, but later when I got a job and started working I realized the worth of your lessons is more than one crore rupees which I am going to earn it during my rest of thirty five years.

4. CONCLUSION:

The change in learners can be brought by facilitators to an extent by acting as agents of change. The initiatives taken up by the academic institution will also have a significant impact upon the holistic development of learners during their academic course work. a key point learners will cross the stage of sitting on the benches as soon they complete their education, henceforth the article concludes by saying it’s the teachers, facilitators who should be a continuous learner as long as they are in the profession of teaching. As such teaching has already become more difficulty, further in upcoming days it's going to be more complex and complicated if we are not on par with learners transformations. It's all happening because of the technology, modernism, global changes, and availability of other supplements to learn.

5. RECOMMENDATIONS:

It will be appropriate to give more amenities and facilities for facilitators to enhance their skills and improve in knowledge. The academic institutions need to have regular training sessions internally as well as externally to the

facilitator without having a backward step, poor teachers how they can get an opportunity when they are regularly messed up with class teaching. Mere teaching without training with latest development it's impossible to say that the education which is given to learners is one hundred percent quality. Quality education need zero effect tolerance, when there is overall vigilance on all aspects of delivering and imparting education.

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LEARNING METHODS AND TEACHING TECHNOLOGY

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Abstract: *Iswarbai Patel Committee (1979) also has recommended that a general board based education be provided up to the end of the stage of compulsory education, so that children leaving school have acquired a knowledge of our culture and heritage which, in turn would enable them to exercise their rights as citizens in a responsible manner. Core curriculum is a relatively new concept in curriculum planning evolved as a part of the efforts of the forward looking educators to develop a more functional and significant program of general education for all youth. The main methods of teaching methodology - micro and macro teaching can be interpreted as - new method and old method.*

Keywords: *Core curriculum, main methods of teaching methodology, micro methods and macro methods.*

1. INTRODUCTION:

Curriculum is a social science document. Like the constitution it reveals the ethos of the society. The vision of a curriculum is the product of a set of assumption about people and the world at large. Curriculum is the sum of total ideas, values and visions transmitted through the teaching – learning process.

The new curriculum has constructivism as a major theoretical backing. This infact is a clear deviation from behaviorism. It is constructivism that initiated learner centered approach in education. Constructivism has two branches, viz COGNITIVE CONSTRUCTIVISM AND SOCIAL CONSTRUCTIVISM.

Co-curricular activities are now considered to be an integral part of school programme. The secondary education commission has said, “ These are an integral part of activities of the school like curricular work and their proper organization needs just as much as the curricular work.

Teaching is a complex process involving the teacher pupils the physical and social environment and a set of tasks meant for bringing about desirable behavior changes. The success of such a venture depends on the systematic planning made by the teacher. The planning for instruction has to be done at various levels and for a variety of purposes.

2. OBJECTIVES:

- Co-curriculum.
- Teaching evaluation.
- Teaching – learning method.
- Teaching aids approach.

3. DISCUSSION:

a) Teaching Mehodology

Methodology of teaching is mainly two i.e Micro teaching and Macro teaching. Micro teaching is defined as a scalled down teaching encounter in a class size and class time (Allen). It is also defined as a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting. Macro teaching means it is a elaboration i.e story telling method as well as lecturing the whole topic continuously i.e Macro.

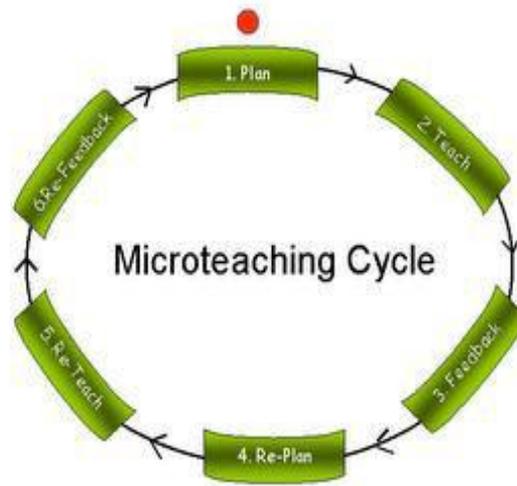


Figure1: Microteaching Cycle

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4.3 Macro Planning vs. Micro Planning (Textbook PP54-55)

Macro planning provides general guidance for language teachers, it is not for specific lessons but rather familiarizing with the context in which language teaching is taking place, which involves :

Knowing about {

- the course**
- the institution (school);**
- the learners**
- the syllabus**

Micro planning is usually for a special lesson./ lesson plan

A COURSE IN ENGLISH LANGUAGE TEACHING

Figure 2: Macro Planning vs Micro Planning

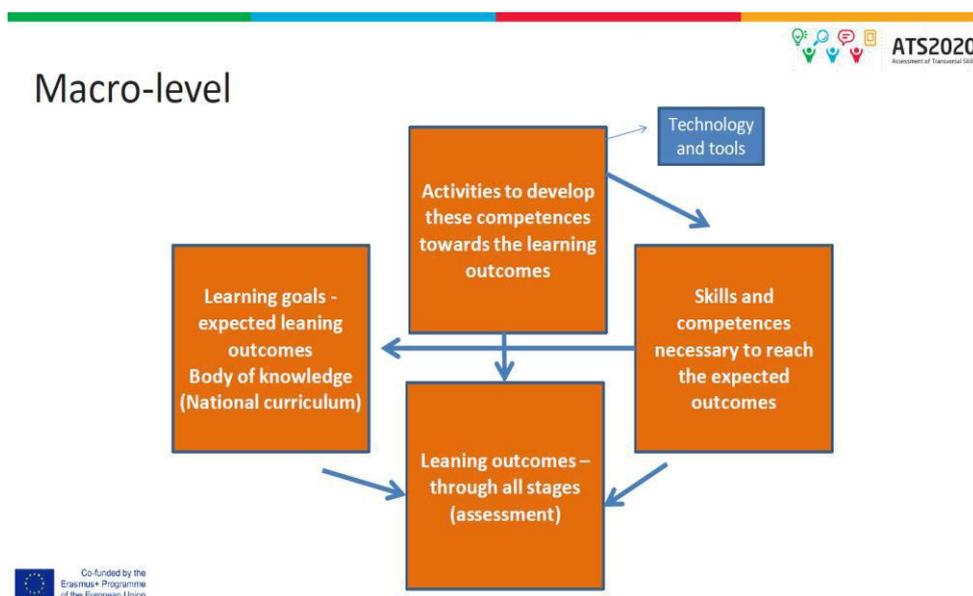


Figure 3: Macro- level Planning

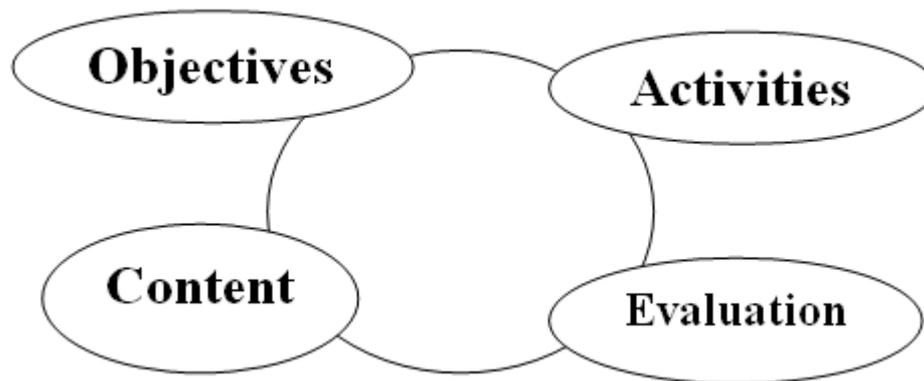


Figure 4: Co Curriculum Planning

4. TEACHING TECHNOLOGY:

Teaching technology is an application of technology to instrumentation useful to the process of teaching. Audio – Visual technology is also very particular role in education mainly use of black board. Teaching skill is a set of related over behaviors of the teacher i.e verbal and non-verbal which are obseverable, definable, measurable, demonstratable and refinable through practice. The teacher uses teaching skills in pre instructional, insturctional and post instructional stages for achieving predetermined specific objectives. According to B.K.PASSI some certain lists of teaching skills i.e wirting insturctional objectives, introducing a lesson, fluency in questioning, probing questioning, explaining, illustrating with examples, stimulus variation, reinforcement, silence and non-verbal cues, increasing people participation, recognizing attending behavior, using Black Board, achieving closure. Some of the skills are extensively used in routine teaching by all teachers. These skills are known as core teaching skills.

5. CONCLUSION:

Many people think that teaching is good for all purpose. But, practically it will be a learning doing process. That means teacher is always use new technology and new technical aptitude and methods of teaching learning. This will helps us the teaching society i.e. through Co-curriculum activities and instrumental technology and teaching methods through types of curriculum and methodological approaches and proper curriculum organization. Audio – Visual approach also very important in teaching field.

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Evaluation as a vehicle of teaching and learning

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“One cannot work well, achieve well and succeed well – if One is not evaluated well.”

Abstract: Evaluation is being followed by the sixth sense of God's creation i.e Human beings from the time of evolution of man. It plays a gradual role everywhere in the society for the betterment of the humans. Moreover, the people were civilized, and they are distinguished from the other creatures only by evaluation. Teaching and learning is a continuous process, that shouldn't be diluted by the untoward environment. When the people really want to upgrade themselves, criticism is good enough, which is another part of the evaluation. A good teacher can teach well, whereas a best teacher demonstrates. Everything is possible only by the continuous process of evaluation. No one is capable of identifying his/her own flaws or never tries to do so. The reason is, everyone thinks evaluation is a toxic weapon that may kill either others or their own. In the field of education to compete in the globalized world, most of the Professors and students need to travel by assessment. It is the best way to reach the destination faster than the other mode of transportation.

Key Words: Evaluation, gradual, distinguished, criticism, toxic, weapon, environment.

1. INTRODUCTION:

The people of present scenario always expect to be perfect in all the matters due to their smartness. Parents expect their children to be perfect, children expect their teachers to be perfect, teachers expect their institutions to be the same as mentioned above. Beyond this the vice-versa too followed in each level. For everything there is a common term named 'Perfect' which is possible in the matter of evaluation. Gaining a good name is hard, but maintaining the same is difficult. Why? The reason is, here most of the people don't want themselves to find out their flaws. In the field of education, the improvement takes place only when there is an evaluation. Without it too we can find out the growth, but the growth will be snail fast. This paper deals about the importance of evaluation in the field of teaching and learning.

2. OBJECTIVES: The objective of this paper is to know the salient features of evaluation

3. IMPACT OF GLOBALIZATION:

Everything in the world is evaluated. The sales of a book, the box office collection of a movie, a company's annual production etc., Not only material things, but also abstract things like the satisfaction that a book gave us, the taste of a drink is also measured and analyzed. When we decide to watch a movie or start reading a book, what do we do? We look up the reviews for it. Why does this evaluation and criticism exist? Evaluating oneself and accepting criticism, regardless of its nature, is a great way of exploring ourselves and will the effort, improving ourselves. Success is counted sweetest, those who counts the criticism well. Education field of India brighten a lot after the globalization by adopting the foreign systems. Indians are obsessed with foreign teaching and learning, which is more flexible and convenient in their day-to-day life. The system of foreign people is, learn through experiment. Everything is possible when we people go for evaluation. i.e comparing our system with foreign.

4. CURRICULUM DESIGN:

Evaluation exists in all the fields known to humans, but it is not as important as in any other field in education. It is necessary for the teachers to be aware of the degree to which the students have an understanding of the

subject matter. It is also essential to check whether the objectives of the curriculum are met and evaluation is the way to do it. Correct and accurate evaluation answers the following questions:

'Is the teaching done in the right manner?'

'Are the students learning what we intend to teach?'

'If not, is there a better way to implement the curriculum?'

Evaluation has effects on both students and teachers. It helps the students get an idea of how well they know the subject matter and leads them into thinking of ways to increase their level of understanding of the curriculum. It is a tool to both motivate and appreciate students. More than anyone in the field of education, teachers are involved more in the evaluation and assessment. Planning a curriculum, implementing it to the students and evaluating the students are the basic stages in the process of education.

5. EVALUATION IN TEACHING:

It is essential for the teachers to check if the objectives of the curriculum are met or not. Instructional objectives are what the teachers set as their aim while teaching. The objectives help a teacher plan on how they wish to implement the curriculum and afterwards it also helps the teachers understand how well the plan was executed. The objectives provide the criteria with which the teachers can assess their own teaching. The objectives that a teacher sets depend upon their own strengths and weaknesses. The commonly set objectives include the strategy with which the syllabus is taught, the kind of language used in the class, the kind of rapport to be established and maintained with the students etc.,

For the evaluation to be effective, the same amount of thought and effort which is put into planning the teaching must be put into planning the evaluation. Both teaching and evaluation must be considered together. The sole focus of teaching and evaluation must be the improvisation and achievement of the student. Teachers must be aware of how much the students have learned, so they can alter their efforts, for the benefit of both the students and the teachers themselves. It is also useful for the teachers to plan their future class objectives.

In order for the instruction to be beneficial to its fullest extent, a teacher must go beyond the learning skill of a student and understand what external factors affect the learning of an individual student or a group of students. Evaluating their teachings based on the students' interest in participating and their achievements, frequently and constantly, gives the teachers the results which will expose the effectiveness of their teaching strategies.

6. PROCESS OF LEARNING:

Learning is a step by step process. Each piece of information must be taught in a way that it attaches itself to the preexisting knowledge of the students. If what the teacher teaches conflicts with the preexisting knowledge and beliefs of the students, they may fail to comprehend or choose to neglect that part of the lesson. So, an effective teacher takes efforts to assess what ideas and beliefs that each student has in their individual minds, and plans the course accordingly. Giving a brief pretest to the students about the subject matter is a nice way to analyze their level of knowledge of the said subject.

During the term, when the implementation of the curriculum is underway, there are several ways to test the students' level of understanding of the subject matter.

- Students can be given quizzes and tests at regular intervals of time.
- Rather than the traditional quizzes and tests, the students can be questions while the class is going on.
- The students can be allowed to asked questions about the subject that was just taught.
- The students can be asked to write a minute on what was taught.
- Brain teasers or puzzles, which requires the application of what was taught can be given to the students.

These above practices ensure that the students learn what the teacher intends for them to learn.

The best way to evaluate one's own teaching is to give out feedback forms to the students once in a semester and ask them to rate their learning experience. Contrary to the general practice, which is to collect feedback at the end of the semester, sessions during the course of the term to give informal feedback and positive criticism can be arranged, when time permits, to evaluate the teaching. The feedbacks can be allowed to be anonymous, for the sake of honesty. This is more effective than the traditional way of waiting till the semester's end because it allows the teachers to modify their course strategies accordingly. There are few more effective techniques like, Self evaluation, Peer group evaluation and the evaluation of higher authorities. Among them self evaluation and students' evaluation are considered the best method.

*'Self evaluation directs us to prepare our next
Performance from the past and today's experiences.'*

7. CLASSROOM ENVIRONMENT:

A completely effective sequence of teaching and learning can be achieved by having clearly defined classroom goals and productive classroom activities. A good classroom has a healthy amount of feedbacks. Feedbacks

to the teacher and classroom evaluation are inseparable and integral components of the Teaching-Learning sequence. A clear understanding of how, through Instruction, we learn the syllabus, and through Evaluation, we learn about ourselves, must be present and it is applicable to both the students and teachers. An effective teacher is one that constantly changes the classroom environment based on the data collected through student and self-evaluation, to improve the learning environment. Anyone can learn under the appropriate circumstances. If a strategy of teaching fails to achieve its preset objectives, it must be modified and reshaped until the objectives are met. There is never a failure in the learner, it always lies in the strategy. Emphasis must be always laid on the fact that anyone can learn under the appropriate circumstances.

8. CONCLUSION: To conclude this paper, the earth doesn't revive the sun without galaxy and the people cannot grow up without censure. It is understood thoroughly that as a social animal, man has to depend upon the society for some of the cases though he likes to be alone.

9. RECOMMENDATIONS: The people can think about self evaluation which is the best method to improve themselves

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**A Next Best Practice - Incorporating the Sustainability Dimension In
Higher Education**

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To everyone who is working for a better future for all - Anonymous

Abstract: *The goal of sustainable development is to meet the needs of today, without compromising the needs of future generations. This means we cannot continue using current levels of resources, as this will not leave enough for future generations. Stabilising and reducing carbon emissions is key to living within environmental limits. In the 2017 SDG Index and Dashboards Report by the Sustainable Development Solutions Network (SDSN) and Bertelsmann Stiftung, India was ranked 116th out of 157 countries with respect to Sustainable Development Goals, with a score of 58.1 out of 100, behind countries such as Nepal, Iran, Sri Lanka, Bhutan and China. India had also fallen from its last year's 110th rank on the SDG Index. Thus there is no doubt that India needs to do something about it, and real fast. In this paper the authors put forth new ways and means by the sustainability initiative can be leveraged by making it a part of Higher Education. How to weave the sustainability dimension into the higher education fabric as the next best practice is the intent of this paper.*

Keywords: *Sustainable Development, Higher Education.*

1. INTRODUCTION:

The modern concept of the term sustainable development was coined in the paper "Our Common Future", released by the Brundtland Commission (set up by United Nations World Commission on Environment and Development (WCED) published in 1987). It refers to the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Here Brundtland argues: ".....the "environment" is where we live; and "development" is what we all do in attempting to improve our lot within that abode. The two are inseparable....". The authors agreed with him and thought the whole world also agreed. Coming to the present, the inclusion of Sustainability in the UN's Millennium Development Goals that expired in 2015, and its subsequent re-incarnation in a more inclusive way in the form Sustainable Development Goals that expire in 2030 only reinforced the notion. Then we see the impossible happening, President Donald Trump walks out of the Paris Climate Accord. Exactly opposite to this was the Chairman, Mahindra and Mahindra Group, Anand Mahindra reaction, he felt that Climate change was the next century's biggest financial and business opportunity, and that US's loss would be the world's gain.

The authors agreeing with him suggest that the best way to encash this opportunity would be the next best practice of incorporating the Sustainability dimension in Higher Education. In a globalizing world with shrinking /fast depleting resources, colleges and universities can play a vital role in preparing students to meet the sustainability challenges of the future. In this paper ways and means of incorporating sustainability in teaching learning and evaluation have been put forward.

2. OBJECTIVES:

- To review the status of incorporation of sustainability in Higher Education
- To put forth ways and means to make sustainability the next best practice

3. DISCUSSION:

3.1 To review the status of incorporation of sustainability in Higher Education

If we were to take stock of the sustainability dimension, as of now, we could say we are still in the “create awareness” phase. Coming to teaching and learning, sustainability has been introduced at undergraduate and school levels, as a paper in the curriculum. But in most places the learning element is virtually nil, as the student is expected only to clear the paper, with no marks being allocated towards the final grade. Hence at the evaluation phase it can be said to be non-existent. Thus it can be said that the introduction is a mere formality, creating only a little awareness among students. Coming to sustainability and Higher Education, a steady increase is seen in the number of dedicated seminars and conferences on it, along with an increase in its introduction as a track in other theme seminars and conferences as independent. A glance at the sub-themes only reinforces that the emphasis is still on awareness. Actually the awareness about sustainability per se seems less, it is still more about going green.

A lot of MOOCS on sustainability have gained ground, but are more popular internationally. These are however stand alone courses and many colleges do give course credits for them. These are more prevalent in management and engineering courses, with presence of UN bodies like PRME (Principles for Responsible Management Education) .

3.2 To put forth ways and means by which we can take sustainability to the next phase ie incorporation

To add the sustainability dimension as the next best practice it is proposed that the incorporation ie adoption aspect of sustainability be emphasized at all three stages of Higher Education - Teaching, Learning and Evaluation.

i. Teaching

- Integrate it into the course you are teaching - whatever be the nature of the course it can always be related to sustainability.
- Ask students to join sustainability related online social groups in groups, let each group follow different groups, and at the end of each month let the group share their findings. Example - Green Market Oracle.
- Awareness about sustainability issues - how it is affecting you personally, your local area, the consequences. Eg -invited talks by practising local people etc.
- Compile a set of Readings - relevant to the student’s main course option and local issues. Eg - create a compendium of related Ted Talks, of Blogs etc.
- Placement Cell to arrange Career Opportunities Talks - with speakers invited from Companies practicing sustainable development. Eg- Tata Sustainability Group, AdityaBirla Sustainability Cell, Wipro etc.
- Invited Talks - by local regulatory and administrative bodies implementing Sustainability projects

ii. Learning

- Use of Live Projects - related to your local area and issues, GRI Based reporting of the institution and neighbouring organizations.
- Faculty Research Projects - Every faculty to take up a small local sustainability related research project annually, and introduce students to their research - make it personal, that inspires students.
- Use of online resources - that add a practical dimension to learning. Eg. UN Academic Impact etc.
- Encourage students to share their learnings - arrange and promote multi-disciplinary projects
- Simple exploratory projects can be undertaken Eg - Forbes - World’s most sustainable companies 2017 and India's top companies for sustainability-and-csr-2017/ can be good starting points, study of sustainability reports of company using GRI Based reporting, drawing up sustainability reports of the institution and neighbouring organizations using GRI Framework.

iii Evaluation

- Use of Multi - faceted Assessment criteria, wherein sustainability would be also be a dimension .
- Adding a new dimension to Evaluation - that would assess the practicing, incorporation component.
- College Placement Success - to be measured in terms of number of students placed in Companies adopting Sustainable practices, and not in terms of pay packages.
- Recognition of Student Learnings / Projects - on College Days, Science Days, Republic Day etc.
- Involvement of Alumni and local Bodies in evaluating student projects.
- Assigning marks to such projects, which contribute to total marks

4. CONCLUSION:

As a topic with relevance across the disciplines, sustainability presents a valuable opportunity for not only rethinking pedagogy, but also of evaluation. The strategy of linking sustainability would result in twin benefits - of promoting sustainable development and making learning interesting as real world problems are applicable to students' lives, either directly or indirectly. There are many such innovative ways to enhance the practicing component of sustainability using teaching, learning and evaluation as have been put forth above. But we can not overlook some

facts, one is the existing student overload, as all this would be over and above his existing course demands. Second if the emerging imperatives of sustainability are to be met we need to not only create new course content that includes sustainability, but also adopt new ways of teaching that content. But there is no denying it would definitely be worth the effort.

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A Study on Importance of ICT in Higher Education

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***Abstract:** Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). Information and communication technologies (ICT) have become commonplace entities in all aspects of life. In the 21st century world is moving rapidly into digital media and information, so the role of ICT in education is very important. Higher education in the country is experiencing a major transformation in terms of access, equity, and quality. The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. ICT based education causes changes in the educational objectives in the conception of the teaching and learning process. In this regard, the paper addresses the integration of ICTs in various aspects of higher education in the present scenario. This paper also highlights the various impacts of ICT on contemporary higher education and explores challenges in integrating ICT in Educational sector.*

***Key Words:** Information and Communication Technology (ICT), Higher education, Technology, and Learning.*

1. INTRODUCTION:

The rapid developments in technology have made tremendous changes in the way we live, as well as the demands of the society. Recognizing the impact of new technologies on the workplace and everyday life, today's teacher education institutions try to restructure their education programs and classroom facilities, in order to minimize the teaching and learning technology gap between today and the future. This restructuring process requires effective integration of technologies into existing context in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity.

However, many recent research studies on this theme show that many institutions are failing to integrate technology into existing context. Bauer & Kenton (2005) stated in their study that although teachers were having sufficient skills, were innovative and easily overcome obstacles, they did not integrate technology consistently both as a teaching and learning tool.

2. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Information and communication technology (ICT) is one of the most important driving forces promoting economic growth in the economy. However, there is less of a consensus among economists on whether the impact of ICT also stems from higher total factor productivity (TFP) growth and improved efficiency of production (due to a better-educated population). During the last two decades countries have invested heavily in ICT. ICT has had a major impact on the education sector, on the organization and on teaching and learning methods. Yet there are considerably different ICT expenditure levels within and between countries, as well as between institutions within countries. In some countries, schools have embedded ICT into the curriculum, and demonstrate high levels of effective and appropriate ICT use to support teaching and learning across a wide range of subject areas. However, in other countries schools are in the early phase of adopting ICT, characterized by important enhancements of the learning process, some developments of e-learning (ICT-enabled learning), but without any profound improvements in learning and teaching.

As we move into the 21st century, IT factors and many others are bringing strong forces to bear on the adoption of ICTs in education in general and higher education in particular. It is only through education and the

integration of ICT in education that one can teach students to be participants in the growth process in this era of rapid change. ICT can be used as a tool in the process of education in the following ways:

- **Informative tool:** It provides a vast amount of data in various formats such as audio, video, documents.
- **Situating tool:** It creates situations, which the student experiences in real life. Thus, simulation and virtual reality are possible.
- **Constructive tool:** To manipulate the data and generate an analysis.
- **Communicative tool:** It can be used to remove communication barriers such as that of space and time.

3. ICT IN HIGHER EDUCATION:

The ICT Policy in higher education aims at preparing youth to participate creatively in the establishment, sustenance, and growth of a knowledge society leading to the all-around socio-economic development of the nation and global competitiveness. The introduction of ICT in the higher education has profound implications for the whole education process ranging from investment to the use of technologies in dealing with key issues of access, equity, management, efficiency, pedagogy, and quality.

- **Student-centered Learning:** ICT provides a technology that has the capacity to promote and encourage the transformation of education from a teacher-directed enterprise towards student-centered models. As more and more students use computers as information sources and cognitive tools, the influence of the technology will increase to support their studies.
- **Supporting Knowledge Construction:** Learning approaches using contemporary ICTs provide many opportunities for constructivist learning and support for resource-based, student-centered settings by enabling learning to be related to context and to practice.
- **Anyplace Learning:** With the help of ICT, educational institutions can offer programs at a distance mode. Today many students can use this facility through technology-facilitated learning settings.
- **Anytime Learning:** Technology-facilitated educational programs remove the geographical barriers. Students are able to undertake education anywhere, anytime and at any place. This flexibility has provided learning opportunities for many more learners who previously were constrained by other commitments.
- **Information Literacy:** The growing use of ICT as tools of everyday life have seen the pool of generic skills expanded in recent years to include information literacy. It is highly probable that due to the future developments and growth in technology, it will help further for information literacy.

ICT applications provide institutions with a competitive edge by offering enhanced services to students and faculty, driving greater efficiencies and creating enriched learning experiences.

3.1 ICT in Teaching and Learning: While for the higher education sector is planned to build a knowledge repository of multidisciplinary subjects, as a strategy to counter the shortage of faculty in higher education, EDUSAT will be used to share the available expertise through modular programmes. This will be done by networking institutions, the creation of virtual laboratories, the creation of the database, access to expert lectures and technological developments in industries and research organizations etc. Teaching and learning can further be improved by replacing of conventional teaching instead of the usual age-old method of chalk and talk for teaching by innovative methods like powerpoint presentations and animations, modeling and simulations, video clips and using AV aids, LCD projectors etc. This enhances the learning ability of the student and also helps the teacher to elaborate the difficult concepts effectively within a short time span.

3.2 ICT in Administration: ICT in administration of educational institutions play a major role in efficient utilization of existing resources and simplifies the administration tasks (e.g. in student administration, staff administration, general administration etc.) by reducing the paperwork and replaces the manual maintenance of record keeping to electronic maintenance of records which helps in easy retrieval of any information of students, staff and general within a fraction of seconds can access the required information.

3.3 ICT in Research: Integration of ICT in higher education enhances the quality of research work and more number of individuals enrolled in the research work in various fields. ICT facilitates the links across the world in all subject matter and made social networking. It saves time, money and effort to the researchers in their research studies. The collection and analysis of large data become easier through the availability of software. The unprecedented growth in bandwidth and computing power provide opportunities for download huge amount of data and can perform complex computations on them in a fast manner to get an accurate and reliability of data.

3.4 ICT as a Change Agent in Higher Education: The evolution of higher education in India combined with the need to sustain and be competitive in a global scenario requires decisions to be taken quickly and effectively. This has enhanced the scope and complexity of administration, thus making it necessary to adopt different methods of higher education administration

- The increasing student population in higher education accelerated the need for ICTs to process, store and retrieve data in a fast, systematic and accurate fashion. The focus of e-administration in higher education is on

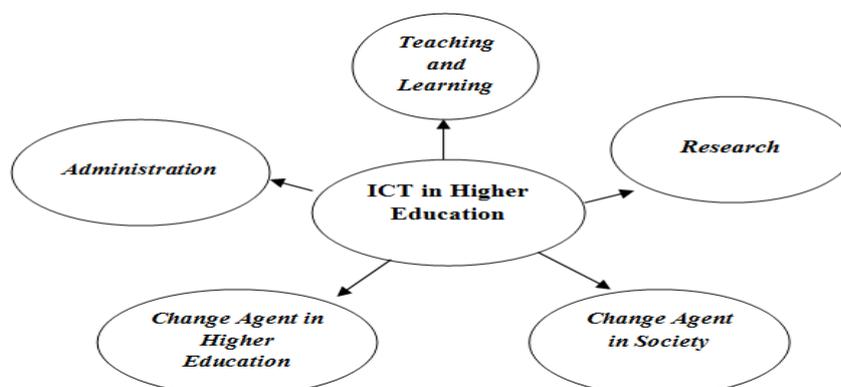
the creation of an efficient electronic administration by handling existing resources economically. According to Sanat Kaul (2006), the usage of ICT in higher education institutions starts from the early stages of receiving e-notifications regarding admission, course schedules, and billing procedures and continues till the end of the course including online publication of results

- The concept of moving the traditional classroom of desks, notebooks, pencils, and blackboard to an online forum of computers, software, and the internet intimidates many teachers who are accustomed to the face-to-face interaction of the traditional classroom.
- ICT change the concept of teacher-centered learning to student-centered learning and teachers act as coaches, mentors and knowledge facilitators and the learning environment focus on real-time problem-solving methods
- Learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission.
- ICTs make possible asynchronous learning or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number (Sukantha Sarkar 2012). Information technology changes the concept of the traditional method of research work and made the researchers do more feasibility and reliability studies. With the evolution of ICT, researchers can complete their research work in a short period of time and motivates many upcoming researchers to handle more research works.

3.5 ICT as a Change agent in Society: The last two decades have seen a critical examination of the role higher education institutions in economic growth and social development. In addition to teaching and research, contributing to regional economic growth through innovation is now perceived as the third role of universities. The university-industry-government linkage as a triple-helix model through which effective transfer of technologies leads to economic growth.

- The developmental role of higher education institutions can be seen from its initiatives and impacts in addressing social issues such as poverty, inequality, gender, environment and empowering the poor and marginalized sections of the society to play a major role in the developmental process.
- The government is proposing the creation of a high-speed knowledge network providing connectivity across educational institutions. The connectivity should be provided to supplement the current networking initiatives being undertaken, intra and interdisciplinary networks to enhance research collaboration. This can also be supplemented by creation of online communities of practice
- ICT promotes the generation of new business and job opportunities for a large number of population. This will generate the economy, reduces unemployment and enhances the standard of living of society.
- ICT is a connecting agent as it connects the people across the world through various devices like a pager, faxes, mobiles, emails and social networks etc. This enables the people to utilize the resources as and when needed with the changing environment and develops new trends in the society.
- ICT adds value to the organization and management of learning institutions. The internet is a driving force for much development and innovation in individuals, business organizations, educational institutions, and society at large.

Figure 1 Integration of ICT in higher education



4. KEY CHALLENGES IN INTEGRATING ICTS IN EDUCATION:

Though ICT holds the potential to transform the education system of a country to a great extent, its implementation in terms of developing countries remains a challenge to an extent. Training teachers for the use of ever-evolving technologies, upgrading their skills continuously and keeping them abreast of the latest developments and best practices are a herculean task. Availability of latest hardware and software facility determines the efficient use of technology and maintaining it in schools involves a lot of financial investments. The biggest challenge for effective implementation of ICT in the schools is the high expenditure in the installation and running of the tools. Successfully integrating ICT into education depends to a large extent on the teacher's ability to structure the learning environment. Teachers must structure their role by organizing the way students acquire cognitive competencies and manage to apply them in different situations. Students participate as new educational agents, who have become a major element for communication and social interaction as a result of being born in a high-tech society.

5. EMERGING ISSUES:

A number of other issues have emerged from the uptake of technology whose impacts have yet to be fully explored. These include changes to the makeup of the teacher pool, changes to the profile of who are the learners in our courses and paramount in all of this, changes in the costing and economics of course delivery.

a. *Expanding the pool of teachers*

In the past, the role of the teacher in an educational institution was a role given to only highly qualified people. With technology-facilitated learning, there are now opportunities to extend the teaching pool beyond this specialist set to include many more people. The changing role of the teacher has seen increased opportunities for others to participate in the process including workplace trainers, mentors, specialists from the workplace and others. Through the affordances and capabilities of technology, today we have a much-expanded pool of teachers with varying roles able to provide support for learners in a variety of flexible settings. This trend seems set to continue and to grow with new ICT developments and applications. And within this changed the pool of teachers will come changed responsibilities and skill sets for future teaching involving high levels of ICT and the need for more facilitative than didactic teaching roles (Littlejohn et al., 2002).

b. *Expanding the pool of students*

In the past, education has been a privilege and an opportunity that often was unavailable to many students whose situation did not fit the mainstream. Through the flexibilities provided by technology, many students who previously were unable to participate in educational activities are now finding opportunities to do so. The pool of students is changing and will continue to change as more and more people who have a need for education and training are able to take advantage of the increased opportunities. Interesting opportunities are now being observed among, for example, school students studying university courses to overcome limitations in their school programs and workers undertaking courses from their desktops.

c. *The cost of education*

Traditional thinking has always been that technology-facilitated learning would provide economies and efficiencies that would see significant reductions in the costs associated with the delivery of educational programs. The costs would come from the ability to create courses with fixed establishment costs, for example, technology-based courses, and for which there would be savings in delivery through large-scale uptake. We have already seen a number of virtual universities built around technology delivery alone (e.g. Jones International University, www.jiu.edu). The reality is that few institutions have been able to realize these aims for the economy. There appear to have been many underestimated costs in such areas as course development and course delivery. The costs associated with the development of high-quality technology-facilitated learning materials are quite high. It has found to be more than a matter of repackaging existing materials and large-scale re-engineering has been found to be necessary for large-scale costs. Likewise, costs associated with delivery have not been found to diminish as expected. The main reason for this has been the need to maintain a relatively stable student to staff ratio and the expectation of students that they will have access to teachers in their courses and programs. Compared to traditional forms of off-campus learning, technology-facilitated learning has proven to be quite expensive in all areas of consideration, infrastructure, course development and course delivery. We may have to brace ourselves for the advantages and affordances which will improve the quality of education in the near future to also increase components of the cost.

6. CONCLUSION:

Overall, the research evidence over the last 40 years about the impact of computer and digital technologies on learning consistently identify positive benefits. ICT seems to have a profound impact on the process of learning in higher education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement.

Integration of ICT in higher education is inevitable. In the coming years, the thrust will be on the use of ICT to strengthen the system in the mode of opens and distance learning. Institutional and sector-wide higher education ICT policy and planning should identify the specific role of ICT in enhancing research capabilities and provide for

adequate infrastructure backed by capacity building. Digital libraries, access to online databases, networking etc. can be enhanced through inter-institutional collaboration to ensure optimal usage of ICT expertise and resources. Proper controls should be ensured so that accountability, quality assurance, accreditation and consumer protection are taken care of. ICT enabled education will ultimately lead to the democratization of education. The study highlighted the different challenges of digital education in India. The government of India needs to take the required measures to overcome these challenges for the development of digital education in India.

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AMALGAMATION OF TRADITIONAL AND MODERN METHODS IN EDUCATION SYSTEM

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Abstract: A perfect education system is the prerequisite for the development of any nation. The well-known fact is that our education system still relies on traditional methods and there is a requirement of combining this traditional teaching with the modern teaching methods for the betterment of teaching process. There are many controversies among the people regarding the use of traditional teaching methods and modern teaching methods. Many of them say that the traditional teaching methods are best practice for imparting the education to the students while few others say that the modern teaching methods gives quality education. But according to the research, the researcher suggests that there is a necessity of maintaining the balance between the usage of traditional teaching method and modern teaching method pertaining to the subject, content and context. Both the methods are to be used simultaneously for the betterment of learning and understanding by the students. Learning on the children's interests, giving them more control over what happened in the classroom and getting rid of memorizing times tables and doing mental arithmetic leads to inquiry or discovery learning. Thus a teacher should be more innovative and experimental in teaching new styles, methods, and productive at her/his approach of teaching. The researcher suggests that both the methods have their own importance in the process of teaching learning process

Key Words: Amalgamation, Traditional teaching method, Modern teaching method, Hi-tech equipment

1. INTRODUCTION:

Over the last decade the use of Hi-tech equipment in the educational institutions are been increased with a rapid rate. Presently, there are ample lots of modern gadgets which are been used for improving the teaching learning process in the classroom. At the same time, the teacher should be productive, update the latest gadgets, technology, innovative and vast subject knowledge and finally interest and passion towards her/his teaching profession.

2. OBJECTIVES:

- To understand the traditional teaching methods.
- To understand the modern teaching methods.
- To amalgamate the traditional and modern teaching methods.

3. LITERATURE REVIEW:

- Kenneth T. Henson claims, usually the methods are better for some purpose, e.g. understanding, transfer, but there is no method simply the best for everything (Henson 2).
- Michael J Wallace who believes that a central factor in the choice of methods is the learners' needs and characters; something works for one person well, but the same method might not work at all for another person (Wallace 42).

3.1 Traditional teaching methods:

There should be a deep understanding of the both traditional and modern teaching methods because both have the advantages and disadvantages of each system. In most of the schools in our country traditional teaching methods are practiced. In the traditional teaching method, the teachers will illustrate the concept to the students with the help of chalks and blackboard. Every important aspect regarding the topic will be written on the blackboard and students make important notes from the blackboard. Later, when the lecture is finished the students review and revise their notes and try to memorize the written notes. Thus the main goal and objective of the traditional teaching is to pass the examination. The traditional teaching system has its own merits and demerits.

3.2 Merits of traditional teaching methods:

- Traditional teaching method is less expensive or cheaper than the modern teaching methods which makes it more suitable in all the schools especially in the rural segments.
- Subjects like mathematics or chemistry are best taught on the blackboard because there is a need for explaining the concept in a systematic way step by step pattern.
- The interaction between the teacher and the student in the traditional teaching method is more when compared to the modern teaching methods. This traditional teaching method is best way to maintaining discipline in the classroom.
- In the traditional teaching method, the teacher does not require any special technical knowledge and can focus more on her/his subject for imparting the best knowledge to the students.
- The traditional teaching method does not put any strain on the eyes of students whereas the modern teaching methods can adversely affect the eyes of the students.

3.3 Modern teaching methods:

The modern teaching methods use modern technological teaching aids which are used in the classroom today are found to be a barrier to student-teacher interactions. Learning, like these aids, is not automated. Quite often there is the scope that clarity can be lost and essential details overlooked while explaining a topic with a technological teaching aid. The most popular equipments that are used in modern teaching are as follows:

- Stimulates learning
- Provide mass education opportunities and social quality in education
- Enhance quality in education
- Provide flexibility of time and space in learning.
- Reduce dependency on verbal teaching and teachers.

3.4 Usage of interactive whiteboards in the classroom: Whiteboards are easy, very interactive and provides the touch control of the computer application programs. On the whiteboard, the teacher or the student can draw, write and can manipulate images which providing a very interactive session and an interesting platform for the subject delivery. The main advantages of the whiteboards are that they can show anything on it which are displayed on the computer.

3.5 Usage of computers and laptops with internet wi-fi connection in the classroom: This is the most important tool of modern teaching methods where the teacher demonstrates the subject on her/his laptop/computer which is connected to the laptops/computers of the students through internet wi-fi connection. This type of teaching is seen mostly in the universities, colleges, and higher education institutions which have good infrastructure.

3.6 Usage of the LCD (Liquid Crystal Display) and LED (Liquid Emitting Diode) projector in the classrooms: Usage of LCD screens in the educational institutions is becoming the best and very common these days where the teacher prepares the powerpoint presentation slides which are displayed on the LCD screen with the help of the projector in the classroom. The projector can also be connected to a laptop/computer for displaying the relevant videos of the subject on the projector.

4. Merits of modern teaching methods:

- The modern teaching methods create interest among the students with the help of interesting powerpoint presentation, animations and videos.
- With the help of the modern teaching methods the teacher can cover more syllabus in short span of time as they don't have to waste the time in writing on the blackboard.
- Few research studies had shown that use of visual media for teaching helps the students to understand the subject better and also helps students to memorize the concept for longer time.
- Powerpoint presentations, videos and animations which are used in the modern teaching methods are more explanatory than the traditional blackboard methods.

5. DISCUSSION:

Most often, we observe that the budget for teaching aids can overshoot the mark of expectations incurring high investment costs. These costs can be really huge as it is not sake of simply setting up the equipment on a one-time basis but also technological equipment needs to be maintained and software needs to be constantly upgraded. Also, there is the factor of learning how to use these teaching aids properly and effectively. The teachers should get trained and should grasp the technology very quickly so that new developments of teaching aids are well known to them. In the blink of an eye, software can become redundant as a new one takes over latest software and the hardware's feature can become more sophisticated. Both the hardware & the software industry are developing at a

furious pace in the present scenario. Hence there is a need for constantly train the teachers to understand new developments of teaching aids in this field.

5.1 Precautions while using modern technology:

- The schools which have access to download & use direct Internet teaching software have constant threat of what affects anything in e-space: viruses & hackers. Also, when giving access to the Internet to school children to encourage them to do research, it is essential to teach them cyber security & monitor the sites they visit.
- Sometimes there is a chance to forget that teaching aids used generally may be ineffective for children with special learning needs and disabilities. It is important to have unique teaching aids for these children, slow learners, visual disabilities, autistic and the like. Such children often get left out of the enjoyable process of learning because they may not be able to quickly grasp what is being taught through fancy gadgets & devices.

5.2 Amalgamation of Traditional Teaching Method and Modern Teaching Methods:

Amalgamation of traditional teaching method and modern teaching methods in educational system is beneficial for our education system for effective teaching. But it requires to understand that how we can combine both traditional and modern teaching methods for effective teaching. There are certain aspects where the teacher requires to know about are as follows:

- Blackboard, LCD and LED projectors can be used simultaneously in a classroom for teaching complex mathematical equations and the teacher can use the blackboard for theoretical subjects which can be taught on the projector with the help of slides parallelly.
- Practical subjects of basic sciences and engineering can be taught with the help of combining both traditional and the modern teaching methods. The teacher can explain the theory on a blackboard and for better understanding of the procedure experiment videos or animations can be used.
- There is also another aspect through which we can combine both traditional and modern teaching methods for better teaching. The subject is first taught by the teachers through traditional methods and then can take the help of modern teaching methods for revising the subject.

6. CONCLUSION:

The researcher study concludes that the main motives of the education should be to build the overall character and also to bring all-round development of the students. There should be teacher enrichment programmes in handling technology while using modern teaching method and at the same time the teacher should be well aware of the traditional teaching methods as it forms the base for any kind of modern teaching method. There should be proper merging of both teaching methods for better understanding of the concepts and make the students to understand the concept. There is no point in discussing or questioning that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. Currently, information technology is playing key role in e-learning, online classes, mobile technology are also playing an important role in the field of education. These devices are making easy for the learner, accessible and convenient in understanding the concept in the easy way. But the teacher and also the parent have to delimit the usage of technology and monitor their children by misusing it. Finally, the researcher thinks that we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods.

7. RECOMMENDATIONS:

- There should be persistive implementation and practice of the digital games in the classroom.
- There should be persistive implementation and practice of the special websites or the blogs for teaching in the classrooms.
- There should be persistive implementation and practice of the microphones for delivering the lecture in the classrooms.

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Innovative technologies used in teaching and studying

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***Abstract:** Teaching English with Technology believes that educators need to be shown that technology can help teachers teach and students learn and also be provided with models and examples of exemplary technology we use. With the goal in mind, we offer a multitude of free online resources presented in the form of a broad tutorial- full of guides, tips, strategies, video tutorials, examples and annotated link-to help teachers integrate technology effectively in their classes. Aim of this paper is to know more about the research in English*

***Keywords:** Easy to use, all software supported, assignments, presentations, results, socialized, creates interest*

1. INTRODUCTION:

The whole world is looking for new modern innovative technologies to make teaching easier. If the teaching becomes easier, mean while the method of studying will also become easier. Most of the practical methods such as **teaching through playing a skit, showing paper slides or playing movies or videos** are just became outdated and its had become old way of teaching. So there is no more practical mode of teaching, so mean while the methods are totally based on the internet and website learning. Even if we want to set up new practical method of teaching it will me more costly to set up. So by thinking in an economic way, it will be easy to use the internet learning methods. As every student own their own smartphones it will be easy to use internet methods for the teaching and studying purpose. So I had described about two modern internet based technologies named as, **Google Classroom** and **Myclassroom**. Also I had described one modern way of practical teaching called, **3D learning method**, which will be more costly to set up

2. OBJECTIVES:

The main objective of the paper is to know more about the selected topic. And to share those things what we have learnt. And to share our analysis and conclusion. The main aims to know more and study about the selected topic.

3. DISCUSSIONS:

3.1 GOOGLE CLASSROOM:

Google Classroom is a learning management system developed by Google for schools and colleges that aims to simplify creating, distributing, and submitting assignments through internet. The platform can be accessed by using an e-mail id. The class notes can be sent to students using this platform. The Google Classroom is a platform which can be used in android, ios, and laptop. At this platform a separate class can be created for separate subjects. The classroom can be created by the teacher and the classroom code is shared with students and students can join the classroom using the particular code. So the notes which are displayed in the smart boards added in the specific classroom so that students can easily access the notes from their phone. The platform also helps students to submit the assignment to the teacher. Assignment can be submitted in the form of word document or powerpoint presentation. The study materials are also uploaded to the classroom by the teachers so that students can prepare for their exams using their mobile phones, from anywhere and anytime. The platform helps students to easily get their notes and study materials from the Google Classroom. The assignments and poster presentations and such activities are uploaded to the classroom with the last date of submission. Students those who completed their activities can hand it over the platform there is no work of writing it in a paper, those activities can be submitted in the form of word or in

powerpoint form. This method will be very useful for students and teachers to spread out the notes and assignments. When students hand over their assignments in the classroom, the name list of those students will be displayed separately, so that it is easy for the teachers to identify the students those who completed their assignments. This platform also allows teachers to add videos that are related to the literary and language categories, so that it helps the students to understand the subject in easier way.

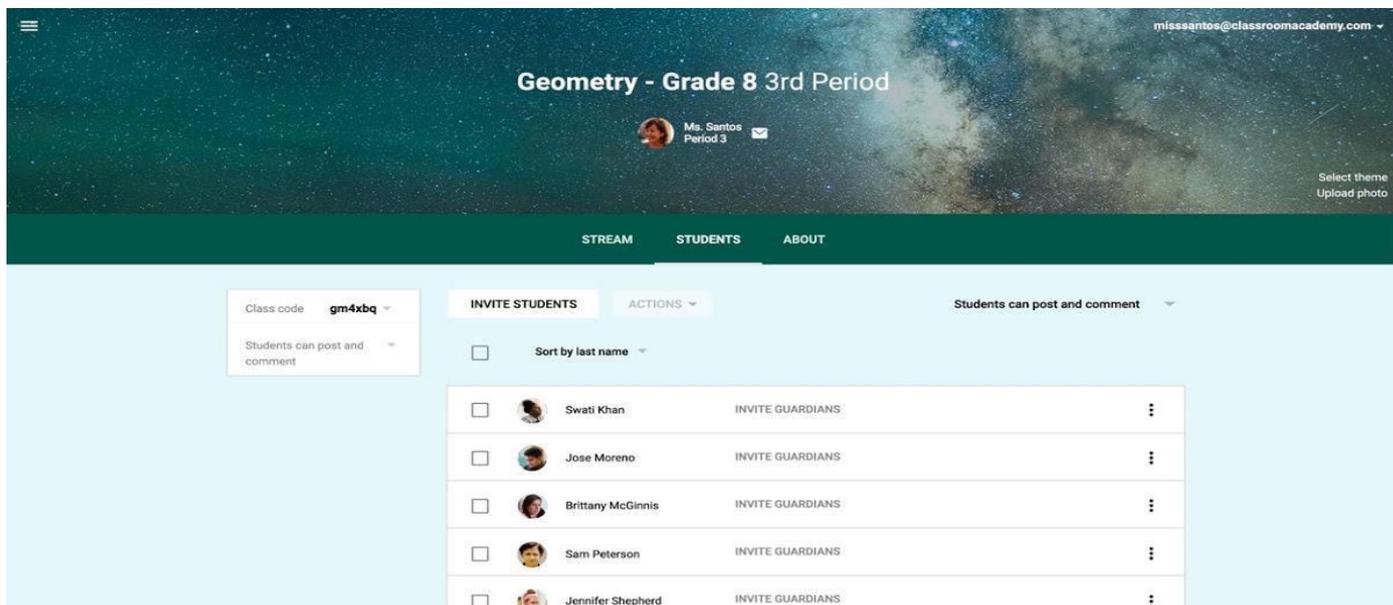


Fig 3.1: Picture of Google Classroom showing students enrolled in a class. (Teacher’s display)

Each classroom contains three sections:

1. Stream
2. Students(teacher display), Classmates(students display)
3. About

3.1.1 Stream:

This section is used to add any materials or videos by the teacher and students use this section to download the materials.

3.1.2 Students or Classmates:

This section shows the names of those students enrolled in that class.

3.1.3 About:

This section gives the information about the classes and information about the faculty handling that subject

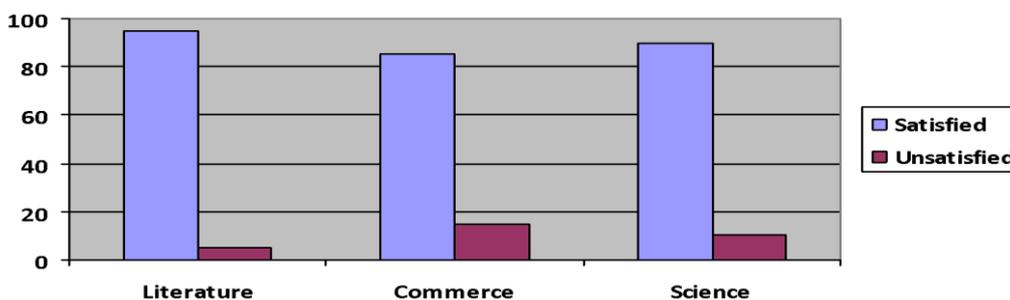


Fig: 3.2 Graph showing the interest of students and teachers in using Google classroom

So, this Google Classroom platform will be a useful one to improve the way of studies and teaching in colleges and schools. **“Google Is Bringing the Paperless Classroom to teacher’s phone”**

3.2 MY CLASSROOM:

There is another platform named Mykclassroom. This platform is used by many colleges in metropolitan cities. The college using this platform creates a new email id for all the students that is only for college use. By using this email id students can login into the Mykclassroom website. This is social website like facebook, but this social website only links within the college. Students and teachers can post general or any type of questions in the dashboard, and

other students can answer those questions by commenting the answers. By using this platform we can select the available subjects we wanted to study and also it offers to select the staff who handles the subject we wanted to study. Rather than this, students and teachers can host quiz based on their department or on general terms, and other students can attend the quiz and can get the credit points. This platform gives the information of competitions going to conducted. The platform also allows the students to give feedback about the teachers after completing a semester.

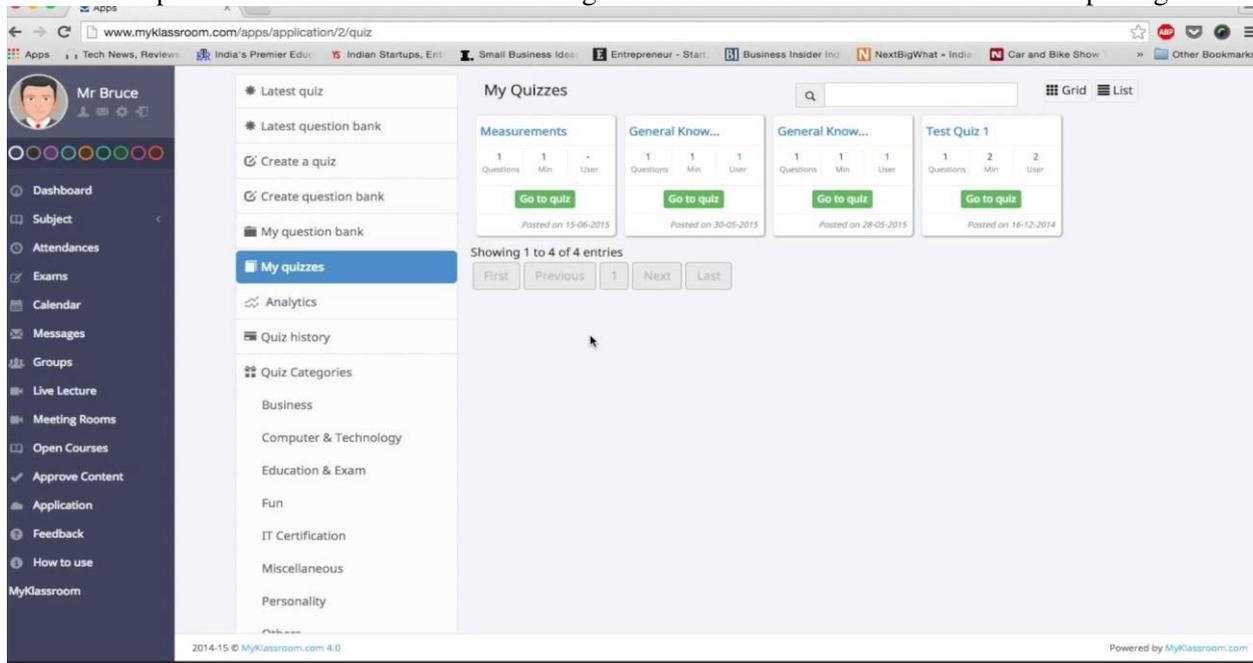


Fig 3.3: Picture showing the options available in Mykclassroom website.

This platform helps the college to release the results. As this platform provides more facilities it is mostly used abroad and in colleges located in metropolitan cities. It is also used to give reviews about the college. The quiz can be hosted by everyone, answering those quiz set students can gain more knowledge in a easier way and for every correct answers students may get a credit points and points can be calculated and awarded at the end of semester. This platform is very easily accessible and more sustainable. It will of more use for students, teachers and the administration.

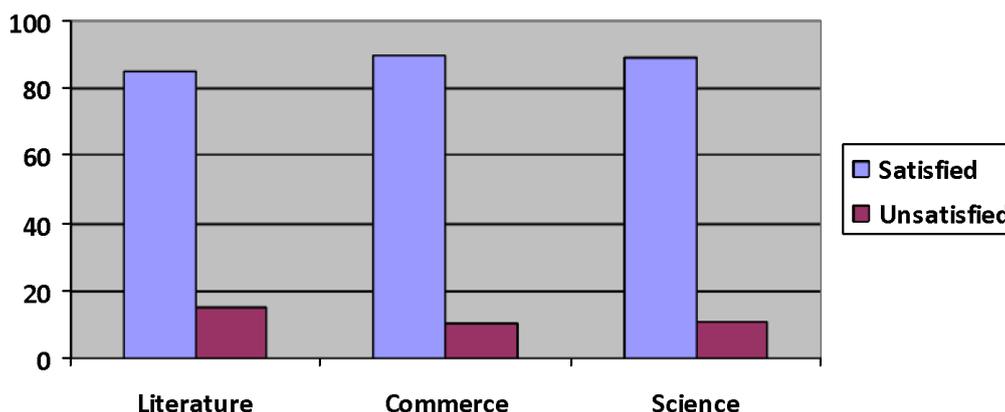


Fig 3.4: Graph showing the interest of students and teachers using Mykclassroom

3.3. 3D LEARNING METHOD:

This method is mostly used in the highly developed universities and colleges. This method is used by displaying 3D videos and films in the modern classroom and displaying 3D pictures in the classroom and explaining the historical figures and buildings to students. So, this method of teaching will offer a feel of visiting the historical places within the classroom and with the use of this modern technique can literature figure can be displayed and their appearance can be shown to the students, such things can create an interest to the students to read the subject with great interest.

4. CONCLUSION:

Hence the modern technologies will be mostly in the online mode as per the development of communication and technologies. Thus the modern technologies will help the teachers to teach in an easy way and also help the students to understand the literature and language.

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English through Literature

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Abstract: *English which has emerged from a colorful history has come to an age as the “Global Common Language”. Teaching English language is one of the most essential necessity in today’s world. One of the most innovative practices is teaching English through Literature, which is very interesting and effective. The tedious process of teaching English through Grammar is not involved here. Our paper aims in teaching English through some effective means of literary texts. Literature can help us understand the Universal themes such a love, war and loss and also the cultures of others. The prose texts, the short stories, the plays, the poems and the novels, are a very interesting means to learn English and also know its hidden values. One should learn English not only mechanically or diffidently but also critically and creatively. For the students who study English language, literature simultaneously develops their imagination, cultural awareness and encourages critical thinking. People who learn literature are personally involved in this process. Literature enables learners to achieve control over foreign language beyond mechanical aspect.*

Keywords: *English , History, Essential, Language , Innovative, Literature, Understand, Universal themes, Hidden values, Students, Creative, Imagination, Awareness , Culture, Achieve.*

1. INTRODUCTION:

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. English which was developed almost before 1,400 years ago was named by the Angles, a Germanic tribe. The earliest form of English by the Anglo Saxon settlers in the 5th Century was known as the Old English. Middle English began in the 11th century with the Norman Conquest of England, and was a period in which the language was influenced by French. Early modern English began in the late 15th century with the introduction of the Printing Press to London. If one has started to read literature they would get addict to it. Thus they learn English with the help of literature. And the following paper is about experiencing English through literature.

2. OBJECTIVES:

When teachers educate their pupils in classic works of literature, there are a number of objectives they may seek to accomplish. Teachers use literature in their teaching process to develop various skills in students. They are given below in detail.

Build reading skills: One can improve their reading skill through literature. Choose a theme, trope, or topic that really interests you. Many students choose to read stories that are short, or seem less complex in order to comprehend as much as possible. While this is beneficial to start, if the topic, plot, or author doesn’t really grab your attention than the process will only become less tolerable and more frustrating. One option can be to choose a story that you have already read in your native language, and really enjoyed, and try to read the English translation. English language learners are lucky in that English is such a far-reaching and popular language, most major works of literature are translated into English. If this option is unavailable, choose something that you know you are passionate about or enjoy learning about. Even teachers insist students to learn literature to improve their reading skill.

Creating connections: Literature learning is not only about reading the text for our understanding purpose but it is something more. While learning literature we can connect our self with the character mentioned in it. We can understand others situation and the problems faced by them in form their point of view. Literature can help us to correlate our life with the frictional characters from the stories of literature. Thus we can easily connect with people. Thus literature gives them an opportunity to see how people are connected and better understand the complex dynamic of the human relationship.

Promoting empathy: David C. Kidd and Emanuele Castano recently published an impressive article in the Journal Science. It not only summarizes the research supporting the value of empathy, but also describes five studies that they carried out demonstrating the value of reading literature for enhancing empathy. If you spend time to read a novel it means that you share a common interest with the author. Some novels challenge readers to explore social and emotional issues within a context that teenagers find themselves fully engrossed in.

Why Teach or Learn English through Literature:

One of the most creative and intellectual ways to teach or learn or to know English is through Literature. It is the most popular technique to teach and also learn the basic language skills (i. e- Listening, Speaking, Reading and Writing). Literature is any single body of written works . It is considered to be an Art form with an artistic and intellectual value. Literature teaches us how to live. Literature makes the reader visit places, experience events, meet people, listen to them, feel their joys and sufferings. Literature mirrors the society and its mannerisms. Literature in itself is an Art of Survival. Literature has become very popular within the field of foreign language teaching and learning. Literary texts like drama, poetry and short stories can help you know English in a better way.

3. Literature is an ART:

Art is a means of Communication and its an important means of expressing an experience. The aim of art is not merely to produce or to provide pleasure , enjoyment or entertainment but to kindle the inner feelings of mankind.

Art according to Tolstoy: Tolstoy defines art as an expression of a feeling or experience in such a way it can be shared to others to feel or experience. Art doesn't belong to any particular class of Society. The most important quality of any form of Art is Sincerity.

- Good art is intelligible and comprehensible.
- Art is good if it is judged to be good by majority of the people.
- Good art has a form and content which are in unity with the feelings and ideas which it evokes or represents.
- To teach art is to destroy the individuality of the Artist.
- Art expresses religious feelings.
- Good art can communicate its meaning to most people, because it expresses in a way that can be understood by everyone.
- True art of work expresses original thoughts and intellectual feelings.

Golden words: “**Art is Universal**”

The thing about art is that it's so diverse that there are as many ways to understand it as there are people. That's why there are scholars who give their own special definition of the word, such the one penned by this famous novelist, which goes - “*Art in an activity by which a person having experienced an emotion, intentionally transmits it to others*” - Leo Tolstoy

4. Creating connections:

Literature learning is not only about reading the text for our understanding purpose but it is something more. While learning literature we can connect our self with the character mentioned in it. We can understand others situation and the problems faced by them in form their point of view. Literature can help us to correlate our life with the fictional characters from the stories of literature. Thus we can easily connect with people. Literature helps connect people and understand human relationships.

5. Literature and its writings:

When students are well versed in literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities. When it comes to literature there are countless genres and forms. We already mentioned novels, short stories, and poetry but there are many more choices that might suit you better. If you prefer something more philosophical or theme-oriented, essays are a great approach. Most Russian authors write in very lengthy, complex sentences with pretty advanced vocabulary this might be too tough at first. Ernest Hemingway, however, is known for his short, simple style that might be easier for a

second language learner. If you look into the time periods and styles of authors that may help you to avoid trying many texts and feeling discouraged due to the formal or difficult language and grammar.

6. Through Literary works:

Literature manners the society and its mannerism. The culture of others is also known through Literature and Literary texts.

- Because of **Charles Dickens** you can experience the Hard times of the Victorian England without going through a detailed historical study. That single piece of Literary text that is his Novel can give you an entire picture of the evils of Victorian English Society.
- **Wordsworth**'s poetry makes you feel his aesthetic delight at the sight of Daffodils and the tranquility of the song sung by a Solitary Reaper.
- Similarly, **Eliot** makes you pity the spiritual barrenness of the world that has turned into Wasteland.
- **Wilfred Owen** forces you to think about the insensibility of the state and people who glorify wars.

“Literature is a storehouse of all Knowledge and Wisdom”.



7. LOVE For Literature:

Many language learners already love reading novels, poetry, short stories and other forms of great literature in their native languages. That love can be transferred into a second language, third language, etc. Thinking about reading a full novel in a second language can be incredibly intimidating and overwhelming. As someone who has a strong passion for literature, I try my best to incorporate the use of literature in the classroom and the overall learning experience. There are many ways to use various texts in language learning that are fruitful and less intimidating. While most language learners try to sit down with a novel and highlight unknown words to look up often this can be a barrier to grasp the meaning of the work altogether. English language learners are lucky in that English is such a far-reaching and popular language, most major works of literature are translated into English. If this option is unavailable, choose something that you know you are passionate about or enjoy learning about.

8. CONCLUSION:

With the help of Literature students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short story use figures of speech, such as simile, metaphor, metonymy, etc so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully. Thus the paper concludes by saying teaching English through literature is an effective way to learn English.

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Creative Activities for Modern English Language Classroom

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Abstract: Creativity is a quality which explores itself in different ways. Our paper aims in teaching English language through some critical thinking. We're in 21st century; hence changes are improved by much technological development. They are gathered by English language educator, who already move well ahead of peers and colleagues, teaching mathematics, science and old fashioned grammar, now they are a 21st century teacher. "Finally, the rest of the world has caught up with the modern English language classroom by describing many skills that can be used to prepare learners by advanced technology. There are certain apps, which enable the students to learn in their creativity mind. It enables the students to improve their prolific ideas.

Keywords: Communication, critical thinking, creativity, collaboration, 21st century skills, life in 21st century, research, advanced technology, modern atmosphere and capable of adaptive.

"We don't grow into creativity, we grow out of it. Or rather, we are educated out of it".

1. INTRODUCTION:

In a market of education people wish to get modern life style for future generation. In our world, education is the most powerful weapon which each and every individual person wishes to grab, not only a language but they demand for advanced and technologically developed language. In certain the creative activities came forward to develop a future generation to stimulate their prolific ideas. Not only a learner prefer to pursue in a modern classroom, but also the educator who educates the pupil also prefers to guide the pupils in technical manner which consider the pupil with hi-fi language and their behavior which resembles like professionals. In a public body and private institutions they included educator who are expected to hang their approaches and behavior in a "Creative" manner. The term creativity reports the subject in the new version which show the concept of being individually developed they also support a economic development which focus on a developing individual skills, abilities and talents. The quality for an education is essential in a better way like concept formation, concept elaboration, improvement reading skills and academic achievement. It is also an essential to help them in extraordinary concept. Thus a smart classroom is considered as a virtual classroom, which is the place where the classroom provides application sharing, that can be shared in white board and it can be used by each and every individuals to gather and share their "Prolific" ideas in a group.

2. OBJECTIVES:

From the 21st century, teachers had moved a bit from mainly expecting memorization and recitation of basic facts as sophomore outcomes to expecting more complex and higher level outcomes. Today, they are often created collaboration between pedagogue and sophomore.

3. DISCUSSION:

3.1 IMPORTANCE OF MODERN CLASSROOM:

In modern classroom E-learning has a major role that aims at developing the students learning ability by covering every chapter through interest, hence it improves the result of the students. They will also make through with a revolutionary product in the field of education. The new generations also want a modern classroom to learn differently with the help of E-learning and modern educator.

India has considered progress in school education; we are independent with reference to overall literacy. The developments in the recent years from the background which prefer about the teacher education. In a modern classroom, the 21st century pupil expects computer authorized classroom. Computer, projectors, internet connectivity are the multimedia devices which are role of a modern classroom. Sure there should be an innovative concept for a modern pupil; hence we are living in the age of internet, so our education system should have a change in a trend of internet. In our environment every people prefer for E-learning and online education more than a normal based system. The education is not only a dream, but it is the necessity of the generation. The use of online education will be a platform for a student who gathers more about the subject and also the outside syllabus, the modern online education based system are used for students to know about an unknown thing.

There is a difference between smart school and smart class. Smart school means the management which has online education based system; the smart class is the classroom which approaches all ages of people. Quality education is an essential requisite in today competitive environment. Smart learning not only for small children they also provide learners of all ages. Everyone walk through a life with a framework or half done work and a host of smart thinking which motivate us in higher level. The processes of learning activities are building from background knowledge. The process of information and transformation with their learning which helps to reflect on their learning. The assessment and the talks which used in the classroom are most important for learning and also for learning a carefully woven into be process to build a taught full context. It is new version of education that can be used by many technologies and also have chance of changing the style of learning device that can make our classroom and our environment with fun learning which everyone want to learn in this society for smart thinking and a smart work. Kids are more interested in smart learning than common learning of others, thus each every Parents and kids want to educate in a smart school by a smart learning.

- Smart classroom provides:
 - ✓ Both pedagogue and sophomore use their smart classroom which consider as a virtual classroom.
 - ✓ The database of sophomore are uploaded in their personal view and it can be carried every way they are and also easy to help the students in their difficulties.
 - ✓ Sophomore can meet in virtual meeting place instead of a classroom
 - ✓ Students can indicate their own language or they also can seek by virtually stimulating.
 - ✓ Pedagogue can also let the pupil to speak in their own presence; they speak through audio and video conferencing.

3.2 OBJECTIVES OF MODERN CLASSROOM:

3.2.1 ADAPTIVE LEARNING:

Adaptive learning is also known as adaptive teaching. Adaptive learning is an educational method which is used in a modern classroom. Adaptive teaching uses multimedia such as computer, internet, and smart class which serves as an interactive teaching device. Computers which are used in this method are authorized by presentations which help each and every pupil to grasp their portions from their level of understanding. Each and every classroom is accommodated with different levels of students; it is difficult for pedagogue to make sure that each and every pupil to understand the concepts. The primary application of adaptive learning is being performed in education. Another popular application is being performed in business level. Adaptive learning pleasures the students to learn in their way of comfortable manner. Each and every classroom consist pupil with different types of ability who learn in different ways. It is a learning to make sure that all of them understand the concept of learning in a smart classroom which the modern approaches for a adaptive learning which gives the students the freedom and the comfortable to learn in the place which the way of effective thing.

3.2.2 COLLABORATIVE LEARNING:

Collaborative learning is one of the most effective learning among all the other learning. Learning through collaboration is known as collaborative learning. Collaborative learning is a platform in which two or more people attempt or learns to purse something together. Collaborative learning is a learning method which accompanies the knowledge that can be created within a crew where the crew members actively allot their experience and prolific ideas. Collaborative learning activities also involve joint projects, group assignment, debates and more. Illumination among a genus will definitely help the sophomore to stimulate their prolific ideas. Collaborative learning is the traditional relationship between sophomore-pedagogue in the classroom.

Collaborative learning which defines the traditional way of relationship in the classroom, which also defines joint problem solving, debate the more option. The learning activities also include collaborative writing, group projects, joint problem solving and debate.

3.3 COMPUTING DEVICES:

The device which is available in modern classroom, since they have difficult level in teaching before 21st century, the students cannot replace the features of modern classroom. Computers are also available before the 21st century but the effect are came beyond it.

The utility of pen and paper are not useful nowadays because of the modern classroom. The teachers only have a major role to accompany the students for lesson plan. They have an opportunity for teachers to enhance their lesson and assist them in a different manner. The learners which agree with online education based system; the smart theme should develop by the pupils of modern classroom. When the student confirmed with the platform they have a best future in their life. It should be launched by a different method in a modern classroom by knowledge of student which provide with a whole hearted. In a progress the education has a independent role which referred to overall literacy. Those days only students has interest to pursue in modern classroom but nowadays even teachers has a major interest in modern classroom.



Figure:1 New Technology Tools available for Teaching

India has considered the education with the reference to infrastructure in school and enrollment. The importance of smart class is E-learning and it also aims to develop the ability of learning by students and the chapter becomes more interesting to study. The student improves lot in modern education. Thus the above statement considers has a computing device.

3.4 MUTUAL RESPECT:

The pedagogue who have respect for each student should always had a great role for their values and their guidance. The pedagogue and also the sophomore should always have respect for each other. nowadays, as the role of the teacher, who is no longer to the sage on the stage.

Student should remember their value as well as their guidance from the pedagogue and also pedagogue should encourage their sophomore with proper guidance. Each student has the special dream for their pedagogue for their future reference who has great respect on them and also they value their opinions. In smart classroom, teachers play a role of facilitators. They also discover many new concepts which is critical thinking for the environment. Interests are the first lesson they teach in modern classroom. For focusing each student need the basic ability and learning styles.

3.5 21st CENTURY SKILLS IN ENGLISH LANGUAGE CLASSROOM:

Today, English language educator who works in the classroom, had has already moved well ahead of our peers and colleagues. The old fashioned teaching are disliked by educator who work in the classroom today, the pupil also wants a modern classroom in 21st century because they are excited in teaching and learning. The upcoming stem allows for a development and a major advance in a industry. The technological classroom can be a surprisingly low-budget place.



Figure:2 Teachers like stem nurture the new developments and advances in teaching and learning.

3.5.1 THE FOUR C's OF 21st CENTURY SKILLS:

- Communication
- Critical thinking
- Creativity

- Collaboration.

Though the class has a many goals in a English language like teaching, skills that used to prepare learners in 21st century. The rest of the world has fulfilled with the modern language. This means we want our students to be able to:

- ✓ Perform independently and with a group in a highly technologically advanced atmosphere.
- ✓ Be ready daily, global interaction.
- ✓ Be cable for a adaptive, flexible and creative thinking.
- ✓ Understand now to plan for, build, and include collaboration with peers who colleagues and expert in the field.

3.5.2 COMMUNICATION:

- Listening
- Non verbal communication
- Clarity and concision
- Friend lines
- Confidence
- Empathy
- Modern- mindedness
- Respect

Being able to communicate effectively is the most important of all life skills.

3.5.3 CRITICAL THINKING:

- It is ability to think clearly and rationally to believe.
- Some of the critical thinking skills is able to do the following:
- Understanding the logical connection between ideas.
- It is a matter of accumulating information.
- Systematically problems can be solved.
- Identify, construct and evaluate arguments.
- The common mistake in reasoning and inconsistencies.

3.5.4 CREATIVITY:

- Imagination.
- Empathy.
- Innovation.
- Value creation.
- Team spirit.
- Assertiveness.
- Inquisitiveness.
- Self confidence.
- Fast skill.
- Communication.

Creative thinking means thinking about new things or thinking in a new way. Often, creativity in this sense involves what is called lateral thinking are the ability to perceive patterns that are not obvious.

3.5.5 COLLABORATION:

- Cooperation.
- Alliance.
- Partnership.
- Participation.
- Combination.
- Concert.

The two types of collaboration are digital collaboration and role based collaboration.

DIGITAL COLLABORATION: It is used in digital technologies for collaboration. Dramatically different from traditional collaboration, it connects the broader network of participants who can accomplish much more than they would on their own.

ROLE-BASED COLLABORATION: The arguments of role-based collaboration (RBC) represent a emerging research area. It is used to approach that can be integrate the theory of roles into computer -supported cooperative

work (CSCW) systems and other computer- based systems. It consists of a set of concept, principle, mechanism and methods. RBC presents challenges and benefits are found tradition CSCW systems. This research will bring exciting improvements to the development and application of CSCW systems and methodologies of collaboration. The general RBC considers not only supporting cooperation among people (CSCW) with computer but also that among the components of the system and with the people and machines.

3.6 THE VARIETY OF SYNCHRONOUS TECHNOLOGIES INCLUDING:

- Slide presentation.
- Audio and video conferencing.
- Application sharing.
- Shared whiteboard.

Interaction with students which students can indicate when wants them to speak by virtually raising their hand. Teachers can also let the students to speak through audio and video conferencing. They can also use instant message and chat. Teacher can present question to students in a groups. The student has assist to study material with them so they can plan their studies at their convenience.

3.7 ENGLISH HAS A MAJOR ROLE:

In today's modern world technology has an ever- changing effects on many things and this also includes English language learning and teaching. The technology has gained more prominent ways in classroom in recent times and is of particular use to blended teachers.

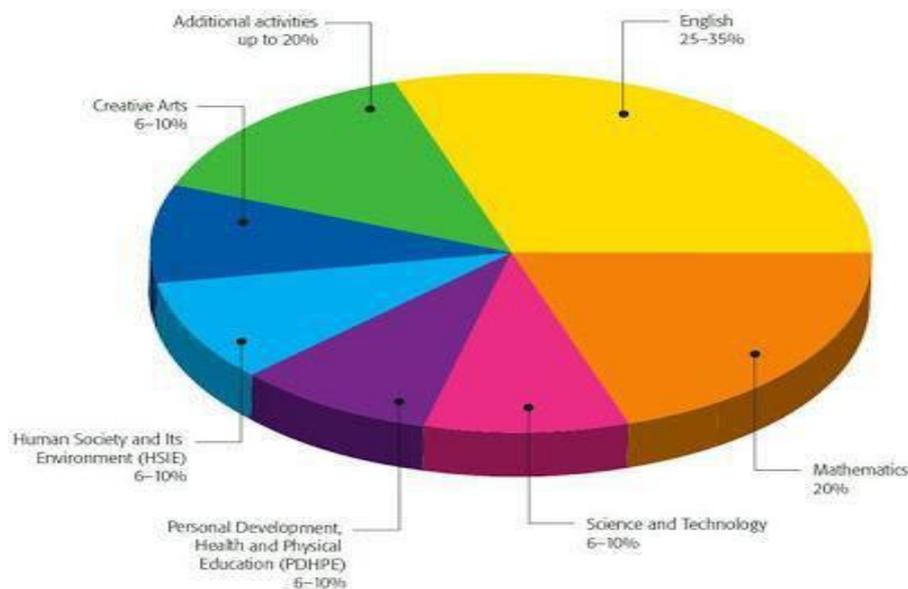


Figure 1: Demand for learning English

A formal education method contained with partly delivered through digital and online media. The students attend “brick-and-mortar” lessons. The launch of Edtech been highlighted through the importance of the users of technology in education. The strategic body that has been fed up to accelerate the growth of the education technology sector in Britain in globally.

The recent report predicts that the demand for learning English is likely to fewer the growth of the software market of English language learning and development. This software can combine verbal, visual learning, steam line process and motivate more learners to collaborate.

- The ability to use the knowledge of subjects to meet the real world challenges.
- Critical thinking, problem solving, communication, collaboration, creativity, self sufficiency are the role of 21st century skills.
- Multiple skill development.
- The ability to establish better partnership with other countries.
- The activity that can be used with students at any age.
- The ideas that is present of our view in lesson theme.
- To teach and asset is used to be challengers for the effective skills.

4. CONCLUSION:

The timing has never been better for using technology to enable and improve learning at all levels, in all places and for peoples of all backgrounds. The modernization of proliferation and adoption of licensed open educational resources, the keypieces necessary to realize best the transformation made possible by technology in education are in place. The smart classroom is a one-stop resource for students needing research, technology, or writing help. The smart classroom provides the students as well as teacher to learn through new techniques and too in a different and interesting manner. In the near future, classrooms will too have to adapt accordingly and upgrade themselves.

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TECHNOLOGY AND INNOVATIONS

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Abstract: The term 'Technology' rose to prominence in the 20th century in connection with the second industrial revolution. The use of the term technology has changed significantly over the last 200 years. It can also be used to refer to a collection of techniques. Technology can be viewed as an activity that forms or change culture. The main aim of this paper is to know more about the innovative use of technology in English language learning.

Key Words: Collection of techniques, uses of technology, technology development, innovative use of technology

1. INTRODUCTION:

A branch of knowledge dealing with creation use of technical means is innovation. The term "Technology" is wide and everyone has their own way of understanding. Innovation is the outcome of habit not a random act. When you take technology and mix it with art, you always come up with something. Innovation is taking two things that already exist and putting them together in a new way. Innovation is the specific instrument of entrepreneurship. Every educator knows that learning is not something that is done only in the classroom or under the supervision of teachers. The use of technology to improve education will lead to future benefits in all areas of society. The scope of this project takes into account many of the ways which technology can be utilized within the educational settings.

2. OBJECTIVES:

To help identify how techniques have been applied and developed various products through history and also to access the effects of technology. It serves to explain the nature and rate of technological change and to establish a relationship between the technology and innovation. It also highlights that the development of technology is a part of innovation and also contributes to progress innovation. This course will develop the knowledge and skills required to executive leadership in managing technology and innovation. This course also emphasizes the importance of the practice of sound business ethics as organizations seek to achieve their technology and innovation goals and objectives.

3. DISCUSSION:

3.1 TECHNOLOGICAL INNOVATION:

Technological innovations make daily life more convenient for everyone. The products of modern technology can store massive amounts of information which will help us perform at our best.

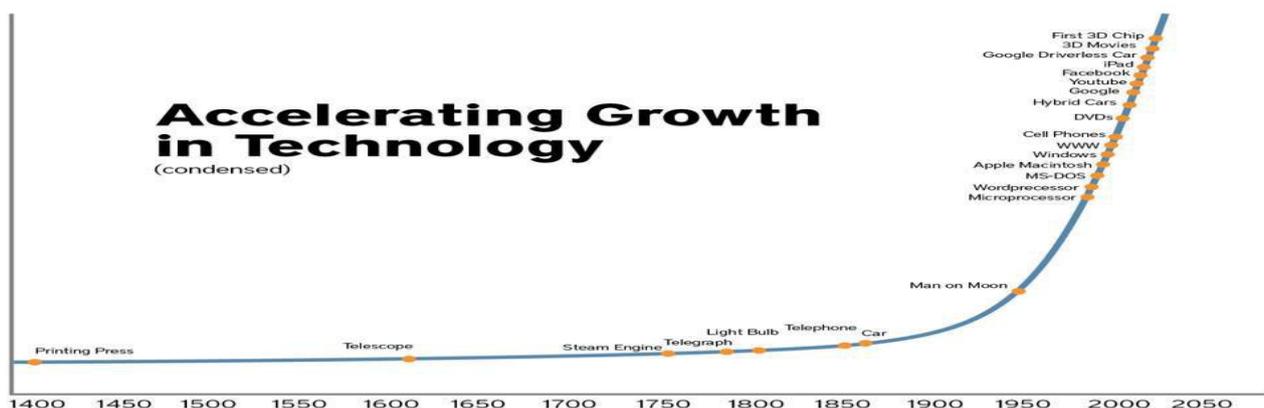


Figure: This figure shows that the development of technology in world wide.

Technological innovation comprises new products and processes and significant technological changes of products and processes. Technology is what makes these goods available for us to enjoy at our discretion. The relationship between technology and innovation is interdependent and interrelated. While we need technology to create new innovations, we also need innovative technology to do so. Thus, we need to establish a working balance between technology and innovation to work towards a stabilized and balanced future. It can be seen clearly from the figure below the accelerating growth of technology (condensed) and use of technology developed from learning.

3.2 INNOVATION AND TECHNOLOGICAL DEVELOPMENT IN LEARNING:

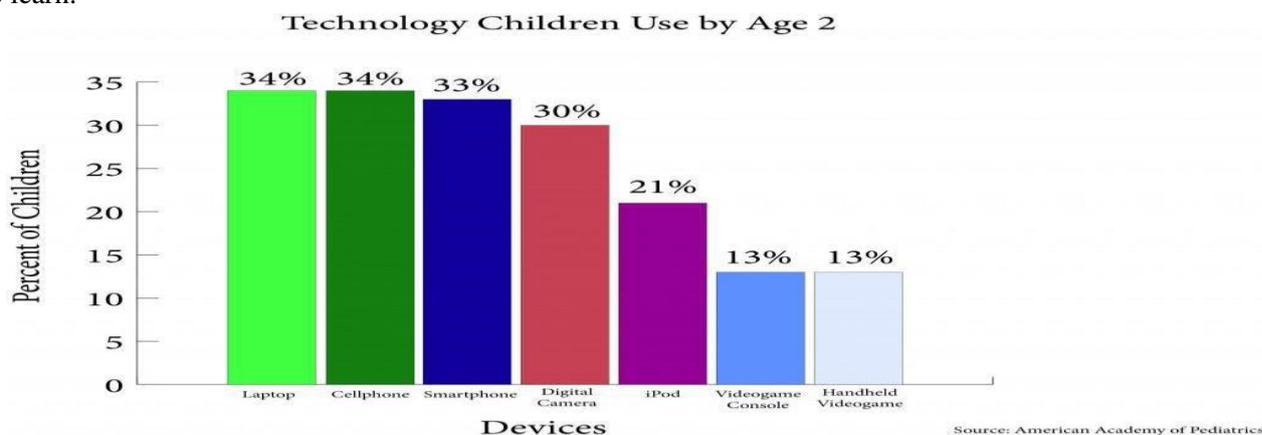
Every educator knows that learning is not something that is done only in the classroom or under the supervision of teachers. Today it is often difficult to reach every student in the classroom using the same approach to curriculum. With this in mind, the prospective teacher has at their disposal endless resources to guide the student to a higher level of learning. The increase in the use of computer technology in the past decades has had a profound effect on many of the schools and classrooms across the nations. The use of technology to improve education will lead to future benefits in all areas of society. The scope of this project takes into account many of the ways which technology can be utilized within the educational setting. The resulting experimentation and push towards new methods is in all likelihood creating change in the entire model of education.

3.2.1 TECHNOLOGY IN LEARNING:

The benefits of technology for learning are a worldwide recognition that what is important in higher faster or slower, but using technology to individualize student learning. Our purpose is to make a difference in the education environment by providing quality service, and staying on top of cutting-edge technology and training strategies. TIE curates lesson resources, provides customized support in the best pedagogical strategies to support learning. TIE strives to be a source of professional development which assists and empowers educational communities to respond productively and responsibly in a networked global society. Digital transformation in business is driving new digitally-led learning strategies, but digital learning is also a great catalyst for digital learning is also a great catalyst for digital information. The Technology, Innovation, and Education (TIE) master's program is home to creative leaders in education-among both faculty and students. Everything we do in the TIE Program is grounded in teaching and learning.

4. CONCLUSION:

In bringing about a change in the educational pattern in this world of ours, care should be taken that the younger generation of students do not spend their time on internet education. This paper aimed to provide you with an overview and introduction to the range of related concepts ideas and debates that enables you to develop a critical understanding of technological innovation and management. The evolution of information technology reached a turning point with the development of internet communication. We are changing the world with technology. The science of today is the technology of tomorrow communications and information technologies have the most important capabilities compared to the capabilities of the active components. Technology integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learn.



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Lifelong Learning and Development

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Abstract: Knowledge can be acquired and skill-sets can be developed anywhere. Learning is unavoidable and happens all the time. Lifelong learners are motivated to learn and develop. Lifelong learning is defined as all learning activity undertaken throughout life, with the aim of improving knowledge skills and competencies within a personal, civic, social and employment-related perspectives. The aim of this paper is to identify strategies that help in developing lifelong learners.

Keywords: Non-formal Learning, Life-long Learning, Learning new skills, New knowledge, Effective learning.

1. INTRODUCTION:

Lifelong Learning is about acquiring and updating all kinds of abilities, interests, and qualification from the pre-school years to post retirement which promotes the development of knowledge and competencies that will enable to the knowledge-based society and also valuing all forms of learning. Lifelong learning is an essential challenge for inventing the future of our societies. This paper explores conceptual frameworks. A Theory of Lifelong learning must investigate new frameworks to learning required by the profound and accelerating changes in the nature of work and education.

2. OBJECTIVES OF THE STUDY:

- To review the meaning of lifelong learning in today's scenario.
- To put forward points for a strategies for lifelong learning.
- To study how lifelong learning can enhance our understanding of the world around us.
- To study how lifelong learning can create more and better opportunities to improve quality of life.

3. DISCUSSIONS:

3.1 Here you can just do first objective, explain in your words the meaning of lifelong learning in today's context

3.2 STRATEGIES FOR LIFE_LONG LEARNING

a. EXPERIENTIAL LEARNING:

Lifelong learning is often conceived as a process of learning from direct life experience. The most important of these spirals of learning was a continuing inquiry into the nature of experience and the process of learning from it. My enquiry took me back to WILLIAM JAMES creation of the philosophy of radical empiricism. It explained about the ELT meaning of Experiential Learning. A common usage of the term "Experimental Learning" defines it as a particular form of learning from life experience; often contrasted it with lecture and classroom learning. Time management or using ones time wisely was a learning skill that I gained from my parents. For example: Students who major in chemistry may have chances to interact with real life experiences. By integrating working and learning, people learn within the context of their work on real-world problems. My intention in using the term "Experiment" was to describe a theoretical perspective on the individual learning process that applied in all situations and arenas of life. The aim of ELT is to create, through a synthesis of the works of the foundational scholars, a theory that helps explain how experience is transformed into learning and reliable knowledge. Experiential Learning is a method of educating through first-hand experience. The Concept of experiential learning was first explored by JOHN DEWEY and JEAN PIAGET. It is based on the idea that learning is a process whereby knowledge is created through

transformation of experience. Learning through real life experience allows students to relate their knowledge to their daily lives. Hence, students can easily assimilate their knowledge and hence to apply what they have learned.

By reflecting on their performance regularly and in a guided manner, students pay more attention to their own thinking. In ELT the concept of deep learning is introduced to describe the developmental dimension of learning that fully integrates the four modes of the experiential learning cycle-Experiencing, Reflecting, Thinking and Acting, Border. Development towards deep learning is divided into three levels. In the First level learning is registrative and performance oriented emphasizing the two learning modes of the specialized learning styles. The Second level is interpretative and learning oriented involving three learning modes, and the third level is integrative and development oriented involving all four learning modes in a holistic learning process.

b SELF-MOTIVATED LEARNING:

There is a heavy emphasis on the need for individuals to take responsibilities for their own learning. Lifelong learners are, therefore, not defined by the type of education or training in which they are involved, but by the personal characteristics that lead to such environment. Although educational and training have economic benefits for individuals it is recognized that economic incentives alone are not necessarily sufficient to motivate people to engage in education and training. A range of motivational barriers need to be identified and addressed in orders for some people to participate in education and training. While some of these barriers are economic and can be overcome with financial assistance, many people are deterred from engaging in education and training by social and personal factors. An Australian survey of participation in adult education courses identified a range of factors motivating people to undertake adult learning, such as :

- To upgrade job skills ;
- To start a business;
- To learn about a subject or to extend their knowledge ;
- To meet new people ;
- To develop self- confidence;
- To develop personal skills ;
- To participate in social networking

The goal of participation in learning thus appears to be more significant than the reason why.

3.3 LIFELONG STRATEGIES:

Partnership working, between public authorities are education service providers (schools, universities, etc...), the business sectors and the social partners, local associations, vocational guidance services, research centers, etc.... Insight into the demand for learning in the knowledge-based society which will entail redefining basic skills, to include for instance the new information and communication technologies. Striving for excellence through the introduction of quality control and indicators to measure progress. Adequate resourcing, involving a substantial increase in public and private investment in learning. This does not only imply substantially increasing public budgets, but also ensuring the effective allocation of existing resources and encouraging new forms of investment.

3.4 TRADITIONAL LEARNING:

Higher level understanding is through reflection and informal learning. Traditional educational systems in, which the teacher is the sole source of the knowledge, are ill suited to equip people to work and live in a knowledge economy. A lifelong learning system must reach larger segments of the population, including people with diverse learning needs. It must be competency driven rather than age related. Within traditional institutional settings, new curricular and new teaching methods are needed. At the same time, efforts need to be made to reach learners who cannot enroll in program at traditional institutions. Online and distance programs are considered as some the methods implemented to achieve this goal.

The lifelong learning model enables learners to acquire more of the new skills demanded by the knowledge economy as well as more traditional academic skills. Lifelong learning is more than training or continuing education. It must support multiple learning opportunities including exploring conceptual understanding as well as narrowing to practical application of knowledge, ranging over different settings, such as academic education, informal lifelong learning, and professional and industrial training.

4. BENEFITS OF LIFELONG LEARNING:

A number of important socio-economic forces are pushing for the lifelong learning approach. The increased pace of globalization and technological change, the changing of work and the labor market, and the ageing of population are among the forces emphasizing the need for continuing upgrading of the work and life skills thought out life. Benefits of lifelong learning, such as

1. Lifelong learning leads to an enriching life of self-fulfillment.

2. Lifelong learning helps to make new friends and establish valuable relationships.
3. Lifelong learning helps us find meaning in our lives.
4. Lifelong learning helps us to adapt to change.
5. Lifelong learning opens a mind.
6. Lifelong learning creates a curious, hungry mind.
7. Lifelong learning increases wisdom.
8. Lifelong learning makes the world a better place.

	Traditional learning	Lifelong learning
Emphasis	Basic skills	Education embedded in ongoing work activities
Mode	Knowledge absorption	Knowledge construction
New topics	Defined by curricula	Arise incidentally from work situations
Trainers	Expound subject matter (Teaching)	Engage in work practice (Facilitating)
Problems	Given	Constructed
Method to solution	Mostly personal work	Group work
Role	Expert - Novice model	Reciprocal learning
Assessment	Basis for promotion	Guide learning strategies
Structure	Pedagogy(logical structure)	Work activity

Figure: This picture represents the characteristics of Traditional and Lifelong learning methods.

5. CONCLUSION:

Training and lifelong learning are essential problems for our current and future information societies. A Lifelong learning perspective is more than training and continuing education. We need progress and a deeper understanding of new theories, innovative systems, practices. Knowledge can be acquired and skill-sets developed anywhere . From this we could able to understand the method of learning and the development of lifelong learning.

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Innovations in Indian Higher Education System

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Abstract: *Indian Higher education system is essential for social, national and economic development of the country. India's higher education system is the third largest in the world. Higher education especially in management in India stands at a crossroads because of diverse and technological global economy, so change in the traditional university structure of educating and training tomorrow's business leaders is needed. To provide our students with talents necessary to compete in this marketplace, we must recognize and accept the challenges and opportunities before us. The existence of an institution will depend upon the education quality and ability to cope up with new challenges and opportunities. If we, as academicians, today accept the challenges before us, there is no reason we cannot sustain our position as the permanent provider of high-quality educational services for decades to come. So, it is an immediate requirement to shape the management education in accordance with the global changes to improve competitiveness. Therefore, in the my study, an effort has been made to examine the current management education system and to find out challenges and opportunities for the improvements in the present management education system so that it can respond to current paradigms.*

Key Words: *Global Changes, Educational Quality, Challenges Opportunities and Competitiveness.*

1. INTRODUCTION:

Higher education may mean different things to different people. It is certainly not higher level of education. In its simple connotation, it may be defined as process of imparting in depth knowledge to students which will make them contributing member of our society. It is about knowing more and more about less and less. It goes without saying higher education enables students to seek truth and makes him competent to critique on contemporary issues. Higher education is generally understood to cover teaching, research and extension. The paramount success of any economy is largely attributed to system of higher education as this system supplies intellectual human resource to meet the requirements of industries. Development of indigenous technology, advancement in agricultural activities and effectiveness of service sector is also dependent on higher education unquestionably. It goes without saying higher education molds the youth who could foster overall growth of the economy.

Rationale of Indian Higher Education

Undoubtedly, Ancient records of the Indian tradition testify to the search of the Rishis and sages for higher knowledge (*para vidya*), and their discoveries have been continuously transmitted to posterity and kept alive through its long history, marked by periods of expansion, specialization, decline and renewal. This theme of higher knowledge informs and inspires even the latest developments in the Indian educational system. It has been a significant component of the country's struggle for freedom, attainment of independence and an awakening from the slumber in which people were cast during the British rule. The need of an hour is to make the system of higher education qualitative. The concept of higher education is based on four parameters.

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

It is worth noting over here that all these four parameters are not exclusive, though they are very much in synchronization and give a complete picture of higher education.

2. ROAD MAP TO IMPROVE QUALITY OF HIGHER EDUCATION:

Here are some of the practices which will help to introduce and maintain quality in higher education.

2.1 Public Private Partnership

There is strong need to invite private players in the sphere of higher education. Central and state government alone cannot bring desired change due to bureaucracy and red tape. It is understood that the prime objective of private players is to mint money in form of profit. At the same time allowing private players to come forward in the field of higher education will bring healthy competition which in turn improves the overall quality of the education system. State can held major decisiveness with itself. Speaking in the context of Gujarat, we are fortunate to have initiations of such concepts/activities of late.

2.2 Promotion of Research

Another area which requires immediate attention is to boost research activities. It is evident that barring few organizations of repute, we have dismal portrait of research activities in our educational institutes. In the age of globalization, research is the only panacea which keeps our educational system afloat. Class room teaching is indeed of prime importance to improve conceptual knowledge of students; it should be backed by research based learning. Surprisingly Government is ready to spend lofty amount funds to foster research for the improving the quality of higher education, there are few takers let alone most the institutions are unaware of such assistance.

2.3 Imparting Training To Faculty Members

Faculty members are the real facilitators who share their knowledge with the students. They should be trained regularly to keep updated knowledge. Faculty members should be encouraged to attend seminars, conferences, workshops which will provide platform to them to interact with the other academic fraternity. It also provides opportunity to exchange ideas keep themselves abreast with the changes taking place the world over. In house training is equally important hone their skills. This could be done by inviting experts from the different walks of lives.

2.4 Collaboration With Foreign Universities

In the era of globalization, domestic competition has been put on back burner. There is growing need to get various institutions to tied up with foreign universities. Students and faculty exchange programs have been successfully accepted by many institutions which will give them a way to be benchmarking institutions in the time to come. One of the benefits of inviting foreign universities is that it will save millions of dollars of Indian students, as they will be able to study in foreign universities while staying in India. More than 250,000 students from India are studying in various universities outside India. If foreign universities start operating in India, it will give students a choice and also expand their higher education offerings in India. There is a huge gap in the demand and supply in higher education sector and foreign universities will reduce some gap. It is expected that, some of the foreign universities will also improve the culture of research in India. Some of the best universities in the world are waiting to set up their base in India. Students in India will get a better choice and competitive pressures will also improve the quality of the present education providers in India.

2.5 Pooling Financial Resources From Industries

Industries and individuals may be encouraged to channel a percentage of their profits to the higher education sector, with no strings attached to such contributions. Viable incentives may be offered for attracting such investments from the private resources. This could be one of the quintessential examples of discharging their responsibility towards society.

2.6 Accreditation To Ensure Quality

Accreditation for maintenance of quality should be made compulsory to eradicate poor quality of higher education. Strong quality control measures to assure performance above an acceptable benchmark is essential for the institutions. We are at the moment weak in this regard. The various rating agencies shall evolve scientific, transparent and consistent benchmarking techniques for this purpose. A regulatory system to ensure compliance to the set benchmarking is needed with sufficient powers to close down non-complying institutions is a need of the hour. The Higher Education Policy needs to incorporate such features in it in the interest of the nation.

2.7 Dual Specialization/Degree/Diploma

Twin Programs or Dual Specialization will provide the opportunity for the students to enhance knowledge on two areas simultaneously. The idea of allowing students to do Diploma or Certificate courses side by side with their Degrees and Choice Based Credit System recently put forward by the UGC is a welcome step towards empowering the students to take-up work soon after their Degree courses. This is an area where private initiatives can come up to augment the activities of the Colleges. The Colleges can develop in-house faculty and other facilities for this purpose and make these facilities available at a reasonable cost. Such a measure will turn around many Colleges from the non-performing class to the performing class.

2.8 Establishing And Promoting Private Universities

Introduction of Private Universities will bring competitive spirit among the educational institutions. Private Universities are a reality now and, as such, strong regulatory mechanisms are to be put in place immediately to monitor and control their activities with the objective of ensuring quality and social accountability. Those who venture investment in this area shall be properly scrutinized. Those with commercial interests dominating over the interests and ethics of higher education shall be eliminated.

2.9 Perfect Blend Of Professionalism And Technology

It is important to realize that we live in a fast changing world, dictated by the developments in technology. Quick access to information has made knowledge creation fast, and the multiplier effect has made it even explosive. It is increasingly difficult to anticipate changes and respond to them with creative purpose. Designing courses with relevance to the future and developing the necessary manpower to deliver them is a challenging task. All this calls for a team of professionals in different areas to come together to develop proactive strategies for higher education to meet the future demands. A Strategy Planning Body and an Institution to design and develop futuristic courses for transferring them to the Universities and Colleges may be created.

2.10 Reforming Teaching Pedagogy

In its common parlance, teaching pedagogy may be termed as methods of teaching. There should be perfect blending of various methods to impart education to the students. This certainly has greater impact to learn, understand and absorb the fundamental concepts. Following are some of the model techniques which could be used to suit the requirements of different academic institutes of higher education.

- *Integrating Online Multimedia*
- *Just-in-Time Teaching*
- *Engage Students through Assignments*
- *Engage Students in Abstract Concepts*
- *Think-Aloud to Teach Problem Solving*
- *Engage Students through Play*
- *Engage Students through Productions*
- *Engage Students with Simulation*
- *Sustained Peer Response for Active Engagement*
- *Multiple Delivery Methods of Course Content – Pause and Respond, Small Group Activity*

3. CONCLUSION:

The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates. This view of determining Quality in higher education, popularly termed as the "value-addition" approach, does not measure the competencies students develop through the courses offered. The competencies are recall, understanding, and problem solving. "Recall" amounts to a competency of gaining knowledge by way of reading, viewing, listening, assimilating, and demonstrating it when required. "Understanding" is comprehension, which requires explanations and vocabulary development, and demonstrating it by giving ideas, predict, and evaluate cause and effect. The competency of "problem solving" can be developed by solving textbook type of problems and the expertise so developed can be used in handling real-life situations. The students should understand and accept these concepts, and the level of competency they are expected to attain should also be defined in consultation with them.

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Learning Attitudes of Adult learners of (age group of 25 y-60 y) in Lifelong Learning

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Abstract: Mahatma Gandhi, an important politician and founder of the Indian nation, has provided the world with a thought provoking philosophy in the field of basic education, literacy and adult education. Education is the lifelong learning process. It is useful for human life. Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Learning is therefore part of life which takes place at all times and in all places. It is a continuous lifelong process, going on from birth to the end of our life, beginning with learning from families, communities, schools, religious institutions, workplaces, etc. It occurs through experiences encountered in the course of a lifetime.

Key Words: Attitude, Learning, Adult

1. INTRODUCTION:

“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.”

~Eric Hoffer

The concept of lifelong learning spans a wide range of education and training issues and speaks to many different audiences. It is often defined as the continuous building of skills and knowledge throughout the life of an individual. It is the “ongoing, voluntary, and self-motivated” pursuit of knowledge for either personal or professional reasons. It not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability. Common themes conveyed in literature on lifelong learning articulate four characteristics which transform „education and training into the concept of lifelong learning .

1) Informal learning

It encompasses both formal and non-formal/informal types of education and training. Formal learning includes the hierarchically structured school system that runs from primary school through the university and organized school-like programs created in business for technical and professional training.

2) Self-motivated learning

There is a heavy emphasis on the need for individuals to take responsibility for their own learning. Lifelong learners are, therefore, not defined by the type of education or training in which they are involved, but by the personal characteristics that lead to such involvement. Personal characteristics of individuals who are most likely to participate in learning, either formally or informally throughout their lives, have acquired. The confidence to learn, including a sense of engagement with the education and training system.

3) Willingness and motivation to learn.

It is recognized that economic incentives alone are not necessarily sufficient to motivate people to engage in education. A range of motivational barriers need to be identified and addressed in order for some people to participate in education. While some of these barriers are economic and can be overcome with financial assistance, many people are deterred from engaging in education and training by social and personal factors.

4) Self-funded learning

The concept of self-funded learning is linked to the characteristic of self motivated learning. In recognition of the costs involved in subsidizing lifelong involvement in education. The lifelong learning policy agenda emphasizes the responsibility of individuals to finance their own continuing education and training with minimal support from

government. The lifelong learner as a person who takes responsibility for their own learning and who is prepared to invest time, money and effort in education or training on a continuous basis.

5) Universal participation

The fourth feature of the lifelong learning is a commitment to universal participation in education. Universal participation is necessary for meeting the economic demands of the 21st century. The concept of universal participation includes both informal and formal learning for all purposes - *social, economic and personal*. In arguing that universal participation in lifelong learning is necessary for social cohesion in a time of rapid economic and social change.

There are several established contexts for lifelong learning beyond traditional “brick and mortar” schooling:

Home schooling involves learning to learn or the development of informal learning patterns

Waldorf education which teaches children to love learning for its own sake .

Adult education or the acquisition of formal qualifications or work and leisure skills later in life

Continuing education which often describes extension or not-for-credit courses offered by higher education institutions

Knowledge work which includes professional development and on-the-job training

Personal learning environments or self-directed learning using a range of sources and tools including online applications

E-learning is available at most colleges and universities or to individuals learning independently. There are even online courses being offered for free by many institutions.

One new (2008 and beyond) expression of lifelong learning is the Massive Open Online Course (a MOOC), in which a teacher or team offers a syllabus and some direction for the participation of hundreds, sometimes thousands, of learners. Most MOOCs do not offer typical “credit” for courses taken, which is why they are interesting and useful examples of lifelong learning.

Metacognition

Literally ‘thinking about the process of knowing,’ metacognition refers to “higher order thinking which involves active control over the cognitive processes engaged in learning.”

Metacognition involves:

Knowledge: awareness of your own thought processes and learning styles, and knowledge of the strategies that might be used for different learning tasks.

Control or self-regulation: keeping track of your thinking processes, regulating and evaluating them.

While the study of metacognition originally gave educational psychologists insights into what differentiated successful students from their less successful peers, it is increasingly being used to inform teaching that aims to make students more aware of their learning processes, and show them how to regulate those processes for more effective learning throughout their lives. Educators can employ Cognitive Strategy Instruction (CSI) as a means to help learners develop their metacognition. Again, learners who are better equipped to create learning strategies for themselves will have more success in achieving their cognitive goals. As lifelong learning is “lifelong, lifewide, voluntary, and self-motivated” learning to learn, that is, learning how to recognize learning strategies, and monitor and evaluate learning, is a precondition for lifelong learning. Metacognition is an essential first step in developing lifelong learning.

Adult Education:

Adult education is the process whereby adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes, or values. Adult education can take place in the workplace, through “extension” school (e.g., Harvard Extension School) or “school of continuing education” (e.g., Columbia School of Continuing Education). Other learning places include community colleges, folk high schools, colleges and universities, libraries, and lifelong learning centers. The practice may also include “Training and Development” which is often associated with professional development. Adult education has also been referred to as *andragogy* (to distinguish it from *pedagogy*).

Characteristics of Adult Education:

Educating adults differs from educating children in several ways.

Adults have accumulated knowledge and work experience which can add to the learning experience. Most adult education is voluntary, therefore, the participants are generally self-motivated. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals. For example, during the 1990s, many adults, including mostly office workers, enrolled in computer training courses.

Common problem in adult education in the India is the lack of professional development opportunities for adult educators. Most adult educators come from other professions and are not well trained to deal with adult learning

issues. Most of the positions available in this field are only part-time without any benefits or stability since they are usually funded by government grants that might last for only a couple of years.

Information literacy of lifelong learners can enhance the capabilities of a nation for optimum utilization of knowledge resources. It can also make creation and generation of new knowledge a reality. To derive maximum benefits from intellectual assets, to enhance the productivity in different social sectors, and to make public functionaries more accountable and transparent, coherent knowledge dissemination to the society are the needs of the hours where lifelong learners have much more to contribute. Thus, information literacy component in lifelong learning system is needed to achieve these societal goals.

2. SIGNIFICANCE OF THE STUDY:

Today's globalized world may seem to marginalize certain population segments or exacerbate socio-economic divisions. Lifelong learning in this context is seen as part of the solution to these social challenges. Lifelong learning is an essential part in the community development process, where community members acquire their life skills, soft skills and vocational skills throughout their lifespan to take part in their social, cultural, vocational and professional life. Lifelong learning is considered as an intervention tool for socio-economic empowerment in a globalizing world to stay ahead in a competitive world with knowledge superiority. Lifelong learning is especially important in the context of changing global economy where knowledge-based economy supersedes other forms of economy such as agrarian economy and industrial economy, in terms of economic power of the nation and socio-economic empowerment of citizens.

Stephen Brookfield (2012) studied that the Self-Directed Adult Learning: A Critical Paradigm they main finding the emphasis on the individual dimensions of such learning to the exclusion of any consideration of the social context in which it occurs and, finally, to the absence of any extended discussion of the considerable implications raised by these studies for questions of social and political change.

Jack Mezirow(2012) conduct a study A Critical Theory of Adult Learning and Education. The nature and etiology of perspective transformation is elaborated with particular focus on the function of reification and of reflectivity. Implications of a critical theory for self-directed learning and adult education are explored. A Charter for Andragogy is suggested.

Rita Barros (2013) studied that The Relationship between Students' Approach to Learning and Lifelong Learning. The results obtained in the correlational analysis allow us to associate the deep approach to some characteristics of learners throughout their life, especially concerning the establishing of goals and the self-direction of learning, whereas the superficial approach is mainly associated with the adaptation of learning strategies.

Statement of the Problem:

The purpose of the present investigation is to study "Learning attitudes of Adults in lifelong learning. In this study an attempt is made to highlight the lifelong learning of adults in different aspects.

Operational Definitions of Key Terms:

1. **Attitude** : A position of the body or manner of carrying oneself
2. **Adults**: A person who has attained maturity; a grownup
3. **Lifelong Learning**: The provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment.

3. OBJECTIVES:

- To find out the learning attitudes of adults in lifelong learning.
- To find out the influence of the following variables on learning attitudes of adults in lifelong learning like
 - i) Gender : Male / Female
 - ii) Locality: Rural /Urban
 - iii) Age: 25-40 years / 40-60 years

4. HYPOTHESES:

- There would be significant difference between the Learning attitudes of male and female adults.
- There would be significant difference between the learning attitudes of rural and urban adults.
- There would be significant difference between the learning attitudes of 25-40 and 40-60 age group of adults.

4.1 Scope and Delimitations of the Study:

This study is limited to 100 adults in the age group of 25 – 60 in Guntur district only.

5. METHOD:

On the present study normative survey can descriptive method is used.

5.1 Sample and Sampling:

A random sample of 100 adults in the age group of 25-60 in Guntur District only.

A 40 item questionnaire was constructed by the investigator to find out the “Learning attitudes of Adults in the age group of 25-60.”.

6. TOOL:

The tool is a consists of 40 items, each item has 3 options, Agree/ Disagree Uncertain graded on a three point scale.

Validity of the Tool:

Tool would be constructed as questionnaire on the basis of established theory and research on the development of learning attitudes among Adults.

The selected items gather the opinions from the 100 adults of rural and urban, age group with in 25-60 were given to test the context validity.

Scoring Criteria:

The scoring criteria for the given responses is

2 mark for Agree (A) , 1 mark for Disagree (DS), and 0 mark for Uncertain (UN)

Statistical Techniques Used:

Mean, S.D., % of mean, and ‘t’ values are computed.

7. DISCUSSION:

Objective – 1: to find out the learning attitudes of adults in lifelong learning

Table-1 shows the mean, SD and % of mean values of the whole sample on “Learning attitudes of Adults”.

Sample	Number	Mean	Standard Deviation	% of mean
Whole	100	79.76	3.81	66.46

The mean value is 79.76 and SD being 3.81 The distribution is heterogeneous. The % of mean value is 66.46.

Hypothesis-1; There will be significant difference between the learning attitudes of male and female adults.

Table-2 shows the Mean, % of mean, S.D. and ‘t’ value of the male and female adults

Variable	N	Mean	S.D.	S.Ed	‘t’
Male	50	78.32	2.98	0.614	3.53*
Female	50	76.15	3.17		

* Significant at 0.05 levels

Interpretation:

The ‘t’ value is 3.53, which is significant at 0.05 level. The table value shows that there would be significant difference between the learning attitudes of male and female adults is rejected.

Discussion:

Learners felt that adult education provided useful knowledge, employment opportunities, new problem solving abilities, and increased respect for learners. Learners also liked the program because they felt that it increased their self confidence and broadened their knowledge. Although male learners demonstrated positive attitudes towards adult education, there tended to be more female than male learners.

Hypothesis-2 There will be significant difference between the learning attitudes of rural and urban adults.

Table-3 shows the Mean, % of mean, S.D. and ‘t’ value of the rural and urban adults

Variable	N	Mean	S.D.	S.Ed	‘t’
Rural	48	79.58	3.72	0.677	1.477 ^{NS}
Urban	52	78.58	2.99		

NS= Significant at 0.05 levels

Interpretation:

The ‘t’ value is 1.477 which is no significant at 0.05 level. The table value shows that there would be no significant difference between the learning attitudes of rural and urban adults is accepted.

Discussion:

Adult education increases awareness of human rights among government officials, communities and migrants themselves, and this can be seen in changing policies and the involvement of politicians and civil society. Adult education directly provides migrants with the knowledge and skills for better employment opportunities and improves

their quality of life. It also enhances the understanding and cultural appreciation between the rural and urban population, which are primary factors in social integration

Hypothesis-3: There will be significant difference between the learning attitudes of 25-40 and 40-60 age group of adults.

Table-4 shows the Mean, % of mean, S.D. and ‘t’ value of the 25-40 and 40-60 age group of adults

Variable	N	Mean	S.D.	S.Ed	‘t’
Age 25-40	51	77.32	2.28	0.604	3.21 *
Age 40-60	49	75.95	3.07		

* Significant at 0.05 levels

Interpretation:

The ‘t’ value is 3.53, which is significant at 0.05 level. The table value shows that there would be significant difference between the learning attitudes of 25-40 and 40-60 age group of adults is rejected.

Discussion:

25-40 age group of learners willingness to learn more is strengthened when resources for learning are related to real life problems and to personal developmental goals. Such an assumption implies that adult educators or facilitators need to adopt and facilitate problem-solving methods and self-discovery techniques based on true assessment of their needs.

8. CONCLUSION:

The study reveals that there is no significance difference between the learning attitudes of male and female adults. The study also reveal that is no significant difference between the learning attitudes of rural and urban adults.

9. RECOMMENDATIONS:

- One of the most important ways to foster lifelong learning is to invite regular reflection. Encouraging students to establish a personal learning journal or blog that documents what they learn is one of the simplest but most rewarding and instructionally valuable approaches.
- Learner motivation and personal relevance are keys to lifelong learning.
- To help develop learner interest and relevance, invite students to find something of interest to them that relates to the class topic. Have them share what they have discovered and reflect on how this learning is relevant to them.
- Meet informally with students at your office or elsewhere.
- Students be reflective learners, you can reflect on your learning, as well. Keep your own reflective learning journal and consider sharing relevant sections with the students.

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EFL- U and French Language in SWAYAM portal

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Abstract: SWAYAM is an Indigenous MOOCS platform for distance education provided by MHRD, Government of India which aims at offering all the courses from school level (Class IX) to post-graduation level. In this paper, we are going to discuss the programs offered on SWAYAM portal in English and Foreign Languages University, Hyderabad. The importance of foreign languages is increasing in Indian economy as it provides huge job opportunities for Indian students both in academic institutions and the industry for foreign languages. Indian translation industry is increasing every day. Keeping in view, the increase demand of foreign languages in Indian market, we are going to see, in this paper, the place given to one of the most important foreign languages, French and what are the list of courses provided currently in this language in SWAYAM portal.

Key Words: SWAYAM, EFLU, French language, courses

1. INTRODUCTION:

The main aim of SWAYAM is to provide the best teaching learning resources to all, including the most disadvantaged groups and thus aims to reach those students who have remained untouched by the digital revolution and the latest knowledge. The purpose of SWAYAM is to achieve three cardinal principles of Education Policy i.e access, equity and quality. Also, the government of India wish to improve the Gross Enrolment Ratio (GER) from 20% at present to 30% by 2020. To reach this goal, the conventional method would be insufficient and thus Government of India has decided to use ICT through SWAYAM platform.

SWAYAM or Study Webs of Active-Learning for Young Aspiring Minds is a programme launched by Ministry of human resource Development, Government of India. MHRD has developed the SWAYAM platform with the help of AICTE (All India Council for Technical Education) and Microsoft. Providing opportunities for life-long learning, SWAYAM is an Indian platform to MOOCS where professors from centrally-funded institutions in India such as Indian Institutes of Technology(IITs), Indian Institutes of Management(IIMs), and other central universities will be providing online courses to citizens of India. More than 1,000 faculty from across the country have participated in preparing these courses. This platform will host all the courses taught in classrooms from 9th class till post-graduation and could be accessed by any body and anywhere and at any time free of cost. These courses will cover diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities subjects such as engineering, technology, law, medicine, agriculture etc. Learners who would like to have certification would have to register and pay a little fee. After having completed the course successfully, they will be offered a course. Like any course in an offline mode, the students who desire to have certificate, are assessed through proctored examination and the marks/grades which are secured in the exam could be transferred to the academic record of the students. University Grants Commission (UGC) has made it very clear in *The Gazette of India* that:

“No university shall refuse any student for credit mobility for the courses earned through MOOCS” [1]

Also, UGC has already issued the UGC (Credit Framework for Online learning courses through SWAYAM) Regulation 2016, asking the Universities to identify courses for which credits can be transferred on the academic record of the students for the courses done on SWAYAM. The ultimate aim of SWAYAM is to host 2000 courses and 80000 hours of learning.

The courses which are hosted on SWAYAM have four components or quadrants [2]

- Video lecture
- Reading material that can be downloaded/ printed

- Self-assessment tests through tests and quizzes and
- An online discussion forum for clearing the doubts

All efforts are made to include audio-video and multimedia technology to make the learning an interesting experience. To ensure best quality content are produced and delivered, MHRD has appointed seven National Coordinators. They are NPTEL for engineering, UGC for postgraduate education, CEC for under-graduate education, NCERT AND NIOS for school education, IGNOU for out of the school students and for management studies.

According to MHRD, Government of India, the major objectives of the proposal are as follows: [3]

- a. Creation of content on courses from School Secondary level till Post Graduation, covering all disciplines, to be made available on the SWAYAM platform.
- b. Repurposing of e-content courses already developed under NMEICT to fit into SWAYAM Pedagogy / Andragogy.
- c. Develop India MOOCs platform named as SWAYAM (Study Webs of Active-learning for Young Aspiring Minds) for hosting and running thousands of courses simultaneously.
- d. Provide robust Internet Cloud (with CDN) and sufficient bandwidth for concurrent viewings of 1 Million users.
- e. Conduct of examination and award of certificates to participants having successfully completed the course.
- f. Provide recommendations to Institutions regarding implementation of Choice Based Credit System (CBCS) on SWAYAM Courses.

The SWAYAM shall also cover skill based courses, which will cover both post-higher secondary school skills i.e polytechnics as well as industrial skills certified by the sector skill councils of various Ministries.

Shri Pranab Mukherjee, the then President of India, had recently launched the portal SWAYAM and SWAYAM PRABHA that takes the high-quality education to the doorstep of everyone with the help of 32 DTH channels which telecast the SWAYAM courses using GSAT-15 satellite transponders. The archive content of all 32 Swayam Prabha channels can be viewed online on Youtube and the Swayam Prabha mobile app. Below are the links to watch Swayam Brabha Channels online.

2. SWAYAM IN EFLU:

Channel 01 is managed by CEC/UGC focussing on Humanities-1, Language and Literature. The channel route/ parent of this channel is EMMRC, The English and foreign Languages University (EFLU,Hyderabad). Some of the programmes which have been telecast under SWAYAM in The English and Foreign Languages University, Telangana are as follows:

Indian Writing in English- Part-2- RK Narayan
Indian Writing in English – Mulk raj anand
Indian Writing in English –Toru Dutt
The Room on the roof by Ruskin Bond
Goa by Asif Currimbhoy

Thus, The English and Foreign Languages University is a central University located in Hyderabad and is already offering courses in Modern British Literature, Health Psychology and Modern American Literature. Seeing the wide enrolment from students, this University is planning to come up with six new courses. It is also planning to launch basic foreign language courses on its website soon.

3. SWAYAM AND FRENCH LANGUAGE

In SWAYAM platform, among foreign languages two courses in Russian are being offered by Maharaja Sayajirao University of Baroda.

In Channel 23, IGNOU, under Liberal Arts and Humanities, provides a course in French and English language titled “French Tradition and Culture Series: sports among the youth in France Part -1”

This program was telecast on Tuesday, 09-01-2018. This is 13 mins and 31 seconds programme which can also be seen in You Tube.

Other similar programs with latest telecasts are as follows: [4]

“way of greeting – Dance in Provence part –II” which was telecast on Monday,18-01-2018

“French Tradition Art and Culture Series:- Way of Greeting – Dance in Provence Part – 1” which was telecast on Saturday, 06-01-2018

“French Tradition Art and Culture Series: Way of Greeting- Region of Provence Alps Cotes Azur” which was telecast on Friday, 05-01-2018.
“French Tradition Art and culture Series: Way of Greeting- Aquitaine Region of France” which was telecast on Thursday, 04-01-2018
“French Tradition Art & Culture Series:- Way of Greeting – Table Manners in Daily Life” which was telecast on Wednesday 03-01-2018
“French Tradition Art & Culture Series:- Way of Greeting – Greeting with spectacles (greeting depends upon relationship)” which was telecast on Tuesday, 02-01-2018
“French Tradition Art & Culture Series:- Way of Greeting – Different ways of French Gesture” which was telecast on Tuesday, 02-01-2018
“French Tradition Art & Culture Series:- Way of Greeting – Greeting by two kisses” which was telecast on Monday, 01-01-2018
“French Tradition Art & Culture Series:- Way of Greeting – Formal way of Greeting” which was telecast on Monday, 01-01-2018
“French Tradition Art & Culture Series:- Sports among the youth in France Part – II” which was telecast on Monday, 01-01-2018

Other than courses related directly to French languages, there are courses like “Coming of European in Bengal (CH- 23)” which is of 18 minutes and 9 seconds which talks about Chandanagar which was a French colony and still French language is taught in schools.

Other upcoming courses in English language which are related to European history in India are as follows:[5]

“European Union Institutions” to be telecast on Friday, 02-02-2018
“European Union Treaties” to be telecast on Friday, 02-02-2018
“Vyapar Bengal Main European Ka Aagaman” to be telecast on 03-02-2018

4. CONCLUSION:

SWAYAM is an ongoing ambitious project which require a team work. It is a platform which which goes beyond the conventional classroom to meet the new challenges of the knowledge industry of the world. For learning a foreign language like French which is a complex and challenging endeavour, SWAYAM provides a perfect platform to combine different cost –effective learning styles. It helps in integrating various multimedia learning materials from external sources into the curriculum and make them available to students at any parts of India where there is computer or Television. EFL-University, Hyderabad is helping SWAYAM in a big way to achieve this goal.

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Management Game on Human Resource Development

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***Abstract:** Management game on Human Resource Development is simulation to understand the fundamental difference between Human resource management and Human resource development. This simulation will help the students to understand basic functions of human resource development and their relevance in understanding the concept through hands on experience.*

***Key Words:** Human Resource Management (HRM), Human resource Development (HRD), HRD Process,*

1. DISCUSSION: Evaluation of the Game:

This is game can be evaluated in three different phases to understand the concept of Human resource Development (HRD) and its functions. These three phases can be handled by Facilitator/Instructor/faculty considering the feedback from the volunteer's experiences and the students who are observing the demonstration, and as an when it is required Facilitator/Instructor/faculty need to strengthen/ cross question/challenge the feedback shared by the volunteers as well as observations shared by rest of the students who are in the audience.

Facilitator/Instructor/faculty need to play role of integrator in the classroom, so that the observations recorded by students will strength understanding the concept. Facilitator/Instructor/faculty need complete understanding the subject and its implications in business.

Phase 1 - Evaluation of the game: In the first phase of the game Facilitator/Instructor/faculty will have set of questions before the volunteers demonstrate the game, questions will like.,

- (a) Facilitator/Instructor/faculty will ask the volunteers to introduce themselves. What is the plan the team prepared to execute the game.
- (b) Spokesperson need to highlight which role the volunteers are demonstrating in the game and why they are demonstrating that specific role.
- (c) Facilitator/Instructor/faculty encourages volunteers/students to ask any question before volunteer's demonstration.
- (d) This phase of observations need to record by the Facilitator/Instructor/faculty.

Phase 2 - Evaluation of the game: In the second phase of the game Facilitator/Instructor/faculty record observation on each character/volunteer and overall team observations while the team demonstration is in progress. Before /during the demonstration of the game Facilitator/Instructor/faculty create a free environment/platform for the volunteers to perform the game to their potential.

Phase 3- Evaluation of the game: The third phase of the game true challenge for the Facilitator/Instructor/faculty how best he/she can integrate the observations of the volunteers and theory. Facilitator/Instructor/faculty has to compare the expected performance and actual performance delivered by the individuals and the team, this gap analysis provide all intricacies human resource development and its functions. In this phase of the game Facilitator/Instructor/faculty should ask set questions to volunteers like.

- (a) Are you satisfied with your performance, if 'YES' what are those observations you noticed. If the answer is 'NO' what are the reasons for your poor performance.
- (b) What are the positives and negatives of your team performance?
- (c) What are the areas of improvement as a team member you would like to suggest? State the reasons?
- (d) Facilitator/Instructor/faculty invites the students who are in the audience to share their observations and each character as well overall team performance.

Facilitator/Instructor/faculty has to integrate and consolidate participating volunteer observations, Facilitator/Instructor/faculty observations and audience observations need to integrate/map with theory. During elaborated discussion on the observations Facilitator/Instructor/faculty monitor carefully and avoid personal attacks and irrelevant arguments about the game. Facilitator/Instructor/faculty should keep learning curve should be linear. To conclude, Facilitator/Instructor/faculty need to prove and make the management students to realize that practice and theory are two sides of an organisation to create success.

Above experience is side of the learning now the Facilitator/Instructor/faculty needs to cover the objectives of the topic further facilitator/Instructor/faculty as and when required she/he need to cover theory part of the topic as well as during the interpretation and discussion.

2. CONCLUSION:

This kind of participation/owning the learning we need to correct the proverb that” Practice Makes man Perfect” but this is proved many times as wrong, so “Right kind of practice makes man perfect”. Student leaders get an opportunity to correct their attitude, behavior and thinking once we facilitate them participating mode of learning, so that near future student leaders will be more professionals once they join the organisation. With this kind of approach we can make our student leaders as industry ready.

3. RECOMMENDATIONS: This game can be conducted for practicing managers and student leaders.

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Institutions as Insignia of Innovation: A Techno- Centric Approach to Teaching and Learning

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Abstract: Language is man's way of communicating things. Linguistic Competency has become the watch-word of the existing educational curriculum. The Institutions have to comprehend the inevitability of innovation. They should play a significant role in imparting innovative teaching and learning methods. This strategy will serve as the platform to promote their educational system thereby making indelible impressions in the contemporary educational world. Students would learn using new methods that is implemented by the colleges. This is a move towards shaping graduates who are not only academically sound, but also fit enough to cope with the upcoming professional world. Learning with understanding and that too in an innovative way tunes the professional etiquette of the students. Hence it is the profound responsibility of the institutions to be as insignia of innovation in almost every realm of teaching, learning and research. The paper highlights the motto of educate to innovate believing that it would set high standards for the plethora of challenges awaiting the student community.

Key Words: Techno-centric teaching, tech-teach, online resources, innovative aids, entrepreneurial skills, linguistic competency.

1. INTRODUCTION:

The word 'Innovate' as defined by The Oxford English Minidictionary means "introduce something new" [1]. Technology serves as a harbinger of change in Institutions. This is in par with the so called Linguistic- competence that has become the watch-word of the existing educational curriculum. Language learning is so important that it is through language communication takes place. Learning and teaching go hand in hand. If learning has to be more profound, teaching should be imparted using innovative methods. Education has taken up new stand in today's scenario. It is not just the surface level of graduating a student but goes way beyond in moulding the learner to face the upcoming technological world. Keeping in view the job sector, instructing the students with entrepreneurial skills is definitely significant.

2. OBJECTIVES:

Majority of educational institutions functioning at present tend to adopt techno-centric approach towards teaching and learning. It is not wrong to claim that some of the institutions have started introducing innovative technological interventions. Though Institutions may refer to both schools and colleges, collegiate education is pivotal in a student's academic history. It is collegiate education that instills credibility, competency and efficiency among students. Thus colleges and universities have to comprehend the inevitability of innovation.

3. DISCUSSION:

3.1 TECHNO-CENTRIC APPROACH:

Setting up an educational curriculum that perceives technology as an all pervasive tool is of prime importance. Techno-centric approach refers to "a popular belief among teachers and administrators that is focused on technology rich environments. This approach focuses on equipping the classroom with the latest hardware and software". [2] Both teachers and learners have to adopt technology based education. This would become possible only with the unified support of the educational institutions.

3.1.1 INCORPORATING TECHNOLOGY IN TEACHING:

‘Tech-teach’, the phrase that would insist on imbibing technology in teaching, should be taken up by the institutions. The colleges should consider technology as driving force for ensuring quality education. Language learning along with cognitive skills helps in the overall development of student and his personality. “Instructors who want their students (both online and onsite) to be more engaged and creative are beginning to share their ideas on college websites, at conferences, and in journal articles ... If instructors model creativity in the way they structure assignments, their students will be more willing to take a chance in trying something new” [3]. Hence teaching should be facilitated using innovative aids such as interactive whiteboard. The smart classrooms that include the ‘smart-board’ and use of Overhead Projector is indispensable for teaching. Teachers should be trained to make optimum use of the best resource available.

3.2 INNOVATIVE AIDS:

Creative and experiential learning could cater to the students’ pursuit of career growth and development. The use of latest applications that are related to the syllabus opens new avenues for learners to learn with better understanding. For instance, google classroom, myclassroom, online portals such as NPTEL, Coursera equip the learners. A teacher himself is a learner who updates his knowledge of what he already knows, with what he ought to know. The teacher can share subject- related materials in these apps, and the student can learn from wherever he is. Learning is made possible anytime, anywhere that makes them stay connected always. This kind of simulative learning is advantageous in one way as it stimulates active learning. Therefore Learning no more remains a passive activity but becomes active with such applications. It is believed that “The seeds of knowledge may be planted in solitude but must be cultivated in public” [4]. Innovative aids are advantageous in many ways. When learning is done using google classroom application and myclassroom website, it makes the students to work together. They can freely exchange their ideas, ask open-ended questions, and build on a comment or idea from another participant (Figure 1). This supports creative thinking. At the same time, students also benefit from the expertise and experience of others. It helps new learning.

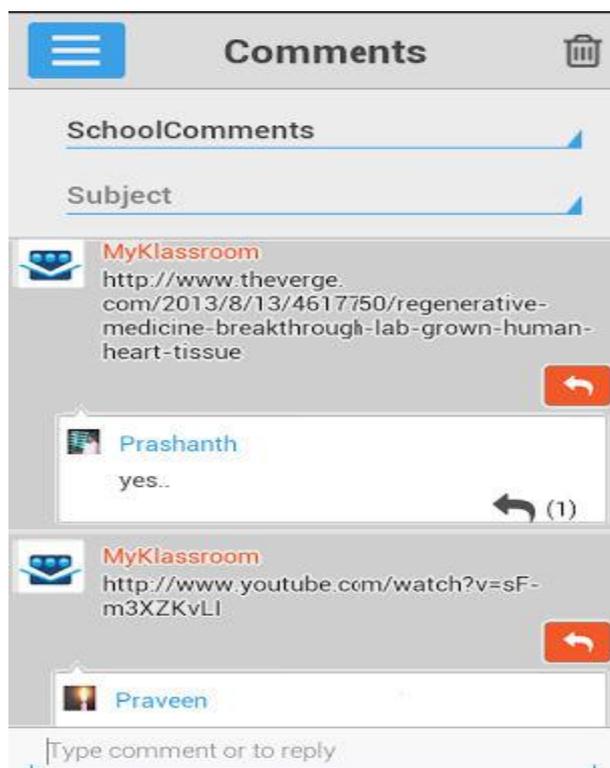


Figure 1. Sharing of ideas in myclassroom

3.2.1 TECHNO-CENTRIC LEARNING:

The concept of smart education or techno-centric learning is indeed a blessing to the students of twenty first century. The emphasis is laid on presentation and collaboration which helps in understanding a particular topic. More than black boards and personal computers, the 16-mm projectors have marked their trend as sophisticated media. The chalk and talk method which was once a part of traditional classrooms has become outdated. Lectures and follow-up discussions of basic concepts do not fully meet the expectations of the students. On the other hand, web- based resources can disseminate basic information of about what they learn. A sample of 15 participants was taken and experimented on their usage of online- based learning resources (Table 1). The performance of one group of students

(Group 1) who had optimum access to online learning resources was better than that of those who opted for traditional learning (Group 2). A total of about ten students who used online learning aids performed well. Whereas the remaining five who performed average did not have much involvement in online learning.

Criteria	Group 1	Group 2
Google Classroom	To learn and share information	Hardly use
Mykclassroom	To watch videos on academics and career skills	Rarely use
Assignment Submission	Online mode	Prefer Handwritten
Frequency of Usage	Most Often	Sometimes

Table 1. Experimentation on usage of online learning resources

The students who belonged to Group 1 were frequently using the online learning tools that moulded them in acquiring the listening, speaking, reading and writing skills as well.

3.2.2 LEARNING AIDS:

Ipads and mobile technology are the ‘now’ in students’ point of view. It is an undeniable fact that books provide necessary knowledge. It has to be equally accepted that online resources enrich with recent updates. Tablets, smartphones, personal computers, laptops and palm tops are the media that open new vistas of learning. Kindle and Wattpad are the gateways to transformed readily available online books. These aids keep them actively engaged in learning. These sources reduce class-time as well. Audio- visual aids keep the learners focused, helping them to store the information fast and more effectively. When students ‘see’ what they learn they remember it forever. This kind of education is time- bound and paper-less.

3.3 GRADING INSTITUTIONS:

Implementing higher standards in teaching and learning is of prime importance as it is quintessential for grading an institution. “Institutions of higher education must now work with students in a whole new layer of information and communication technology required to thrive in the digital age” [5]. Committees such as NAAC look into such improvements in infrastructure, syllabus, and methodology of teaching. Therefore using technology acts as a bridge for rendering services and expands the potential reach of colleges and universities. It is also to be considered that entrepreneurial institutions are aided by assortment of such technology-based education.

3.4 HOLISTIC DEVELOPMENT:

An institution is branded the best when it thrives for the holistic development of its students. They should play a momentous role in divulging innovative methods. Students would learn using novel ideas that is devised by their institutions. This is a move towards shaping graduates who are not only academically sound but also fit enough to cope with the upcoming professional world. Learning with understanding and that too in an advanced approach tunes the professional etiquette of the pupil. This will exemplify their career skills by helping to their versatile development. Communication and business skills would be nurtured passionately by preparing them for the melange of opportunities awaiting them once they graduate. It is said that, “The new education has to strengthen our world view and motivate the younger generation for international co-operation and peaceful co-existence” [6]. Thus technology bound learning is a remarkable feature to upgrade the standard of education.

4. CONCLUSION:

A Techno-centric initiative eases the teaching-learning process. Even subjects that students deem challenging or boring seem to be interesting when learnt using innovative aids. Owning devices such as smart phones and laptops provide a sense of responsibility. It gives them a chance to learn decision making skills. Taking up these new dimensions enables the institutions to render professional education that promotes efficiency and effectiveness in both teaching and learning perspectives.

5. RECOMMENDATIONS:

‘Smart-workers’ are what the job sectors seek for. It is high time that every institution be it college or university should advocate towards redefining the educational approach by adopting technology as a major driver of progression. This strategy will serve as a platform to promote their academic structure thereby making indelible impressions in the contemporary educational domain. A techno-friendly environment enables and enhances the confidence level of the two- the learner and the one who assists learning. The institutions, both colleges and universities should adhere to the motto of ‘Educate to innovate’, with a strong belief that it would set great standards to face the plethora of challenges awaiting the student community. It is therefore the profound responsibility of the institutions to be as insignia of innovation in almost every realm of teaching, learning and research.

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A Study On Human Resources Management and Technology

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Abstract: *At the time of recruitment it is necessary to complete forms so that we can become an “official” employee. There are data and the human resources (HR) department has always been the custodian of employee data. The type of data collected, where the data are stored, how the data are used, and the type of system used for these purposes has changed over time, but the need to collect information relating to hiring, promoting, and firing employees has not changed. HR technology is increasingly being used by small, medium, and large employers to meet the needs of its stakeholders. What sets high-performing organizations apart from others is how they use technology to deliver HR services.*

Keywords: Human resource information systems (HRIS), HRM, Employee self-service

1. INTRODUCTION:

HR technology can be defined as any technology that is used to attract, hire, retain, and maintain human resources, support HR administration, and optimize HRM. This technology can be used in different types of human resource information systems (HRIS) and by various stakeholders, such as managers, employees, and HR professionals. This technology can be accessed in different ways. There is no doubt that technology has made it easier and faster to gather, collate, and deliver information and communicate with employees. More importantly, it has the potential to reduce the administrative burden on the HR department so it is better able to focus on more meaningful HR activities, such as providing managers with the expertise they need to make more effective HR related decisions. Research has indicated that companies who effectively use technology to manage their HR functions will have a significant advantage over those that do not. However, not all companies have the latest and greatest technology, nor do all companies need the most advanced technology, but all companies do have HR-related information needs. Consider the information needs of a small company as opposed to a large organization of 3000 employees. A small company may use a simple Microsoft Word or Microsoft Excel file to keep basic employee data, whereas a company with 3000 employees manages a greater volume of data. This activity can be daunting without a more sophisticated tool to store and retrieve data. We can reflect on the various levels of sophistication by examining the evolutionary aspects of HR technology. These aspects can be characterized into four stages of development: (1) paper-based systems, (2) early personal computer (PC) technology, (3) electronic databases, and (4) Web-based technology.

The technology of the future will be about speedy access to accurate current information, and the ability to access this information via multiple systems will give organizations a strategic edge. HR is expected to relinquish its role as sole owner of HR information, so that managers and employees can use this information to solve their own problems using Web-based systems. This new system will not necessarily mean a reduction in HR staff. The new system will enable HR professionals to focus on transforming information into knowledge that can be used by the organization for decision making; it will be about HR and IT working together to leverage this technology

2. OBJECTIVES:

To enable HR professionals to focus on transforming information into knowledge with the help of technology, this can be used by the organization for decision making.

3. THE RELATIONSHIP OF HRM TO HRIS:

Human resources information systems (HRIS) can be defined as integrated systems used to gather, store, and analyze information regarding an organization's human resources. Using HRIS technology can help HR automate and simplify tasks, reduce administration and record keeping, and provide management with HR-related information when required.

HRIS is the composite of databases, computer applications, and hardware and software necessary to collect, record, store, manage, deliver, manipulate, and present data for human resources. It is important to note that the term “systems” does not just refer to hardware and software. Systems also include the people, policies, procedures, and data required to manage the HR function. In reality, computer technology is not the key to being successful at managing human resource information, but what it does do well is provide a powerful tool for “operational zing” the information—making it easier to obtain and disseminate and ensuring that it is specific to the organization’s HR policies and practices. A sound HRIS must allow for the assimilation and integration of HR policies and procedures with an organization’s computer hardware and its software applications.

3.1 Key Functions of an HRIS

The HRIS is made up of a number of subsystems, and data can be stored, maintained, and generated from the system. These data can be used to create information that will serve different purposes for many different stakeholders.

The HRIS can do the following:

- Create and maintain employee records
- Ensure legal compliance
- Enable managers to forecast and plan future HR requirements
- Provide information to managers and HR so they can manage knowledge and manage talent (career and succession planning)
- Provide information to enable HR plans and activities to align more effectively with the organization’s strategic plan
- Assist managers with decision making by providing relevant data so they can make more effective and informed decisions.

4. ELECTRONIC HUMAN RESOURCES:

Electronic HR (e-HR) is a term that identifies a form of technology that enables HR professionals to integrate an organization’s human resources strategies and processes in order to improve overall HR service delivery. Since the mid-1990s organizations have been embracing ways to incorporate electronic and computer functions into their HR strategies. Companies are always looking for better ways to manage costs, provide better service, and effectively manage human capital, and eHR has become integral to helping organizations achieve these goals. One of the most successful innovations is the migration of HRIS applications onto an intranet. An intranet is a network that is interconnected within one organization, using Web technologies for sharing information internally. The Internet has enabled organizations to harness Web-based technology and use Web-based applications to enhance HR services. More than 90 percent of companies are currently using the Web for HR purposes.

5. E-HR AND HUMAN CAPITAL MANAGEMENT:

The management of human capital is critical and the ability to be able to attract, retain, and develop employees will continue to be a major challenge for HR professionals. The use of e-HR systems, including Web-based job sites, portals, and kiosks, to attract job applicants is becoming a necessity. Two technologies have made e-recruiting a reality—Internet job boards, such as Monster.com, and the Internet applications that allow companies to screen candidates from those boards has facilitate the process. Research has shown that companies can reduce hiring cycle times by as much as 25 percent when using online recruitment tools. The use of these tools has transitioned HR from hiring faster to hiring “better.” The most common practices used for online recruiting are adding recruitment pages to the Web site of the organization, using specialty recruitment Web sites (job portals and online job boards), developing tools that are interactive so applications can be processed (auto-responding), and adopting online screening tools (e.g., personality assessments and interviews). Some advantages of online recruiting are reduced time for management of the recruiting process, communication of the company brand, access to a larger number of qualified candidates, reduced recruitment costs from using a standard process, reduced hiring cycle times, and use of the system’s reporting functions to analyze the effectiveness of the recruitment strategy. Some disadvantages can be loss of face-to-face contact and discrimination against people who do not have access to the Internet or to information about privacy regarding personal information submitted over the Internet.

6. TRENDS IN HR AND TECHNOLOGY:

Technology is moving at “warp speed” and HR must keep up. Technology will continue to be integral to all business functions and HR must use technology to continually redefine their services toward driving productivity. Some of the emerging trends that will have a significant impact on HR and on its ability to deliver strategic HR

services are emerging technologies, the influence of outsourcing and the increased focus on determining HR's effectiveness. Several major technology trends that will influence HR management are as follows:

- The increased use of portals and intranets and a greater focus on the use of virtual tools. HR will be required to ensure that the organization is aware of the advantages of these tools and provide training and education to ease the transition. These new tools will enable employees to access their own information as opposed to going to HR. So a manager who has a problem first will try and solve it using the tools available on his or her desktop before calling HR.
- Greater access to technology: This increase will require HR to ensure that the appropriate security measures are in place and to be highly diligent in terms of the types of access and who gets access.
- Contingency planning: HR will be involved in ensuring that plans are in place to deal with disasters, including getting employees back to work and providing them with the appropriate emotional support.
- Heightened awareness of HR data privacy: Government privacy legislation will continue to increase. Ongoing legal changes will require HR to stay current with respect to legislation and utilize systems to ensure compliance.

The HR function, with its newly developed strategic focus, is expected to demonstrate a measurable impact on business results. The expectation is that HR is transforming data into insights and the ability to provide "quality" data that will transcend the need for information and focus key decision makers on relevant information that is meaningful to the business. Today's HR professionals must be technically savvy and be able to speak the language of business. They must understand the business environment and the major drivers relating to workforce productivity as determined by management. Such techniques as benchmarking and the use of balanced scorecards will be increasingly important for HR. These tools will provide HR with feedback as to whether they are truly listening to the organization and providing customer focused services. Finally, how HR utilizes technology to evaluate its own effectiveness and how HR decides to leverage emerging technologies to drive productivity and the management of human capital will make the difference between a mediocre HR department and one that is truly a business partner.

7. CONCLUSION:

The role of the HR professional has changed fundamentally as a result of technology. The core competencies that have developed are mastery of HR technology, strategic contribution, personal credibility, HR delivery, and business knowledge. To choose an HRIS, organizations engage in a three-step process. The first step is the adoption phase, whereby organizations carry out a needs analysis to determine requirements. The second step is the implementation phase, where project teams are created, the software is tested, and privacy and security concerns are addressed. The third step is the institutionalization phase, where training and change management activities are highlighted. The more popular Web-based self-service applications are employee self-service (ESS) and manager self-service (MSS). Some benefits derived from these applications are a reduction in administrative costs, reduction in process steps, enhanced HR service delivery, and increased employee satisfaction. Current technology trends that will impact HR are outsourcing, advances in technology, and a continued focus on measuring the value that HR brings to the organization.

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Pedagogy and Andragogy: The Significant Theories of Learning

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Abstract: *Everyone has to be an ever learner. The moment we think we are perfect and know everything, we are indirectly hampering our intellectual growth. Various methods and techniques adopted by institutions in learning and development arena will have a considerable influence on the intensity of enthusiasm that can be cultivated in the mind of learner.*

The article adopts a simple conceptual approach towards discussing the significance of learning focusing on learning methods such as pedagogy and andragogy, the learning mechanism in children, a general design of an instructional system along with a comparison between the two learning methods discussed within. The further scope of the article can as well be examining the pros and cons of the captured learning methods for their effectiveness in accomplishment of the objective.

Key Words: *Andragogy, Approach, Learning, Process, Pedagogy, Knowledge.*

1. INTRODUCTION:

In this digital era learning has become a vital prerequisite as we need to update ourselves with the changing trends, if not, we will be treated obsolete. The methods and techniques through which we learn will have a significant influence on the learning outcomes. In view of the same this article focuses on the significance of the learning methods and various techniques associated with them.

2. REVIEW OF LITERATURE:

There are considerable similarities between deep learning and the process by which knowledge advances across disciplines. During the 1960s there were efforts to exploit such similarities that gave rise to learning by discovery, guided discovery, inquiry learning, and Science: A Process Approach (American Association for the Advancement of Science, 1967). From all these efforts and reforms, scholars have learned a lot on the advancement of knowledge.

A mere listing of keywords suggests the significance and diversity of ideas that have come to prominence since the 1960s: Thomas Kuhn, Imre Lakatos, sociology of science, the "Science Wars," social constructivism, mental models, schema theory, explanatory coherence, the "rhetorical turn, connectionism, emergence and self-organization.

Educational approaches have changed in response to some of these developments; there is a greater emphasis on collaborative rather than individual inquiry, the tentative nature of empirical laws is more often noted, and argumentation has become an important part of some approaches. But the new "knowledge of knowledge" has much larger educational implications.

Ours is a knowledge-creating civilization. A growing number of "knowledge societies" (Stehr, 1994), are joined in a deliberate effort to advance all the frontiers of knowledge. The sustenance in knowledge advancement is seen as an essential component for social progress of all kinds and also for the solution of various societal problems. From this standpoint the fundamental task of education is to make youth to get adapted to this knowledge-creating civilization and to help them find a place in it.

3. LEARNING : HOW IT HAPPENS?

Learning can be defined as knowledge or skill acquired by instruction or study. It can also be referred to as a process through which we acquire knowledge, skills, behaviors and values. As individuals and human beings our learning begins before birth and continues till death as a set of ongoing sequential interactions between persons and environment.

The process of learning differs across age and this aspect should be considered by the delivery expert while designing the content to be conveyed to the target audience.

4. SIGNIFICANCE OF INSTRUCTIONAL SYSTEM

Think systematically about instruction. Systems involve relationships, conditions, processes, causes, effects and feedback. To identify a system, we must demarcate where one system ends and another begins. In education, as in ecosystems, this is done somewhat arbitrarily.

For example, if we identify and focus on an instructional system, we necessarily bracket out the learning system. Hence the instructional system has to be designed in such a way that the objective of learning should be well accomplished for the students and aspirants.

Let us look at a typical instructional system as illustrated below

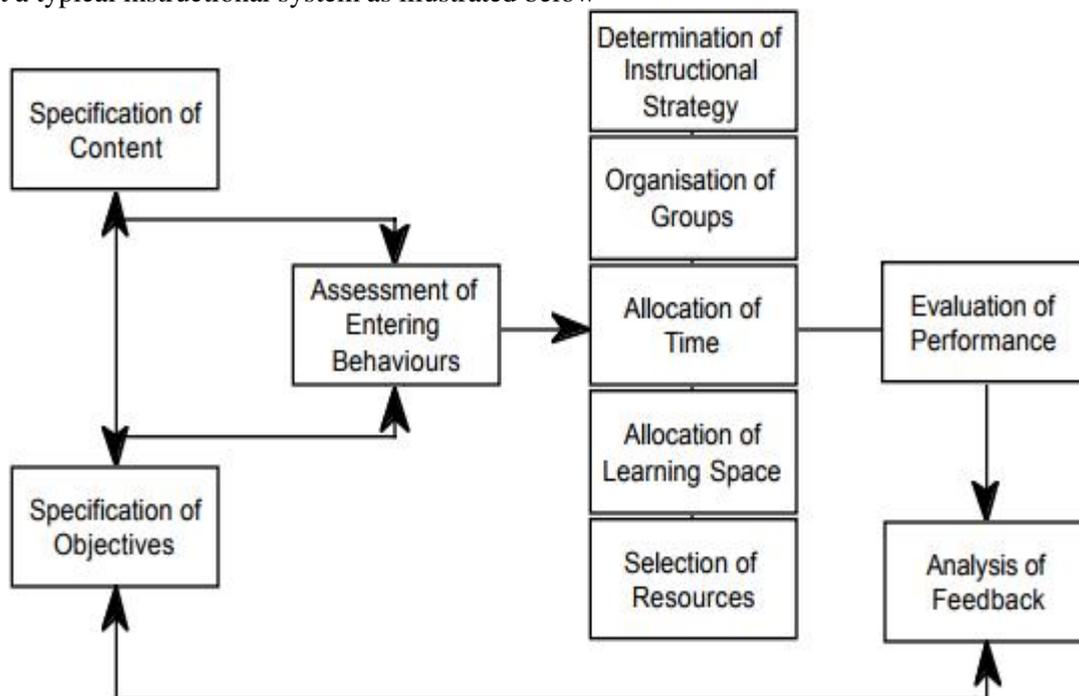


Figure.2 Instructional System

Source : <http://people.uwplatt.edu/~steck/Petrina%20Text/Chapter%204.pdf>

The various factors that have been illustrated above should always be given due consideration so that the instructional system of an organization is all set to be compatible with any kind of learning methods to be implemented therein.

Having said this let us explore different learning methods that have been implemented by various organizations in Learning and Development space. The adoption of such methods have considerably improved the learning outcomes of many learning institutions and have made them the most sought after learning destinations.

5. PEDAGOGY :

Pedagogy is the discipline that deals with the theory and practice of teaching for children and young students. It tells about teaching strategies, teacher judgments, teacher actions and decisions by taking into consideration various theories of learning, understandings of the students and their needs, and the backgrounds and interests of individual students. Pedagogy also includes the way teacher interacts with students and the intellectual environment that the teacher seeks to establish. Besides spanning a broad range of practice, it also aims range from furthering liberal education, that aims at general development of human potential) to the narrower specifics of vocational education referring to imparting and acquisition of specific skills.

Pedagogy is the "how" the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences Let us have a glance at the learning process in children illustrated in the figure below.

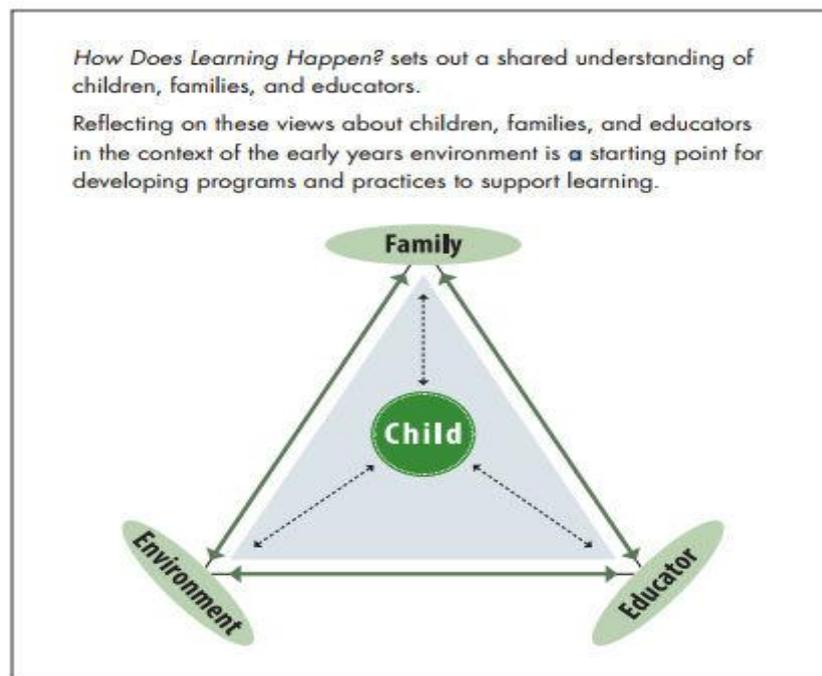


Figure.1. Learning and Development Mechanism in Children
Source: <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

6. ANDRAGOGY

Adult learning has been an area of educational research and perceived to be one of the most complicated one. Adults learn differently when compared to children and have different strategies in learning. These strategies are explained in detail by Adults Learning Theory and Principles having more emphasis on the way the adults cultivate knowledge. The concept of Andragogy gives us various methods and approaches towards adult learning.

Malcolm Knowles, an American practitioner and theorist of adult education, defined andragogy as “the art and science of helping adults learn”. Previously, much research and attention was given to the concept of pedagogy – teaching children. Knowles has found that there are many differences in the ways adults learn as opposed to children. His thoughts on andragogy sought to value add the learning styles and strengths of adult learners that are unique.

6.1 Five Assumptions of Adult Learners

Theory of andragogy by Knowles has identified five assumptions that teachers should make about adult learners.

6.1.a. Self-Concept – As adults are at a matured developmental stage, they tend to have more secure self-concept than children. This makes them to take part in directing their own learning.

6.1.b. Past Learning Experience – Adults will always have set of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences.

6.1.c. Learning Readiness – In general adults have reached a point where they see the value of education and will tend to be serious and focused on learning.

6.1.d. Learning for Practical Reasons – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field.

6.1.e. Internal Motivation – Besides the children being driven by external motivators such as punishment if they get bad grades or rewards if they get good grades adults are more internally motivated.

6.2 Principles of Andragogy

Basis these assumptions on adult learners, Knowles discussed four principles that educators should consider when teaching adults.

- In general, adults are self-directed and hence they should have a say in the content and process of their learning.
- As adults tend to have so much experience, their learning should preferably focus on adding to what they have already learned in the past.
- Adults tend to look for practical learning. Hence the content should focus on issues related to their work or personal life.
- Additionally, learning should be centered on solving problems instead of memorizing content

7. THE COMPARISON :

Pedagogy vs. Andragogy

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> The learner is dependent upon the instructor for all learning The teacher/instructor assumes full responsibility for what is taught and how it is learned The teacher/instructor evaluates learning 	<ul style="list-style-type: none"> The learner is self-directed The learner is responsible for his/her own learning Self-evaluation is characteristic of this approach
Role of the Learner's Experience	<ul style="list-style-type: none"> The learner comes to the activity with little experience that could be tapped as a resource for learning The experience of the instructor is most influential 	<ul style="list-style-type: none"> The learner brings a greater volume and quality of experience Adults are a rich resource for one another Different experiences assure diversity in groups of adults Experience becomes the source of self-identify
Readiness to Learn	<ul style="list-style-type: none"> Students are told what they have to learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> Any change is likely to trigger a readiness to learn The need to know in order to perform more effectively in some aspect of one's life is important Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	<ul style="list-style-type: none"> Learning is a process of acquiring prescribed subject matter Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> Learners want to perform a task, solve a problem, live in a more satisfying way Learning must have relevance to real-life tasks Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none"> Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

Figure 3. Differences between Andragogy and Pedagogy
Source: www. Educatorstechnology.com

8. CONCLUSION:

The process of learning is vital in shaping the future of the learners. The various methodologies adopted by the trainers, teachers and delivery experts have to be designed and implemented in careful consideration of the learning objectives of the learners. Learning methods like Pedagogy and Andragogy act as significant sources for the innovative and interactive learning of the learners to make them ready to face the dynamics of the real and practical world.

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**Leveraging technology in academics – a case study of renowned
Technical educational Institute, Hyderabad**

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***Abstract:** Technical education in India has changed the shape of the Indian economy for the past two decades by producing industry ready employees thus acting as an impetus for the growth of the economy. Over the past two decades technical education in India had taken a leapfrog growth. Major reasons which can be attributed for the growth is, globalization and increase in the Information technology industry thus making India as a service hub in the world. The present paper is a case study which will focus on how the leverage of technology by one of the renowned technical institution in the state of Telangana with the twin objective of improving the effective functioning of the institute and helping the students in several ways to improve their performance in academics. The institute is using the software like SAP, Byndr apart from several other software and hardware for the smooth functioning of the institute and impart better education to the students.*

***Key Words:** SAP, ERP, Byndr, DELNET, Trunitin, AICTE, NAAC*

1. INTRODUCTION:

Technology had become part of every one's everyday life, without which one cannot lead his/her life completely. Technology is one such thing if is used productively it will help people to scale up their work and can complete their given task very smoothly within the stipulated time. Business establishments are investing sizable amount of money on several technologies to make their services more user/customer friendly and thus can sustain and grow in the every changing market. In today's world technology is inseparable with human life. Technology is rampant in production and service sectors; it is also being used in educational institution for smooth functioning of the institute. The present paper is a case study which will focus on how the leverage of technology by one of the renowned technical institution in the state of Telangana with the twin objective of improving the effective functioning of the institute and is helping the students in several ways to improve their performance in academics. The institute is using technologies like SAP, Byndr apart from several other software and hardware for the smooth functioning of the institute and impart better education to the students.

2. ABOUT THE CASE STUDY:

The present study is an observational study which speaks about how the premier educational institute in the field of Technology could able to reap the benefits of using the technology. The Institute is an autonomous Institute approved by All India council for Technical Education, Government of Andhra Pradesh and is affiliated to Jawaharlal Nehru Technological University, Hyderabad. It runs eight undergraduate and ten postgraduate programs and is engaged in research activity leading to Ph.D. It is recognized by the Department of Scientific and Industrial Research as a scientific and industrial research organization. All B.Tech programs are National Board of Accreditation of AICTE for 5 years and NAAC for 3 years.

3. TECHNOLOGY WHICH IS BEING USED FOR ADMINISTRATION:

The technical institute considered for the study uses various technologies in its administration and teaching for the smooth functioning of the Institute. The Institute had invested on technologies like SAP, Byndr, Trunitin,

Libsoft, DELNET and many other hardware & software technologies in this process. A through study on all this technologies will help us know about how these technologies helps in functioning of the institute in a better way.

3.a. Usage of BYNDR:

Byndr, a learning management platform for students and teachers designed around a feed for minimal clicks and faster consumption of information. With the use of the Byndr application, teachers, students and parents will connect on a cloud based platform. The objective of using the application is to provide easy-to-use, mobile-first platform to benefit stakeholders like parents, teachers and students of the institute.

Initially the student's details, subjects in the semester, time table, subject faculty details and parent contact details will be registered with the Byndr. The teachers will post the material of his/her subject which is being taught, into the application software and students by using the application can access the material, assignment and any other subject inputs at their convenience using their mobile app. Parents can view the attendance of their wards according to the time table and can also know the cumulative attendance on weekly and monthly basis in any one semester. Students using their registered mail IDs can pose questions to the teachers through the Byndr and can get their doubts clarified. Thus, Byndr acts as a sound communication platform by connecting teachers, students and parents of the institute.

3.b. Usage of SAP:

SAP stands for Systems Applications and Products in Data Processing. SAP is ERP (Enterprise Resource Planning) software which is widely used by many business corporates, service organizations and many more world wide. The institution had started using the SAP software since 2014. The institution had customized the software according to its needs.

SAP software is used in five areas in the institution like Academics, Finance & Accounts, material management, procurement, Transportation etc. The institution under consideration is using five modules of SAP which are as follows: FICO for student fee related aspects, SLCM (Student life cycle management) to maintain students' complete profile, MM (Material, stores department) for purchase and maintenance of material required for Institute, PM (Module for Transportation), HCM (Human capital management) module for management of payroll which includes salary, Income tax etc

FICO (Finance and Control) module helps the institute maintain the data base records of the students in electronic form through which reports will be generated relating to the fee details like payments & dues and other financial aspects relating to the institute. Through this module forecasting of the finance, relating to budget preparation for the upcoming academic year etc. can also be done, thus helps the institution in taking wise decisions relating to the investment expenditure in its future. The SLCM module maintains a complete data base of the students profile and time to time it will send various reports to the parents relating to the performance of their wards in academics. Timely the parents will be provided information relating to attendance, academic performance and any other fee related issues of their wards, thus playing a key role in communication. Material management module helps the institute in maintaining all the data relating to the material available, material required and details of the suppliers, calling of tenders, pending orders if any and information relating to the inventory with the institution. Through this module the decision making aspect becomes easy which helps the institute in getting benefited in the form of savings in redundancy cost and other related costs related to material management. The PM module helps the institute in the form of improving in the performance of transportation department. Institute possesses a fleet of business and cars for transportation of the students and staff. Using the PM module the optimal utilization of the buses and cars is being done thus reducing the fuel and other maintenance cost to the management. The HCM module is helping the institute in its human resource management. Through the software the daily attendance of the staff and sub staff is maintained. With the software the login time and log out time of the employees can be known thus helps in strict maintenance of the attendance. The other administrative aspects like payroll management of the faculty, tax assessment is being done through the software. SAP is also used for in other areas of administration and management like security, library etc.

Thus SAP Avenue is creating a lot of valuable information to the institute for administration, maintenance and forecasting without which managing an institute with around seven thousand students and seven hundred staff is a hurricane task.

3.c. Ancillary software:

Apart from SAP and Byndr the institution for its library uses software like LIBSOFT for maintaining data base of books available in the library for reference and for maintaining a record of book lending to the students and staff. DELNET is a digital library resource established with an objective of resource sharing among libraries. DELNET is providing an array of services to the faculty and students in the institute in the form of compilation of various resources available in member libraries. Resources includes books, current periodicals, catalogue of periodicals, CD-ROM data base, database of Indian specialists, database of periodical articles, video lectures on various topics, database of theses & dissertations is helpful to the students to gain in-depth knowledge on various topics.

3.d. Digital Evaluation:

The institute is first among all other counter parts to introduce the digital evaluation system in Telengana state. It had got tied up with the Edu Market Company for digital evaluation of the scripts, through which a great amount of transparency and speed in completion of the work will take place. Initially all the scripts will be digitalized using scanners and then will be mailed to the identified evaluators for evaluation in digital format. Each script will be evaluated twice by any two evaluators and if the difference in the marks is more than 15 between two valuations, the paper will be automatically routed to the third evaluator.

3.e. Video lectures in digitized form:

The institute facilitates the students with a video lectures prerecorded on various subjects of an upcoming semester before hand. The video lectures given by internal faculty on the subjects in which they are specialized will be provided to the students so that they can come prepared to the classes for discussion and for development of the concepts or can clarify their doubts if any relating to the topic already discussed. Apart from the above mentioned the institute also facilitates the students and staff with few other software like Trunitin for plagiarism check to verify the originality of the work that is done by the students and the staff.

4 . CONCLUSION:

Technology had changed the way the technical institute is working from know where to becoming a benchmark to other institutes. It had proven that the use of technology can help the institute by bringing transparency and speed in the administrative aspects and providing better amenities to the students. All it was possible with the great vision of management of the institute. Management with the great foresight and with the objective of providing better education and maintain high standards on part with the repute international institutes had invested on technology to take its advantages.

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Perceptual Mapping of students for Engagement In Class: an empirical study of student apathy towards Higher Education

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Abstract: The concept for shrinking attendance in classroom in institutions of higher learning has been engaging the attention of academicians and administrators of education for a long time. A lot of published literature has created a national and international awareness of this critical issue. Hence it is the subject matter of the present research study. The area selected for the study is Telangana and nearby areas of Andhra Pradesh because of the proximity and convenience of the researchers, who have knowledge of the institutions of higher learning in this part of the country. This area is fast becoming a major hub in the country for higher education. The research has brought out significant conclusions and suitable recommendations have been made for the benefit of academicians, administrators and policy makers. The authors sincerely hope this work would benefit the student and teaching community for creating a joint awareness and a problem solving attitude. Conclusions and recommendations are self explanatory.

1. INTRODUCTION:

While student success is important at every educational level, it gains significance during the college years because this phase often represents the last formal education many students receive before competing for work. During the college years, students develop their abilities and match them with specific needs in the labor market. For this reason, education during these years is of particular importance. However, as in other levels of their educational careers, students sometimes fail to attain adequate learning outcomes. Although motivation was identified as a fundamental aspect of learning for college students, many teachers at the college level are not trained as extensively in teaching methods and communication as are their counterparts in elementary and secondary school. College teachers must manage several tasks simultaneously. The pressure to publish, to acquire external funds (grants), to serve on a variety of committees, and to stay on top of administrative duties may compete with the desire to improve classroom impact. It has been observed in academic as well as administrative circles that there is a growing disinterest among students of higher education to attend classes. The researchers were keen to find out the status of students in India particularly in Telangana and nearby areas of Andhra Pradesh which is emerging as a major hub of educational institutions for higher learning.

2. LITERATURE REVIEW:

A lack of motivation to learn could be at the root of the problem.

- In a study by Smilkstein (1989), a group of college students were asked to list the stages of the learning process. The students developed a six-step process, with the number one step being motivation. That is, motivation was considered to be the necessary cornerstone on which the other steps follow and build. Often the emphasis for college faculty is on research rather than on presentation skills.
- Sheridan (1988) stated that faculty members found themselves trapped in a value system in which status is gained through scholarly productivity, and even though they might have wanted to gain satisfaction from teaching, they were unprepared for the demands. Sheridan suggested that concerns about teaching at universities were generally regarded as a second-best preoccupation of college teachers who had not been successful in research.
- Trice and Dey (1997) stated that a major goal of college students was to receive practical training related to specific jobs, whereas their teachers had the goal of encouraging students' broad intellectual development. Trice suggested that this gap was widening.
- A study by Negron-Morales (1996) reported that practices rated by faculty as frequently used were consistently those rated by students as least-used. Moreover, the expectations most mentioned by students in that

study were those least mentioned by faculty. Such differences in perceptions illustrated the mismatch between students' and teachers' expectations. These differences might be related to contrasts in learning and teaching styles.

- Gailbraith and Sanders (1987) reported that instructors tended to teach the way they preferred to learn, a practice which would not benefit students with learning styles differing from their teachers'. If the needs of these students were not met, such situations could result in a loss of motivation.

3. RESULT OF LACK OF MOTIVATION

When college students are not motivated in a particular class, a common outcome is a lost desire to attend class, followed by frequent absences and plummeting grades. Launius (1997) suggested that class attendance at colleges was positively correlated with academic achievement. Van-Blerkom (1996), like Launius, found a significant correlation between class attendance and final grades. Davenport (1990) found that students classified as having good attendance in a class received final grades of at least A, B, or C. For students with poor attendance, there were several grades of D or F. Although college teachers could enact strict attendance policies and penalize students who failed to attend, this study was concerned with exploring what intrinsically motivates college students to continue attending class; what brings them to class because of a desire to be there, not because of external factors such as a mandated attendance policy. This study also looked at how college teachers' classroom performance can influence that motivation. To understand how a college teacher motivates students within a class, a deeper understanding of the following questions is necessary: What is motivation? Which type of motivation is more valuable to the student: intrinsic or extrinsic motivation? Who is responsible for motivating students to continue coming to class to learn? And how does a college teacher motivate students to continue coming to class to learn?

3.1 What is Motivation?

Lumsden (1994) claimed that student motivation dealt with the students' desire to participate in the learning process and the reasons or goals underlying involvement or non-involvement in academic activities. She Intrinsically motivated students participate in an activity for enjoyment, the learning it permits, and/or the sense of accomplishment it brings. Extrinsically motivated students, on the other hand, participate in an activity only to receive a reward or to avoid punishment external to the activity itself. Grades are a prominent example of an extrinsic reward. Spaulding (1992) suggested that in extrinsic motivation it was "the goal" socialization agents who were capable of stimulating students' motivation to learn. One of the major findings in a study by Small (1996) was that instructors were perceived by students as having the prime responsibility for learners' interest or boredom. McCutcheon (1986) further reported that a survey indicated students believed that out of 51 possible choices, the main reason they missed a class was their negative perceptions of the professor and the course.

3.2 How to Motivate Students?

If teachers have a responsibility to motivate students to attend class and to learn, it is important for teachers to understand specifically how to motivate students. Brewer and Marmon (2000) and Wilson and Cameron (1996) identified three general areas teachers in training used to evaluate themselves: instruction, relationships, and management. Instruction involved teacher skills and competencies. Relationships concerned the attitudes teachers had toward their students. Management dealt with classroom organization and planning. These three categories also represented the major areas under a college teacher's control. Likewise, each of these areas provided the teacher with three ways to motivate students to learn. This study explored each of these areas and the effect each one had on motivating college students to choose to come to class to learn. In this study, instruction was referred to as "teaching methods," relationships as "personal qualities," and management was termed "classroom management." Following is a discussion of each of these categories.

4. TEACHING METHODS:

Historically, the lecture has served as the primary college teaching method. However, this method of instruction could be on the decline. Bonwell and Sutherland (1997) claimed that evidence of the effectiveness of active learning approaches as a way to facilitate learning was too compelling to ignore. Brewer (1997) confirmed this, stating that lectures could be too long, could fail to encourage reflective thinking, provided limited feedback, and were not appropriate for hands-on training. Small (1996) reported that color instruction that incorporated a variety of attention-gaining and maintaining strategies appeared to be the best way to promote interest and prevent boredom. One way to offer variety in the classroom is to use cooperative learning groups. With this approach, the teacher facilitates groups or teams of students working together to solve practical problems. One study found that achievement and motivational gains were significantly higher for students in a cooperative learning classroom in comparison with a traditional lecture classroom (Nichols & Miller, 1993). Mc Gonigal (1994) reported that cooperative groups and a varied teaching approach aimed at maintaining student interest helped increase student

motivation and performance in a Spanish class. Richardson, Kring, and Davis (1997) found that students with the highest grade point averages preferred professor-assisted discussions over lectures. Based on these findings, it appeared that offering a variety of creative activities, including cooperative groups, instead of teaching solely by lecture, could motivate students. Brewer (1997) offered the following 12 teaching methods in addition to the lecture: small-group discussions, role-playing, case studies, demonstrations, panels, inquiry methods, buzz groups, programmed instruction, directed study, experiments, brainstorming, and questioning. This study investigated some of these alternative methods of teaching and also explored the following teaching techniques: (a) allowing students to share experiences with each other, (i.e., high grades) not the "doing" that explained performance, whereas it was the actual "doing" that explained the primary reason for intrinsic motivation. According to Marshall (1987), motivation to learn referred to the meaningfulness, value, and benefits of academic tasks to the learner regardless of whether or not the tasks were intrinsically interesting. Therefore, student motivation to learn might come from intrinsic or from extrinsic sources.

4.1 Intrinsic Verses Extrinsic Motivation

Both learning for the joy of learning and learning to gain an external reward are prevalent. The question that might be asked is, "Which of these sources of motivation is more valuable for student learning?" Condry and Chambers (1978) found that when confronted with complex intellectual tasks, students with greater intrinsic orientation used more logical information-gathering and decision-making strategies than did those students with an extrinsic orientation. Lepper (1988) found that extrinsically oriented students were likely to expend minimal effort for maximal reward. Research also supported the idea that when intrinsically motivated students were given extrinsic rewards for their efforts, a reduction in their level of intrinsic motivation resulted (Deci, 1971, 1972a, 1972b; Lepper & Green, 1975; Lepper, Green, & Nisbett, 1973). Spaulding (1992) concurred with this finding and suggested that when students' perceptions of self-determination (intrinsic motivation) were undermined by teachers' use of extrinsic rewards, the initial level of intrinsic motivation decreased. Spaulding also stated that even though a student's rewarded behaviors might increase, when the extrinsic rewards were taken away, the level of intrinsic motivation was lower than it had been initially. However, Brewer, Dunn, and Olszewski (1988) noted that several variables influenced intrinsic motivation including self-determination, feelings of competence, feedback, task challenge or difficulty. They further concluded that any factor that influenced these determinants affected, in turn, intrinsic motivation, although only indirectly. In contrast, Wlodkowski (1986) criticized extrinsic motivation based on the moral contention that "bribing" students was inherently wrong. His concern was that students would become reinforcement junkies.

5. WHO IS RESPONSIBLE FOR MOTIVATING STUDENTS?

If the most valuable learning occurs when a student is intrinsically motivated, the next consideration should be to determine who is responsible for motivating students to come to class and learn for the love of learning. In a classroom environment, the teacher and the student represent two of the forces that may promote motivation to attend class and to learn for intrinsic reasons. Unfortunately, researchers have not agreed on who carries the burden of this responsibility. Tollefson (1988) reported that teachers typically attributed students' low achievement to low effort. Moreover, teachers viewed student characteristics such as poor work habits as being more important than either classroom or teacher variables. In some instances, students agreed that it was their responsibility to motivate themselves. Higbee (1996) found that most students attributed failures and successes on assignments to their own actions. Dickens and Perry (1982) reported that questionnaire results indicated a majority of students believed they had control of their academic performance, as compared to only 10% who believed they had little or no control. Other studies have suggested that teachers have primary responsibility for motivating students to learn. Brophy (1987) suggested **that teachers viewed themselves as active.**

5.1 Personal Qualities

The personal qualities a college teacher possesses may also impact students' motivation to learn. Teven and Mc Crosky (1996) reported that levels of learning were positively influenced when students perceived their teachers to be caring. Brewer (1997) stated that numerous surveys have shown that the most effective educators have been perceived as caring, enthusiastic, consistent, and impartial when dealing with students. He also referred to the adage, "They won't care what you know 'til they know that you care." Wilkenson (1992) expressed similar views, suggesting that teachers impacted students more by their character and commitment than by their verbal communication. Darr (1996) found that teacher behavior appeared to be the factor that most strongly influenced students' evaluation of instruction. Thayer-Bacon and Bacon (1996) argued that teacher-caring encouraged student growth and learning and created a safe environment for risk-taking. Sass (1989) reported his findings on eight characteristics that encouraged high classroom motivation. The number one characteristic was enthusiasm. Rapport with students was also listed among the top eight characteristics. It appeared that motivation was sometimes related to instructors' personal

characteristics, rather than what he or she actually taught. Arnett (2002) found that teachers' out-of-classroom rapport with students was also an important factor in motivating students. Through outside contact with instructors, students may feel that the instructor cares about building a relationship with them on an informal level, which may motivate them to perform better in class. In this study, the researchers examined the following personal qualities a college teacher might possess: humor, knowledge of a subject, patience, enthusiasm, friendliness, respect toward students, participation with students in activities, knowing students' names and interests, professionalism, and openness to feedback.

5.2 Classroom Management

Effective classroom management might also affect a student's motivation to learn in the college classroom. Brewer, DeJonge, and Stout (2001) and Karsenti and Thilbert (1994) suggested that highly structured, well-organized, and outcomes-oriented teachers seemed to maintain student motivation. Though class structure and organization were important, balancing the classroom environment with flexibility and student empowerment could be just as important. Friday (1990) believed that an authoritarian teaching style was less satisfying for students than was a democratic teaching style. Luechauer and Shulman (1992) argued that college business classes that were bureaucratic and teacher-focused created feelings of powerlessness among students. Instead, he recommended a class environment that empowered students to form an open and creative team environment. Hancock (2001) concurs that students achieve more poorly in highly evaluative situations, in which instructors exert significant control over classroom procedures and competition among students is emphasized. Students who are test anxious are particularly more sensitive to situations that they perceive to be highly evaluative. High cognitive-level students (those who employ more complex cognitive structures and think more abstractly) also seem to benefit from teaching methods that are less rigid and more flexible, according to another study by Hancock (2002). However, students with low conceptual levels (those with few cognitive structures who avoid ambiguity and process information concretely) tend to benefit from highly organized environments, he states. Individualized instruction tailored to different types of students may not always be possible, but "knowledge of how most students characteristically respond to direct or indirect instruction may enable the professor to maximize effectiveness for the majority" (p. 66). Instructors can aid in enhancing students' self-efficacy by providing accurate feedback that is specific to the task (Linnenbrink & Pintrich, 2003). For instance, instead of general statements such as "good paper," teachers can point out specific details of the paper that were effective, such as "well-thought-out introduction," or "smooth transitions between paragraphs." Instructors should not provide positive feedback or insincere praise to students when it is not deserved; instead, they should point out areas that need improvement to help students maintain accurate efficacy judgments, according to Linnenbrink and Pintrich. Providing students with challenging tasks that require some extra effort, they suggest, can also boost motivation and help students build skills and develop expertise.

6. OBJECTIVES OF THE STUDY

In this study the researchers strove to answer the questions about the role a college teacher had in motivating students to come to class to learn and understand the underlying fundamental reasons for student apathy. The researchers had the facility to get useful data collected from Hyderabad area of Telangana and so the opportunity to collect data through a structured Questionnaire was used. With these in mind the following specific objectives were identified for the study.

- Bring out significant differences, if any, in demographic profile of students who are "motivated to attend" and "unmotivated to attend" classes.
- Identify major influences in creating 'student interest' or 'apathy' for studies.
- Expectations of students from class participation and motives for attending lecture classes.
- Underlying factors influencing students for participation in education and attendance in classes.
- Identification of major underlying motivating/ de-motivating factors for improving class attendance by Students.

7. RESEARCH METHODOLOGY

A structured Questionnaire was used for the survey (See Annexure -). Out of the 500 questionnaires sent out 441 questionnaire responses were found complete and valid which were used for further data analysis and conclusion. SPSS software was used for data analysis and the tabulated data is available in the following pages with suitable table numbers allocated for easy identification for analysis. A test was made to compare the means between each of the items on the "motivated to attend" and "unmotivated to attend" surveys to check for significant differences. A analysis of variance (ANOVA) was used to determine whether or not significant interactions between the factors "motivated" versus "unmotivated" existed, survey scores, demographic profile of students etc. If significant differences between mean scores on the surveys existed, small-scale generalizations were made about why students were motivated (or not motivated) to continue attending college classes because of teacher attributes.

8. ANALYSIS OF DATA AND INFERENCES

Demographic classification of respondents: No significant difference between age categories of respondents was observed and so it is concluded that the inferences were true for all age categories of students. However in Table 1 it is seen that the respondents were predominantly men. From Table 1 it is observed that the majority of respondents were either graduates or post graduates.

The table adds to the value of research in that it fairly represents a significant sample of Aspirants for higher education, since the data is dominated by young people pursuing graduate and post graduate studies of the two major gender categories. Major influencers for selection of a particular Course of studies are *PARENTAL INFLUENCE, PEER PRESSURE AND MEDIA* through publicity and promotional advertisements. This is highlighted in Table 2. *It is sad that the influence of teachers seem to be minimal.*

	Categories	Count	Percentage
Gender	Male	357	81.0
	Female	84	19.0
Age	Up to 17 Years	77	17.5
	17-20 Years	101	22.9
	20-25 Years	76	17.2
	25-30 Years	94	21.3
	Over 30 years	93	21.1
Education Level	Up to Matriculation	40	9.1
	Intermediate	84	19.0
	Graduation	248	56.2
	Post Graduate	69	15.6

Table 1 : Demographic classification of respondents

		Frequency	Percent	Valid Percent	Cumulative %
Valid	Media	40	9.1	9.1	9.1
	Competition	134	30.4	30.4	39.5
	Parents	172	39.0	39.0	78.5
	Friends and Relatives	79	17.9	17.9	96.4
	Teachers	16	3.6	3.6	100.0
	Total	441	100.0	100.0	

Table 2: Major influencers to select resent course / profession

Interest, which needs to be addressed from other data analysis and inference. ‘The clash with other subjects or classes is an untenable reason and it is institutional and has to be something to do with time table or scheduling or faculty availability. ‘Boring lectures’ is definitely a matter of concern and needs to be addressed by concerned faculty and management. One other reason gives a valid clue on how to improve class attendance as the matter which is available through networks and websites can be channelized to compliment class inputs.

Analysis of means and standard deviation) of the sample gives the following conclusions as indicated below:

1. The urge to work independently is great and so class attendance is cited as helpful.
2. He faculty profile – a friendly attitude, enthusiasm and willingness to help students and respect them as they are with their faults and follies results in better class attendance and participation.
3. One of the key elements identified for student motivation to attend classes is their realization that class attendance has a significant impact on academic performance as per the feedback obtained from them; This may arise out of the need for minimum prescribed attendance for pass marks and eligibility for end of term examination as well as a good grade internal assessment.
4. Effective teaching aids like Audio-visual aids, Electronic media and excellent presentation of topics.

	Responses		Percent of Cases
	No.	Percent	
Genuinely sick	239	17.3%	54.2%
Too busy	216	15.7%	49.0%
Had to work	65	4.7%	14.7%
Clash with another subject	263	19.1%	59.6%
The lectures were boring (process)	229	16.6%	51.9%
The topic was boring	81	5.9%	18.4%
Did not like the lecturer	70	5.1%	15.9%
I do not like the subject	2	0.1%	0.5%
Could not be bothered	9	0.7%	2.0%
Get the lectures on web	17	1.2%	3.9%
I can get through the subject without going to	113	8.2%	25.6%
Lectures are a waste of time	47	3.4%	10.7%
Home Sickness	28	2.0%	6.3%
Total	1379	100.0%	312.7%
A. Group			

Table 3: Reasons of class absenteeism

	N	Mean	Std. Deviation
Presentation of challenging and provocative ideas influence me most to attend class.	441	3.7823	1.07566
I genuinely enjoy learning and feel lectures make knowledge meaningful	441	3.6667	.89949
I always see education as a means towards some end	441	3.4830	.85297
I am motivated to attend class because I have an urge to work independently	441	4.0181	.92424
I remain in class because of fear of losing attendance	441	2.9909	1.26488
I am not able to attend class because of other assignment and busy schedule.	441	3.3447	1.12776
A variety of learning activities like experiment or hand on activity in the classroom	441	3.8889	.87068
Teaching aid like Effective audio and visual aids attract me to attend class.	441	3.8912	.78737
The availability of subject material on alternate sources like internet and other gadget	441	3.6440	1.16882
Opportunity of Brainstorming, knowledge of subject matter and humorous and enthusiastic attract me to attend classes	441	3.8503	.76593
Friendly and approachable faculty and their nature of Respect toward students motivate me	441	4.2902	.69552
I am particularly interested in information that will help me in my assessment tasks or	441	3.6553	.89647
The introduction of on-line databases and 'e-readings has made class room teaching and	441	3.2971	1.12824
My extra assignment and paid employment and maturing age compel me to work and keep	441	2.7823	1.11508
I do not attend class because this subject is not important for me.	441	2.7438	1.51211
I do not attend class because lecture is not useful to me	441	2.9206	1.33163
Class attendance has a significant effect on academic performance'	441	4.0136	1.04002
Professional attitude and clarity of course objective influence me most in attending class	441	3.9388	1.17488
Valid N (list wise)	441		

Table 4: Descriptive study

9. FACTOR ANALYSIS

Before conducting factor analysis on the tabulated data a test for significance and adequacy of data collected was carried out as indicated in the Table 6. It is noted that the sampling adequacy is O.K. since the KMO value obtained is 0.553 which is greater than acceptable value of 0.50. The test of sphericity is also significant and so the correlation matrix is not an identity matrix since the associated probability is less than 0.05. Interest, which needs to be addressed from other data analysis and inference. 'The clash with other subjects or classes is an untenable reason and it is institutional and has to be something to do with time table or scheduling or faculty availability. 'Boring lectures' is definitely a matter of concern and needs to be addressed by concerned faculty and management. One other reason gives a valid clue on how to improve class attendance as the matter which is available through networks and websites can be channelized to compliment class inputs.

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I do not like the subject	2	0.1%	0.5%
Could not be bothered	9	0.7%	2.0%
Get the lectures on web	17	1.2%	3.9%
I can get through the subject without going to lectures	113	8.2%	25.6%
Lectures are a waste of time	47	3.4%	10.7%
Home Sickness	28	2.0%	6.3%
Total	1379	100.0%	312.7%
a. Group			

Analysis of means and standard deviation) of the sample gives the following conclusions as indicated below:

1. The urge to work independently is great and so class attendance is cited as helpful.
2. The faculty profile – a friendly attitude, enthusiasm and willingness to help students and respect them as they are with their faults and follies results in better class attendance and participation.

	N	Mean	Std. Deviation
Presentation of challenging and provocative ideas influence me most to attend class.	441	3.7823	1.07566
I genuinely enjoy learning and feel lectures make knowledge meaningful	441	3.6667	.89949
I always see education as a means towards some end	441	3.4830	.85297
I am motivated to attend class because I have an urge to work independently	441	4.0181	.92424
I remain in class because of fear of losing attendance	441	2.9909	1.26488
I am not able to attend class because of other assignment and busy schedule.	441	3.3447	1.12776
Use of classroom learning activities -experiment/ hand on activity/motivate me to attend class.	441	3.8889	.87068
Teaching aid like Effective audio and visual aids attract me to attend class.	441	3.8912	.78737
The availability of subject material on alternate sources like internet and other gadget distract me from class room teaching.	441	3.6440	1.16882
Opportunity of Brainstorming, knowledge of subject matter and humorous and enthusiastic approach of faculty attract me to attend classes.	441	3.8503	.76593
Friendly and approachable faculty that respect students motivate me to attend class.	441	4.2902	.69552
I am particularly interested in information helps me in my assessment tasks or exam questions	441	3.6553	.89647
Presence of on-line databases/'e-readings makes class room teaching/ physical library irrelevant	441	3.2971	1.12824
My extra assignments/paid employment/maturing age compel me to work and not attend class.	441	2.7823	1.11508
I do not attend class because this subject is not important for me.	441	2.7438	1.51211
I do not attend class because lecture is not useful to me	441	2.9206	1.33163
Class attendance has a significant effect on academic performance'	441	4.0136	1.04002
Professional attitude and clarity of course objective influence me most in attending class	441	3.9388	1.17488
Valid N (list wise)	441		

Table 5: Descriptive Study

3. One of the key elements identified for student motivation to attend classes is their realization that class attendance has a significant impact on academic performance as per the feedback obtained from them; This may arise out of the need for minimum prescribed attendance for pass marks and eligibility for end of term examination as well as a good grade internal assessment.

4. Effective teaching aids like Audio-visual aids, Electronic media and excellent presentation of topics.

The variables is extracted through an iterative process (Elgin values) and the squared values are tabulated and sum of squared value are rotated to get a lesser number of significant factors for further analysis of underlying common factors. Table 5 gives the rotated component matrix for a more sharp analysis and factor loadings. Analysis of principal components and associated variables give rise to the following 7 significant factors as indicated in the Table 5 Factor analysis. The 7 significant factors are: Attractive class presentation and material content, Relevance of class teaching content for job performance, Modern Audio-visual teaching aids and e-learning and on line data, Inconvenient class schedules, Shared knowledge, opportunity for clarification through discussion, Professional attitude and objectivity of faculty and Significance Class attendance for academic performance.

10. CONCLUSION AND RECOMMENDATION

Data analysis has clearly revealed that there are 6 underlying factors which contribute for improving student motivation and participation in academic classes and improving class attendance in institutions of higher learning. These factors - **Motivating factors** are given below:

1. Attractive class presentation and material content by faculty aided by institutional infrastructure enabling such presentations.
2. Faculty members have to constantly remind the students of the importance and Relevance of class teaching content for job performance
3. Modern Audio-visual teaching aids and e-learning and on line data will enhance the image and value of class participation.
4. Shared knowledge, opportunity for clarification through discussion will restore student confidence and improve attendance in classes.
5. Professional attitude and objectivity of faculty is very important in gaining student confidence for attendance and class participation.
6. Making students realize and reinforcing the message that Class attendance significant for academic performance will help.

The above are so called motivating factors for improving student attendance and answers the first four objectives stated in the research methodology and proposal.

De-Motivating factors

In contrast to the above, the lack of the above factors will contribute to student De-motivation and slide back in class attendance. Factor analysis has brought one significant factor responsible and De-motivation i.e. Objective 5 of the research proposal i, e, Inconvenient class schedules. This is clearly a controllable factor by teaching faculty and administrative heads and senior professors. Management may also administer and monitor the academic teaching and activity schedules. The study clearly brings out a perceptual mapping of students towards higher education and their expectations from institutions of learning. By fulfilling the aspirations of students, management can successfully stem the rot and improve the quality of education and simultaneously improving the viability of such institutions. It is clearly seen from data collected and analysed that 'Parental influence' is the most significant factor in selecting a particular course of studies for higher education. Parents must avail appropriate guidance and counseling from educational institutions of their choice as well as from education administrators and academic faculty. Parents must also involve in the development of their wards by regular review of academic achievements and Personality Development programs and interaction individually or in groups with the management of the institutions of higher learning. Teachers' influence in the selection of a particular course of studies seems to be presently insignificant from the data obtained through research. There should be more involvement of academic teaching staff in counseling and guiding of students right from the entry level for selection of appropriate course of studies and specializations. To solve the problem of 'Boring lectures' the need to train and retrain faculty to meet the growing and varied demands of teaching and providing a satisfactory learning experience and outcome for students to meet the corporate and industry needs. An interactive process of curriculum development may be designed with inputs from industry Managers to make the higher studies relevant for employment and prospects for growth and employability of students.

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**Innovative use of ICT Tools in Class-room teaching with Emphasis on
Selection of Topics Outside the Prescribed Syllabus
Challenges and Opportunities - A case study**

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Abstract: *In today's world getting students into an English Class-room and creating interest in English language and literature is a difficult task. Their attitude is to learn few questions and answer them in the final examination. This may help them pass the examination but the passed out students lack in language and literature content. To write an application or a letter on their own is difficult task for them. To create interest in English class in a class-room filled with students from multiple backgrounds and academic skills is an uphill task. However, the advent of technology and the tech-savvy nature of the students have made things a bit easier. In this paper I would like to examine the capability of the students in the use of various e-learning tools to improve their **Listening, Speaking, Reading and Writing skills**. I also seek to examine how **integrating ICT tools** will be helping me to create interest in the students to learn all the skills of the language. The emphasis will be on the use of texts and topics outside the prescribed syllabus. I also seek to understand the level of creativity and outreach a student can get by the use of **collaborative learning**. Emphasis will be on making students into **composite groups** where students of various proficiency levels will be grouped together.*

Keywords: *E-learning tools, Listening, Speaking, Reading and Writing skills, Integrating ICT tools Collaborative learning, Composite groups*

1. INTRODUCTION:

In today's world creating interest in the English class and drawing the student's into the class-room is a challenge. It mainly is because the underlying confidence in the students that they can anyway pass their examination by reading the material provided by various guides in the markets. The result of this kind of study is making the students less proficient. They lack the skill of writing a letter or a report or reading anything proficiently. Furthermore, they are unable to speak in English properly even though their medium of instruction is English from their kindergarten. The task of the English teacher to create interest in an English class is an up-hill task. To bring back interest in the English class one of the modes is to use Information and Communication Technologies (ICT).

In a conventional class-room the teaching technique is the chalk- and board even today we teacher's use this as our primary tool of teaching –learning process. Now with the changing times teachers are endowed with various other tools of teaching especially the ICT Tools.

The various tools available are:

- Computer
- Mobile phone
- Overhead projector
- Internet , as a connector

Integrated with the use of e-learning process is the process of collaborative learning. This kind of learning will enable the students of all skill sets to combine their talent in achieving the desired goal of learning a task. For my area of interest is to see that all the students will sit in the class-room with interest and learn all the skills of Listening, Speaking, Reading and Writing of a language. The process of Group work I feel will make the students comfortable

and not get intimidated by the task at hand. For basically in my interaction with the student's they say that they are not confident enough to read, write or speak in English.

2. DISCUSSION

My premise is based on the following arguments presented in the subsequent paragraphs.

It is important for a teacher to embed technology in the learning process. A teacher has many considerations and influences in designing learning experience for the students. This means a teacher is in an experimentation mode of Trail and Error method. Teacher in the class-room is the one who should deliver the learning experience to the students. Use of Digital Technology by the teacher serves variety of purposes like:

1. Acts as a stimulus to group or whole class for discussion.
2. To provide students with access to different text topics and types.
3. To engage students to work at their own pace in a class-room.
4. To engage students to work at their own pace as a review or extension activity. (Cognitive Load Theory, John Sweller(1988))

To achieve this end developing student's knowledge and skills related to ICT is important for general communication. Although students are born in technologically skilled society their knowledge in the use of technology also is important. Here, the role of the teacher as a facilitator comes into play. The increasing variety and accessibility of technology has expanded the teacher's tool box in enhancing the skills of the students. Use of ICT provides equal opportunity regardless of the background for the students in the learning process. Educators worldwide recognized the potential of technology to improve motivational skills of learners, cater for different learning styles and improving learning outcomes. This fact is emphasized by all the policy makers of education who are passing rules and regulations in the compulsory use of e-learning tools in learning places. In fact, they are providing training to teachers in the use of e-learning tools.

The other factor under examination in this paper is the use of collaborative technique in the class-room at the same time enabling the students to use ICT tools in their learning process. The arguments that made me consider the use of this technique is provided in the passages below.

a. Collaborative Technique:

Definition- It is typically understood to be a technique in which two or more students work together to search for understanding and managing or to solve a problem. It is an important learning strategy for educators to teach and to use in their class-rooms. This learning strategy improves student knowledge by combining strength, sharing responsibilities and learning from one another. It brings together many opportunities for enriching knowledge. In this technique, students work together towards achieving common goal. They depend on each other for their experience and knowledge.

Vygotsky's Theory of Learning- It is believed there is a natural social nature of learning and this is reflected in group based learning. He proposed Zone of Proximal Development (ZPD) which in essence is the difference between a learner's individual ability and what can be accomplished cognitively with guided support from others who are more knowledgeable. This means teachers have an important role in facilitating and scaffolding collaborative learning.

Collaborative learning promotes exchange between students and require them to write in a formal content in a focused and depersonalized way (Worschacer,2010).

Today's class-rooms in the cities are filled with first generation learners and second generation learners. Their competency in the use of English is, therefore very different. In this paper I seek to examine the capability of the students in using e-learning tools in learning their Listening, Speaking, Reading and Writing skills. My task also is to see how the ICT tools will help me to create interest in the students to learn English. This I propose to do it by adopting the collaborative approach in the class-room. Collaborative learning will help the students to feel comfortable and will not make them intimidated by the task at hand. Especially, when the learning takes place with the texts outside the prescribed syllabus. Each group that is formed is a milieu of good, average and poor students. The groups are made manageable by having only five students to ten students depending upon the class strength.

3. PROCESS OF ACCOMPLISHING THE TASK:

To achieve the task proposed above I set about assigning the projects to the students in two classes with different skill sets. I also chose two different tasks for these students. The students considered for analysis of the text of selected short stories of O'Henry are of a higher grade level with good exposure to English language. The next class of students is mostly first generation learners and some second generation learners with less exposure to English language. They were given no text but I selected Hyderabad and its various aspects for their project which creates

interest in them and make them achieve the desired goal. It will enable me to understand how far I was successful in creating interest in the students to learn the language.

The classes chosen for this task I selected B.Com (Honors) First Year students. These students are admitted into the college through a common entrance test held by the Osmania University and their seats are allotted according to the rank in the test along with their Pass percentage in the plus two level. The students thus admitted have some proficiency in the LSRW skills. The other class chosen is the B.Com (Computers) class, the students were admitted through online admission by DOST. These students are also very varied as they are of urban and rural back grounds; they are also first generation learners and second generation learners having little or no proficiency in the language of English. The B.Com (Honors) class is made into five groups with five students in each group. The students of B.Com (Computers) is made into seven groups of 8 students each. The groups were first mentally prepared to the task in general. Starting with students was told about the importance of learning the skills of the language and the benefits that accrue to them. It was done by showing the number students placed in the campus selection process in various companies the packages they received. After that encouraging them to learn the skills I proposed to them that they are allowed to use their mobile phones, Internet, to gather information for the projects assigned to them. The response was immediate they were very happy to take up the tasks soon started how the project is to be done. Now, my task has become easy. I chose various texts for the two classes. B.Com (Honors) students were given the choice of selecting the Short stories of O.Henry. The B.Com (Computers) students were given the task of gathering information about our Hyderabad City. It included aspects of traditional dresses, culinary delights, historical monuments, libraries and museums, important landmarks, gardens etc. Each Class is divided into groups and each group has been given time of three days to choose the topics for themselves. At the end of the time I have designated Every Friday's class to look into the progress of the given task.

The designated groups of B.Com (honors) brought me stories of O.Henry. They went to the college library got hold of the book; some selected the stories by browsing through the internet and getting a downloaded copy of the story. I made the stories selected by each group to be read aloud in the class-room while one group read taking turns other students listened. At the end of each reading I asked the students questions to elicit their level of understanding the text. There was also a discussion of their opinion on the story emphasis was on making the students speak in English. Next, I made them look in the dictionary for getting meanings for the difficult words and prepare a vocabulary list. In the next stage I gave time of one week for the students to read the Life of the author and the story once again and write the introduction of the story writer and the summary of the story selected, they were encouraged to write their own conclusions. They were also encouraged to collect pictures of characters and arrange their project colorfully. Each student in the group has to compulsorily take part in the tasks.

The first drafts were submitted by the students after an extension of time for two more days. The drafts were examined and corrected to be fared and presented at the end of three more days. All the students enthusiastically submitted their reports individually even when they worked in a group they were encouraged to prepare their own project writing it on their own.

The Students of B.Com (computers) who were given the task of gathering information according to the assigned topics about Hyderabad brought in a rough draft of information to the class at the end of their week's time. They collected information completely by browsing through the internet. The information brought in was shared with the class by each group. A discussion took place on the availability of material and various sources from which they took the information for their study. Ideas of collection of data were shared in the interactive class-room while all the time I was encouraging them to speak in English in the class-room. The next task was to direct the students on how to arrange the data collected. I have asked the students to make their presentation of the text colorful by pasting the photographs of the topics of each group and decorate the whole project. I made sure that each student will share the work by making them decide on their own who will collect the various aspects like pictures, information regarding the topic. Each student is made to write their own project even though they collected the data as a group. They assembled all the details and presented their project at the end of ten days time. Now, each group is made to read their project and explain about the topic of their project in the class room while the rest of them listened. I asked questions to understand how much of information they understood by the reading it was very encouraging to see the students participating in the activities.

The submitted projects were evaluated and marks assigned in the scale of ten. The division of marks was:

B.Com(Honors) First Year:

1. Presentation - 2 Marks
2. Collection of Subject matter - 3 Marks
3. Write Up of Subject - 4 Marks
4. Conclusion - 1 Mark

B.Com(Computers) First Year:

- Presentation – 2 Marks
- Collection of Matter – 2 Marks
- Write Up of Subject- 4 Marks
- Conclusion- 2 Marks

To facilitate the analysis of my research I have designed the following Feed Back form for eliciting the response from the students.

KESHAV MEMORIAL INSTITUTE OF COMMERCE AND SCIENCES
NARAYANAGUDA, HYDERABAD-29.
DEPARTMENT OF ENGLISH
ASSIGNMENTS FEED BACK FORM

Class: _____ Name of the student: _____ Roll No: _____

Read all the questions properly and answer them as by writing or using tick mark.

1. Write the topic of your assignment:
2. What was the mode of gathering information?
a) Internet b) Wikipedia c) Dictionary(online/book) d) any other source specify
3. What was the mode of acquiring the text?
a) Online b) Books c) any other source
4. How did you feel using e-learning sources for gathering information?
a) Good b) best c) satisfactory
5. How was the experience in use of electronic media?
a) Easy to acquire b) had some difficulty c) no access at all
6. The choice of the topic was
a) Interesting b) not interesting c) average
7. Were you benefitted by the use of e-learning tools?
a) Yes b) no
8. Did you learn more about the use of e-learning tools?
a) Yes b) no
9. Given a chance will you again use e-learning tools in understanding your text book?
a) Yes b) no
10. Did you feel happy and comfortable learning outside the text?
a) Yes b) no
11. Did the assignment help you learn Listening, reading and writing skills? If yes, specify the skills learnt
12. What was your experience of working in a group?
a) Good b) excellent c) satisfactory d) didn't like it
13. How did you feel working in a group?
a) Comfortable b) exciting c) not comfortable
14. Given a chance will you again work in a group?
a) Yes b) no
15. Did you utilize your mobile phone for doing your assignment? Specify your use
16. Your comment on the given assignment and overall experience (specify the tools used)

Note: The following table shows the result analysis of B.Com honors students project works.

**COLLABORATIVE TECHNIQUE:
BIFURCATION OF STUDENTS INTO GROUPS AND TOPICS CHOSEN**

ROLL NO.	NAME OF THE STUDENT	Topic	Marks Assgn.1	Marks Assgn.1
1110-17-407-001	SRI HARSHITHA	The Purple Dress ,Stopping by the woods on a Snowy Evening	8	7
1110-17-407-002	SRIHARSHA SHARMA	The Purple Dress, The poison Tree	7	7
1110-17-407-003	ANTHAM ROSHINI	The Purple Dress, The Solitary Reaper	8	8
1110-17-407-004	B.SWATHI	The Purple Dress, The Reverie of Poor Susan	8	9
1110-17-407-005	C.SREERAJA RAJESWARI	The Complete Life of John Hopkins, The Character	8	8
1110-17-407-006	DEEPAK KUMAR JHA	The Complete Life of John Hopkins, The Road not Taken	8	8

1110-17-407-007	ESHWAR DATTU VUDAYARAJU	The Complete Life of John Hopkins, The World is too much with us	7	8
1110-17-407-008	HARENDR SINGH	The Complete Life of John Hopkins, The Sun has Long been Set	6	8
1110-17-407-009	JAGATAP POOJA	The Complete Life of John Hopkins ,Mending wall	6	8
1110-17-407-010	KATIPALLY SANGEETHA	The Complete Life of John Hopkins, Mud Time	7	8
1110-17-407-011	K..THARUNI	The Tale of the Tainted Tenner, My mother at Sixty Six	8	8
1110-17-407-012	MANDA RAVI TEJA YADAV	The Story of a Newspaper, The Night of the Scorpion	7	8
1110-17-407-013	MALUGU VIGNESHWAR	The Story of a News paper, The Daffodils	7	8
1110-17-407-014	MANE KISHAN RAO	The Tale of a Tainted Tenner, The Solitude	7	8
1110-17-407-015	MOHAMMED IMRAN	The Tale of a Tainted Tenner, The Bangle Sellers	6	8
1110-17-407-016	PRAGATHI MITTAL	The Tale of a Tainted Tenner, Daffodils	6	8
1110-17-407-018	RAGHUVANSHI SHIVALI SINGH	The Last Leaf ,Home Burial	7	7
1110-17-407-019	R. LAVANYA	The Complete Life of John Hopkins, Ode to Autumn	7	7
1110-17-407-020	SINGARAPU VAISHNAVI	The Story of a News Paper, I Taste a Liquor Never Brewed	7	8
1110-17-407-021	SHREYA REDDY.G	The Story of a Tainted Tenner, Success is counted Sweetest	7	8
1110-17-407-022	T.ABHISHEK PRASAD	The Purple Dress, After Great Pin a Formal Feeling Comes	6	8
1110-17-407-023	VEMULA NAVEEN	The Purple Dress, The Birches	5	6
1110-17-407-024	D.KRISHNA CHAITANYA	The Last leaf, After Apple Picking	7	6
1110-17-407-025	M.SAI PRANEETH	The Last Leaf, The Runaway	7	7

The B.Com Computers Students Were Given Following Topics based on Hyderabad
Each Group Consisted of 10 Students.

1. Monuments in Hyderabad : Average marks : 7
2. Museums in Hyderabad : Average Marks : 6
3. Traditional Cuisine : Average Marks: 7
4. Traditional Dresses: Average Marks: 8
5. Theatre Land Marks: Average Marks:6
6. Lakes in Hyderabad: Average Marks: 7

NOTE: Because of limited space I am showing the average result of the whole class.

4. ANALYSIS OF THE FEEDBACK FORM:

The Feedback form was distributed to all the students who did these assignments. Upon analysis of the fully answered forms I inferred the following important facts: Use of Computers: 97%, Use of Mobiles for sharing, browsing and reading: 98%, LSRW: Improved, Will do Group work: 98%, outside the text choice: interesting: 97% data availability:95% , experience of using ICT tools: 97%. Also the marks of the students told me that the experience benefitted them.

5. CONCLUSION:

From the above exercises given to the students and the resultant analysis of the students feedback and the marks they got. I feel that it is good to use material outside the text and make the students work in a collaborative approach. It can create interest in the students making it possible for the teacher to see full classes with interest in the students to learn more.

6. RECOMMENDATIONS:

A Teacher of English need not lose heart with the casual approach of the students. Only we have to motivate them and bring them back to the class room. Hurdles are many but persistent effort on the part of the teacher will make the students do the tasks given.

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Training and Development brings a paradigm shift in Management Education

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Abstract: Training has become the buzz word in the dynamic competitive market environment. Human capital differentiates a great organization from a good one. Organizations investing in effective training and development for human resource tend to achieve both short and long term benefits. Same concept is applicable in education sector too. This study is focused on significant of training and development program for bridging the gap of industry and academia requirement from management postgraduates. Employees tends to become absolute, and therefore making the need to adapt to the continuous learning and updating of the skill and knowledge invaluable, due to the organizational, technological and social dynamics. Thus, in order for organizations to achieve optimum returns from their investment, there is imperative need to effectively manage training and development programs. The researcher conducted this study in management institute where updating of skills and technology is mandatory for the teaching staff as the industry expectation from the post graduates is changing day by day.

Key Words: Training and Development, Faculty Development Programme, Effective Lecture Delivery

1. INTRODUCTION:

Training and development plays an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity and personal development. All institutes need to train and develop their staff. Investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future. Training and development program for faculties are appreciated at university level also. University provides specific grants to the institutes to conduct the workshops and training programme for the faculty's development. Institutes judge training needs and organise various training programmes to enhance the technical and non technical skills of the staff members.

When we see the syllabus of Savitribai phule pune university, it is been continuously revised in every two to three years, recently university has revised the syllabus which will be applicable with effect from academic year 2016-17 onwards. In the preamble of syllabus, it is written that the revised curriculum for MBA is developed keeping in mind the *national priorities* and *international practices*. It also attempts to align the programme structure and course contents with student aspirations & recruiter expectations. There was a need for revision of the curriculum in view of the dynamism in the industry practices, evolution in technology and the evolving expectations of key stakeholders viz. students, the industry and faculty members at large. It also has relevance due to changed technological, social, cultural and economic environment of the nation. The university tries to focus on new skills & competencies desired due to dynamic business environment after consulting the concern of industry.

Due to the increase in globalization and privatization, the expectation of industry from the management post graduates are also increased. Therefore, the management postgraduates must be equipped with all latest skill and technology practiced by the industry.

Now it becomes the responsibility of the teaching fraternity of the university after seeing the change in the syllabus and industry expectation, to deliver the revised content effectively to the students, so that students can be benefited from the revised syllabus and grab the job opportunities available in the market. To achieve the objective of university, continuous training and development program needs to be conducted for the teaching staff so that industry academia gap can be bridged.

2. OBJECTIVES:

1. To understand the importance of training and development program in management education.
2. To analyze the impact of training and development program attended on effective lecture delivery of management faculty.

3. LITERATURE REVIEW:

Many research studies are available on the importance of training and development and its impact on improving the performance of employees. The researcher collected opinion of different author about the need and importance of training and development. Oatey (1970) found that training improves a person's skill at a task. Training helps in socially, intellectually and mentally developing an employee, which is very essential in facilitating not only the level of productivity but also the development of personnel in any organization. This stress the need of study and Yoder (1970) highlighted the importance of off the job training. According to him, Training and development in today's employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine. We can conclude from this that attending off the job training programs is beneficial to faculty of management institute.

Few studies have been conducted exclusively on the execution of effective training and development. One of such study is of Kane (1986) who commented that if the training and development function is to be effective in the future, it will need to move beyond its concern with techniques and traditional roles. He describes the strategic approaches that the organization can take to training and development, and suggests that the choice of approach should be based on an analysis of the organization's needs, management and staff attitudes and beliefs, and the level of resources that can be committed. This more strategic view-point should be of use in assessing current efforts as well as when planning for the future. It means the new teaching methodology must be developed.

The study by Adeniyi (1995) says that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. and Chris (1996) found that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. It means both the study confirms that training and development has a significant impact on the effectiveness of staff and organization performance.

It was observed that due to privatization and globalization, and change to importance of sustainability in the market is the need of the hour, Seyler, Holton III, Bates, Burnett and Carvalho (1998) founds that in the continuous changing scenario of business world, training is an effective measure used by employers to supplement employees' knowledge, skills and behaviour. As it was highlighted that for the success of organizational, the performance of each employee act as a building block , Akinpeju (1999) focused on team development in his studies and found that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory.

Isyaku (2000) found the process of training and development as an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Tan, Hall and Boyce (2003) stressed on the amount of investment on training programmes to prepare them for future needs.

Now a day, companies consider human resource as an intangible asset of an organization. More the organization spends on the development of human resource the more profit the company will generate. On this Stavrou *et al.*, (2004) examined the main goal of training is to provide, obtain and improve the necessary skills in order to help organizations achieve their goals and create competitive advantage by adding value to their key resources – i.e. managers.

All previous research in the field of training and development proves that continuous training programs, off the job training such as workshop, seminar, conferences and symposium helps the teaching staff also to improve in the quality of their lecture delivery. And attending the training and development program improves the performance of faculty and it benefits in the learning of students also.

4. RESEARCH METHODOLOGY:

This research was confined to study the impact of training and development program on the effective lecture delivery of faculty. The study is based on both primary and secondary data. The importance of training and development program was studied from the literature review of various journals. The sample of 30 faculty teaching at management institutes is taken who attended various training programs and the evaluation of their lectures before and after attending the training program were taken. The data for the study was gathered through self administered feedback form. The first part of the questionnaire comprised of question about demographic profile of the faculty. And the second part of the questionnaire comprised of questions about the effectiveness of lecture delivery which is filled by the class representative after discussing with the student.

5. HYPOTHESES:

Ho (a): There is no significant impact of training and development program attended on the improvement in faculty student interaction.

Ho (b): There is no significant impact of training and development program attended on the improvement in faculty Question Handling.

Ho (c): There is no significant impact of training and development program attended on the improvement in problem solving activities.

Ho (d): There is no significant impact of training and development program attended on the improvement in using variety of supporting media.

Ho (e): There is no significant impact of training and development program attended on the improvement in quoting live example.

Ho (f): There is no significant impact of training and development program attended on the improvement in faculty subject knowledge.

6. DISCUSSION AND FINDING:

Analysis as conducted by using the statistical analysis tool SPSS version 19.0 in order to identify the effectiveness of lecture delivery before and after attending the training and development program. Analysis of data is made keeping the objective of the study in mind. The demographic profile of the respondent are as follows:

Table 1: Demographic profile of the Respondent

Factors	Description	No. of Respondent
Gender	Male	19
	Female	11
Age	Below 25	5
	25-35	14
	Above 35	11
Educational Qualification	Post Graduate	25
	Doctorate	5
Designation	Assistant Professor	24
	Associate Professor	04
	Professor	02

Management faculties were guided to attend the various training and development programs organized by various institutes. University and institute both take initiative of organizing and sending their staff for attending the programs.

Table 2: Respondent wise Training and Development Program attended

Various Training and Development Program Attended	No. of Respondent
Faculty Development Program	13
Workshop	15
Seminar	17
Conferences	21
Symposium	16
Case Study	11
Industry Interaction	07

Since we had collected both pre- and post data of faculty wise student feedback, we used the paired t test to check if there is a significant impact of training and development programs attended on the effective lecture delivery of faculty.

Table 3: Impact of training and development programmes on effective lecture delivery of faculty

Effectiveness of Lecture Delivery	Mean	Std. Deviation	95% Confidence level of the Difference		t
			Lower	Upper	
Faculty -Student interaction	0.933	0.641	0.694	1.172	7.992
Faculty - Student Questions Handling	0.533	0.573	0.319	0.746	5.113
Small group, problem-solving activities	0.733	0.691	0.475	0.991	5.809
Variety of supporting media	0.766	0.430	0.606	0.927	9.761
Quoted LIVE Examples	1.100	0.711	0.834	1.365	8.462
Arousing interest in Topic	0.933	0.784	0.640	1.226	6.513
Faculty Subject Knowledge	0.566	0.504	0.378	0.754	6.158

With df=29, table value of T test is 2.045, The calculated t-value is greater than the table value at an alpha level of .05. Therefore, we reject all null hypothesis and found that in all parameters there is significant impact of training and development program on the effective lecture delivery of faculties.

Table 4: Student Satisfaction Wise Distribution of Respondent

Students Satisfaction	No. of Respondent
Low	2
Moderate	7
High	21

A student feedback survey was conducted after the session of the faculty shows that there is a significant change in the satisfaction level of students observed. Around 70 %, of the student, given positive feedback (High level) about the session.

Table 5: Student Result Wise Distribution of Respondent

Students Satisfaction	No. of Respondent
Above 70 %	5
60% - 70 %	14
50% - 60%	08
Below 50 %	3

The data collected from the respondent after conducting the examination also confirms that there is an improvement in the results of the students.

The results of this research suggest the potential benefit of a training and development program on the lecture delivery of the faculty. The faculty who attended various training program reported that the benefits of attending the Training and Development Programs such as learnt new teaching methodology, usage of media as a teaching tool and learnt to refer lot of real industry cases in the lecture delivery. Moreover the student also found the topic more interesting and interactive.

7. CONCLUSION:

There is enough evidence to show that employees who were trained on a regular basis are the ones who provide a higher quality services to the customers. In an education industry, teaching staff are among the most important assets and an institute must efficiently manage its employees during every phase of employment in this competitive arena. It is concluded that management institute undertake training and development programs for their employees to increase their efficiency. Institutes provide training programs to enhance the knowledge and skills of teaching staff to satisfy industry expectation from the student. Growth of management education in India is the result of skilled faculty which is the outcome of training and development.

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Evaluation as a Vehicle of Teaching and Learning

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Abstract: *Evaluation is a key component of teaching-learning and it has many connotations. Depending on the context and meaning, evaluation has different purposes.*

According to NAAC Manual, "One of the purposes of evaluation is to provide development-inducing feedback." In the context of NAAC with reference to the II Criterion, Teaching, Learning and Evaluation, it is essentially for enhancing the competence of students and to gauge the knowledge and skills acquired by them. Evaluation is also linked to the assessment process which in turn depends on the examination system, i.e. the quality of the questions asked in the exams, extent of the questions in testing the development of the students, extent of the questions testing the PSOs (Program Specific Outcomes) and Cos (Course Outcomes) etc.

Evaluation then is a type of feedback to know whether students, the learners, have understood the 'message' the teachers have delivered. But unfortunately it is a much misunderstood concept both by the teachers and the learners resulting in anxiety, fear and nervousness among the learners. There is so much riding on the outcome of an evaluation that students wish there were no evaluation or assessment. They would easily want to delete that stressful part out of their learning experience.

Key Words: *Evaluation, assessment, feedback, teachers, learners, competence*

1. INTRODUCTION:

Evaluation is an integral part of human life and it contributes to human development in various ways by helping us to make correct choices. In the field of education too, a learner's success and the teacher's achieving of stated outcomes can be determined only through a process of evaluation. It serves as a sort of built-in monitor in the education system to check the teaching-learning process and to review the progress. It also helps both the teacher and the learner to improve their performance. Depending on the context and meaning, it has different purposes. According to NAAC Manual, "One of the purposes of evaluation is to provide development-inducing feedback." (NAAC, July 2017) [1] In the context of NAAC with reference to the II Criterion, 'Teaching, Learning and Evaluation', it is essentially for enhancing the competence of students, to gauge the knowledge and skills acquired by them and for the teachers to ascertain their efficacy. Evaluation then is a type of feedback to know whether students, the learners, have understood the 'message' the teachers have delivered and whether teachers have used the correct teaching techniques, methods and strategies. It also helps the curriculum developers in giving valuable inputs. For parents of students, it is a perceived need through which they can gauge the success of their child and provides accountability. Thus evaluation is an integral part of teaching-learning but the term has many connotations. Encyclopedia of Education Research says, "...evaluation means assessment or appraisal". According to Gronlund and Linn, "Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils are achieving instructional objectives". (Norman E. Gronlund, Robert L. Linn, 1990) [2] Perhaps the most appropriate definition in the present context of the paper is given by C.E. Beeby (1977), who described evaluation as "the systematic collection and interpretation of evidence leading as a part of process to a judgment of value with a view to action."

2. OBJECTIVE:

This Paper proposes to look at different approaches to assessment which is part of the evaluation, the real importance of using it as a vehicle of teaching-learning to assure the learners how evaluation could be a positive

experience. The writer is also of the view that evaluation should give the learners the best opportunity to demonstrate and prove their competence which in turn should give the teacher a clear picture of the outcome of teaching-learning that has taken place over a period of time.

3. DISCUSSION:

This Paper looks at evaluation as primarily being linked to the assessment process which includes the formative and summative assessments, the quality of the questions asked in the exams, extent of the questions in testing the development of the students, extent of the questions testing the PSOs (Program Specific Outcomes) and Cos (Course Outcomes) etc.

Evaluation, many a times, evokes anxiety, fear and nervousness among the learners. It is because of the misunderstanding of the term both by the teachers and the learners. There is so much riding on the outcome of an evaluation that students wish there were no evaluation or assessment. They would easily want to delete that stressful part out of their learning experience. The teachers should make a conscious effort to change this perception. For that to happen, it is imperative that teachers are aware of the different types of evaluation, begin using them, be willing to change their methods and start using tools that would measure the level of knowledge /skills / competence of the students rather than using evaluation as a weapon to 'terrorize' them or bamboozle them with their 'tricks'. The commonly agreed core essence of terrorism is "that it entails the intent to generate a wider psychological impact beyond the immediate victims..." (Richards, 2015) [3] Applying this definition, how many times teachers have been guilty of indulging in terrorism?

Assessment should be an effective tool to determine the level of competence of students and not a weapon to destroy their confidence. The assessor/examiner needs to know exactly what he is assessing and the examinee needs to know what is expected of him. The process should be unambiguous. This should not be about trying to trick learners or trying to confuse them deliberately so that they will be caught unaware. The learners are under pressure anyway during the evaluation process and they don't need to have the added thing of trying to work out this trick or other. For a very rough example, if a teacher has taught a student about a motorcycle, he can't give a test on truck driving! Fairly simple! It needs to be fair.

To illustrate this further let us look at the kinds of questions asked by the University both in the Internal Assessment and in the End Semester exams. There are multiple choice questions, short answer questions, fill in the blanks and essay questions. Let us look at the multiple choice questions which have three parts, the stem- which is a beginning of a sentence or an incomplete statement or a question, then the correct answer and the three other incorrect responses. The purpose of a multiple choice question is to test the cognitive ability of a learner, to test his ability in a specific content area. The purpose of this question is not to trick people but to assess their knowledge. So it is important to have the incorrect choices as plausible distracters and not some ridiculous responses in order not to defeat the purpose of the test.

Example:

The term Paternal is to do with

a) mother b) brother c) father d) pattern

This is a classic example of tricking your learner. The choice 'd' is a way off the mark 'trick', whereas a plausible distracter could be 'sister' or even 'uncle'! When we do that the focus of the question shifts to the words related to a family and we are assessing whether someone can actually identify. The important element here is to 'guide' but not 'give'. It is not showing the learner a favour by pushing him over the line but helping him cross by his own efforts.

Short answer questions and fill in the blanks are of similar nature which requires a written answer unlike the multiple choice questions which have the advantage of cueing. These are meant for testing a specific objective. These questions are "used to test the basic knowledge of key facts and terms" (University of Waterloo) [4] The length of the answer can range from a word or a few words to a few sentences.

The essay question should be framed in such a way to assess the deeper level of understanding of the learner. These questions "have the potential to reveal students' abilities to reason, create, analyze, synthesize, and evaluate". (Reiner, 2002) [5] Poorly designed questions defeat these purposes and teacher-examiners need some training and practice.

Some examples:

"Essay question: 1. Restate the definition for 'opportunity cost' that was provided in class.

Improved essay question: In your own words, explain what "Opportunity Cost" is, and provide one example that fits the definition.

2. Should Olympic Games ever be cancelled because of the threats of terrorist attacks?

Improved essay question: Decide whether the Olympic Games should ever be cancelled because of the threats of terrorist attacks, and explain the reasons for your decision.

3. What are the 3 basic steps of photosynthesis?

Improved essay question: Name the 3 basic steps of photosynthesis, and explain in your own words what happens in each step". (Reiner, 2002) [6]

Any evaluation should be student-friendly and give the learners the best opportunity to demonstrate and prove their competence which in turn should give the teacher a clear picture of the outcome of teaching-learning that has taken place over a period of time. Not just that, well thought and planned tests and consistent evaluation procedures give students valuable information about what and how they are learning. Effective and timely feedback helps students learn better and improve their performance.

Any assessment or examination should also keep in mind the previously identified and defined objectives of a particular course, module etc. The teacher-examiner's aim should always be the attainment of set objectives. Teaching will lose its value if it doesn't result in proper learning and achieving the stated objectives. Every teacher should be concerned about the learning outcome of a student who has gone through a teaching-learning process. While the teachers in the course of their teaching may not lose sight of these, they often tend to overlook these while planning an assessment or setting a question paper or even preparing a student for the assessment. Once this is taken care of by a teacher or an assessor, the whole process of evaluation can be demystified and be presented to a student in a positive manner and this in turn will take away the pressure and stress. Once a student knows that the examination he takes is to gather information or evidence for the assessor to make a judgment or to arrive at an informed decision for the benefit of the student, for example whether someone is able meet the set university standard, industry requirement so that he can be employed safely or something else, he will be motivated to give his best without feeling nervous. He will also realize that evaluation is not a necessary evil but a pleasant one leading to positive development. It is a way of merely confirming what he has learnt and experienced. In other words evaluation is meant to assess the students and their development through the process of teaching-learning.

Since evaluation is a tool which helps in testing the outcomes, it should be a continuous process. It is wrong to assume that the evaluation is only at the end of teaching-learning process. It is ideal that the teaching-learning on the one hand and the evaluation on the other hand, go together. This implies when the teacher plans a test/assessment he will make the maximum use of the teaching points in the classroom and the learning experiences of the students. Though in our context, the teacher doesn't have the freedom to frame the curriculum and the course objectives as they are given to the teacher 'ready-made', the teacher is free to organize the teaching activities and to a great extent what goes into the evaluation process.

The teacher is expected to monitor the progress of the student during the learning process as evaluation is a systematic continuous process. In other words it is formative evaluation. Its main objective is to provide feedback to both the teacher and the student about their success and their failures so that remedial action can be taken while the teaching-learning is in progress. It also prepares them for the summative evaluation which is at the end of the semester. Formative evaluation can be done by teacher observation, slip tests, quiz, assignments etc. Failure in this area will frustrate the learners at the time of summative evaluation when the achievements of the learners are tested. Summative evaluation refers to standardized evaluation practices set in place like end of semester exams the purpose of which is to assign grades to the learners. Generally these grades are an indication of the mastery of the course content by the students. It also helps the teachers to see whether the teaching objectives are achieved and their appropriateness. In this sense, summative evaluation also acts as a feedback for teaching-learning. Once a teacher realizes that the teaching-learning objectives are not met to a great extent, the teacher should reconsider the objectives and reorient the teaching activities for the betterment of the learners. What happens when a student does well? Ideally, first, the 'debriefing' of the learner followed by an acknowledgement of the achievement should take place. Even if a student has done very well, there could be still some room for improvement and with the right feedback from the teacher, the student will be able to consolidate his learning.

4. CONCLUSION:

In conclusion, evaluation if properly planned and implemented acts as a vehicle of teaching-learning, helping the teachers to eliminate uncontrolled and biased observations of students. It enriches the teaching-learning process by providing timely valuable feedback based on which important educational decisions could be taken. A proper evaluation will help the learner change his perspective of the whole evaluation process and remove the unwanted fear and anxiety. It will help him to look at it as a corollary of the learning process. When he does well, that will result in a sense of achievement and pride. This will even boost his self confidence and help him to reach greater heights. If that is achieved, truly the teaching-learning has met its objective.

5, RECOMMENDATION:

Assessment should be made an effective tool to determine the level of competence of students. All evaluation should be made student-friendly and should give the learners the best opportunity to demonstrate and prove their competence. Any assessment or examination should also keep in mind the previously identified and defined objectives of a particular course, module etc

There is a need for well thought and planned tests and consistent evaluation procedures to give students valuable feedback. The assessor/examiner should be trained to know exactly what he is assessing and the need for him to orient the examinee of what is expected of him. The teacher should also monitor the progress of the student during the learning process as evaluation is a systematic continuous process.

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Entry Level Assessment of Students through Proficiency Tests- The Way Forward to Sustain Quality.

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Abstract: The educational set up in our nation has always encouraged students who score high. Right from the primary, through the middle and secondary level, even in the higher secondary stages, there is a huge impetus on scoring high. So much so students who opt for undergraduate programmes come with extremely high percentage in their respective streams in the plus two level, but fail to excel at the undergraduate level. Although the statement seems to be generic, it is backed up by statistics which show that the same students who had scored high nineties in their qualifying exam end up getting poor scores in the undergraduate level. While a variety of factors could be responsible for this phenomenon, one which stands out is the focus on rote learning method and other radical means employed by institutions in order that students secure high marks at the plus two level. In the process, the assimilation of knowledge and practical understanding of concepts takes a beating. This paper tries to present ways and means to better the performance of students at the undergraduate level through systematic conduct of proficiency tests at the beginning of the first semester of the undergraduate programme and using the available data gathered through the results of these tests to come up with a customized course design to enable students to do well in subject areas where they need help. This paper aims to bring facts to the fore and a lot of metrics will be used to prove our point.

Key Words: Impetus, Generic, Rote- learning, Assimilation of knowledge, Proficiency tests.

1. INTRODUCTION: The prevalent situation amongst undergraduate students paints a grim picture. The newest state of Telangana in India and the erstwhile combined state of Andhra Pradesh (presently a separate state bearing the same name) in India boast of tremendous accomplishments when it comes to training students to secure very high percentage in their exams- a mandatory requirement to get entry into premium undergraduate institutions. The enviable standards set by these states have also meant that many students, in their quest for grades have gained very little knowledge which could sustain them in their further education. The rote learning and meaningless repetition of concepts to get the much required scores has resulted in students coming with shallow knowledge of concepts in almost all subjects. This has resulted in poor performance by the same students who excelled in their 11th and 12th grades. Our paper aims to take on this prevailing problem in undergraduate colleges so that they do well in their studies and thereby benefit by the corrective measures suggested by us.

2. LITERATURE REVIEW

Across the globe there is research going on in this particular aspect of education. Some schools are thriving in their educational goals as they depend heavily on data. The use of technology in order to identify the lacunae and strengths of students in order to work through a customized curricula or planned modules in order to achieve student goals is becoming a common phenomenon even in developing nations. When there is clarity about student weaknesses and strengths alone can an institution aim to come up with ways and means to achieve true success both intrinsically and extrinsically keeping in mind student needs.

It is crucial to know whether the goals of instructional activities are achieved or not; if it is so, to what extent they are achieved, in order to develop the activities, compensate drawbacks and improve them more effectively. These processes of instructional activities are conducted by experts through appropriate evaluation approaches and models, systematically. To define students' readiness levels, which is an important aspect of evaluation, is of great significance to achieve the goals of evaluation.[1]

The United Kingdom too which boasts of one of the best educational set up in the world has realized the importance of tracking student progress which means a systematic plan to evaluate student strengths and weaknesses and then aiming to work as an institution to aim to impart stress free education is very much on the anvil, all leading to an utopian system of education. Plans to dismantle the National Curriculum levels are integral to the latest round of educational reforms – heralding one of the most fundamental changes to England’s assessment system for many years. At the same time, greater responsibilities for schools in tracking and assessing pupil progress form another part of the proposed agenda.[2]

3. OBJECTIVES:

There are fourfold objectives of our paper:

- To encourage institutions to conduct proficiency tests at the beginning of the under graduation programme.
- To research subject areas where the tests could be conducted and prepare tests keeping in mind varied student abilities.
- To come up with a plan to use the data effectively with inputs from internal and external subject experts (external members of IQAC or any others) and a collaborative plan to work on weak and strong areas of students.
- To have a plan to conduct end semester / end of the year assessment tests in order to identify improvement/ decline in performance and consistently track student performance to plan of ways to benefit them.

4. DISCUSSION: To enable students to benefit the most, proficiency tests in the first or the second week of the first semester need to be conducted. A thorough plan to set the question paper keeping in mind the varied student skills and knowledge is needed. When the departments are preparing the paper, it is advisable to prepare it in such a way that it is not too easy nor very difficult. So a concerted effort and team planning is the need of the hour. After all this will pave the way for a community of students who know that the institution is very much concerned about their well being. The parents too could be informed about the plan of the departments for student progression.

Benchmark and common assessments have the potential to play a key role in school, team, or grade-level improvement. Most can be scored and reported quickly, making results available for real-time use. They are also more flexible than external assessments, so they can provide additional opportunities for grade-level improvement planning, monitoring progress, staff development, and re-teaching. When used in this way, benchmark and common assessment data may be the basis for building a team-based professional learning community (PLC) in a school.[3]

Given below in figure 1 is the data of the Proficiency test conducted at the beginning of Semester 1 at St Mary’s College. The data pertains to a test conducted to assess the students’ level of General English. Figure 1 and Figure 1.1 clearly depict how students who have joined our college have performed in the 5 areas which were tested by the department of English and Languages. The observation by the department was startling as the test which was prepared after lot of deliberations on the level of difficulty brought to the fore several aspects which had hitherto not been considered by the faculty. It also gave clarity to the management to identify the fact that all students who joined us with a high percentage in English and a great overall score didn’t necessarily do well in the proficiency test. It was an eye opener. With the help of a lot of data, some of which is being presented in the paper, teachers got together and chalked out a plan to focus on areas which were strengths and weaknesses for students in their respective classes. The

Fig 1 shows the performance of students in the English proficiency test:

Overall Performance									
Section	Tenses	Prepositions	Vocubular	Corrections of Error	Communication Skill	Total/2	Higes	Lowes	
BA	2.76	2.54	3.54	3.40	2.94	15.19	21.00	11.50	
BBA-B	3.54	2.32	3.68	2.39	2.59	14.51	23.00	3.00	
BBA-A	2.82	1.71	3.31	2.78	2.36	12.98	19.00	7.00	
BCom-D	2.41	2.26	3.62	2.41	1.94	12.65	20.00	7.00	
BCom-E	2.05	2.09	3.00	2.36	1.59	11.09	17.00	6.00	
BSc BT	2.02	2.11	2.26	1.69	1.94	10.02	16.00	5.00	
BCom-C	3.19	1.42	2.55	1.29	1.32	9.77	17.00	4.00	
BSc MECS	2.46	1.38	2.32	1.21	1.63	9.00	22.00	1.00	
BSc MSCS	1.91	1.71	2.31	1.06	1.26	8.25	15.00	2.00	
BCom-B	1.54	1.65	2.38	1.58	0.73	7.88	14.00	3.00	
BCom-A	1.88	1.50	2.53	0.78	0.89	7.58	13.50	1.00	
Rough AVG	2.4	1.9	2.9	1.9	1.7	10.8	18.0	4.6	

idea of this effort for this year would be to enable them to improve on the students’ weak areas and also to hone the skills of students who had done well in order to help them to achieve their goals. Students and their parents too could

get a sneak peek about the inherent skills of the student. This exercise can be done in quite a few subjects and the result could be very beneficially utilized for the student well being. The IQAC and the examination branch should play a pivotal role here.

The branch that has performed best overall is BA and the branch which performed below par is B Com General A. The authors intend to look at this data through various parameters and thus be able to provide readers with an opportunity to understand the many ways in which this data could be used for student betterment. The authors have tried to enable other institutions too to take up this effort and then use the data to help their students to improve and excel in their academics in the course of the 3 years or 4 years of study depending on the course they are pursuing. These metrics are so clear that there is hardly any room for error.

Figure 1.1
Section-wise Performance

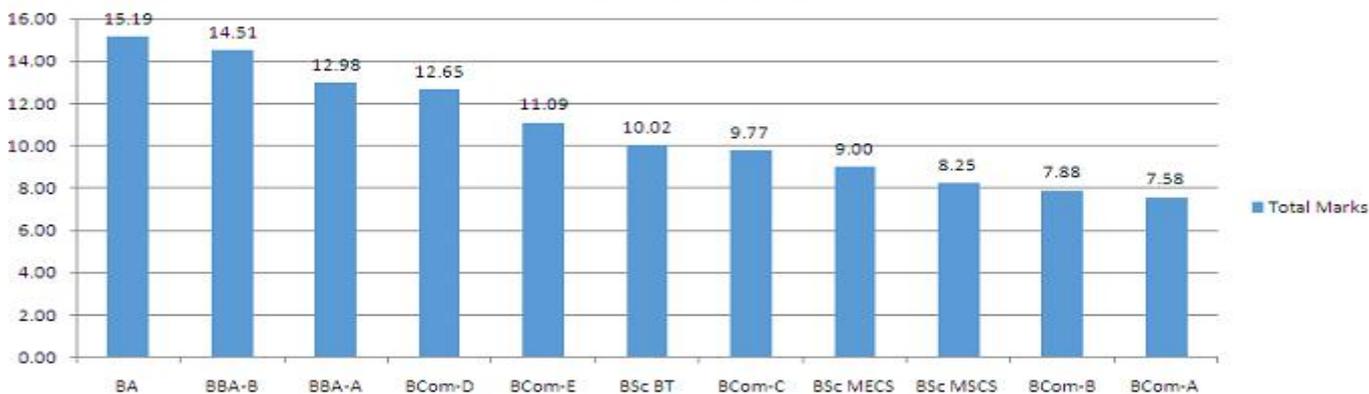


Figure 1.2
Category-wise performance

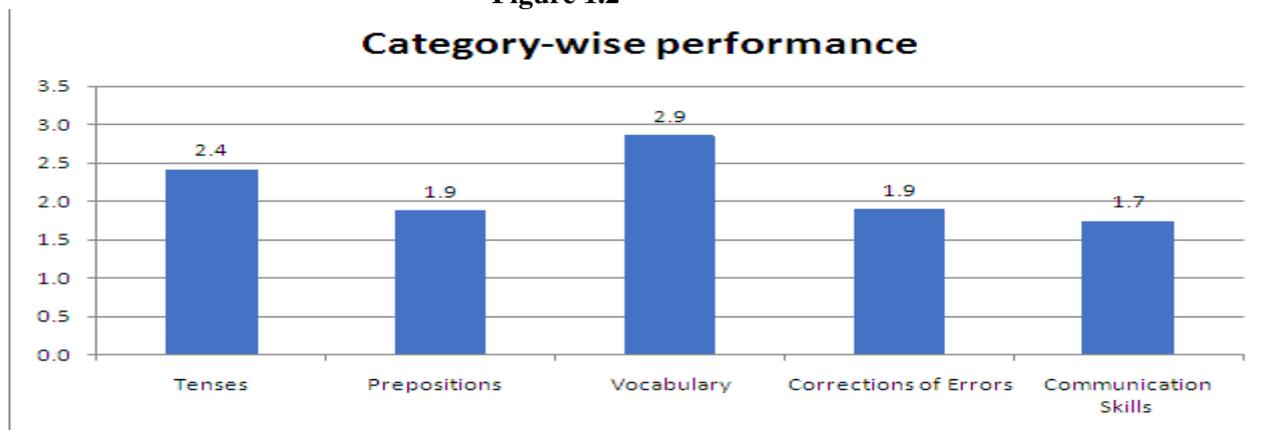


Figure:2.1
Total Marks

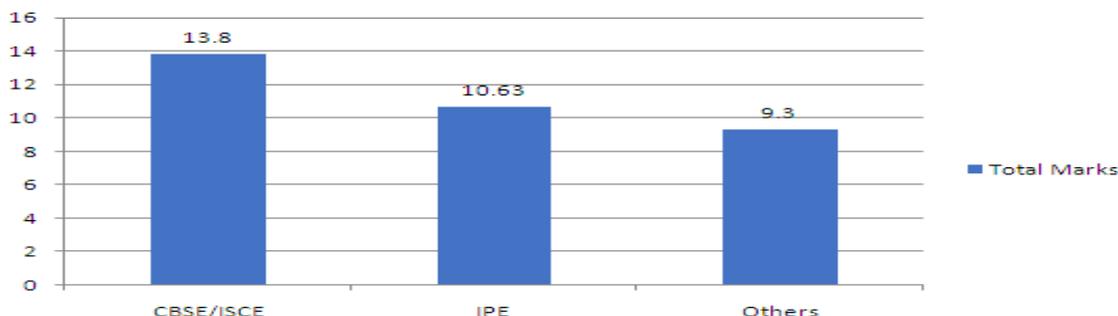
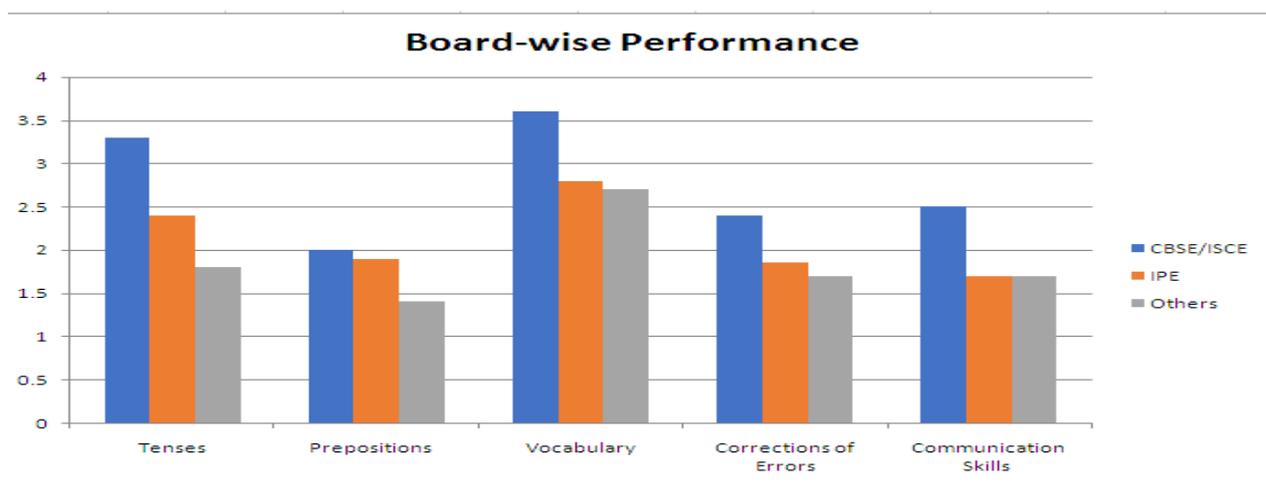


Figure:2.2



The above figures(2.1 and 2.2) give a picture of how the CBSE/ICSE students, IPE students and others have performed giving an indication of the strengths and weaknesses of these students and the remedial action which needs to be taken to improve them.

Figure: 3

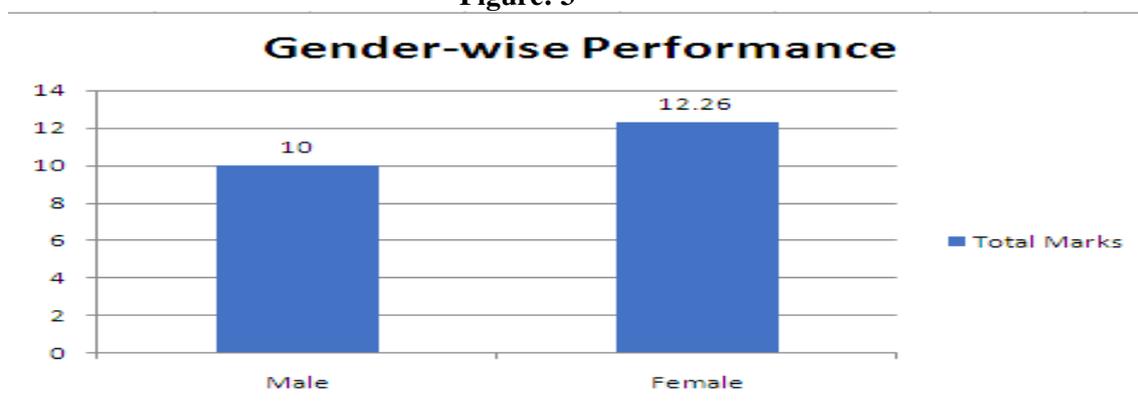


Figure 3 projects the performance based on gender.

Figure:4

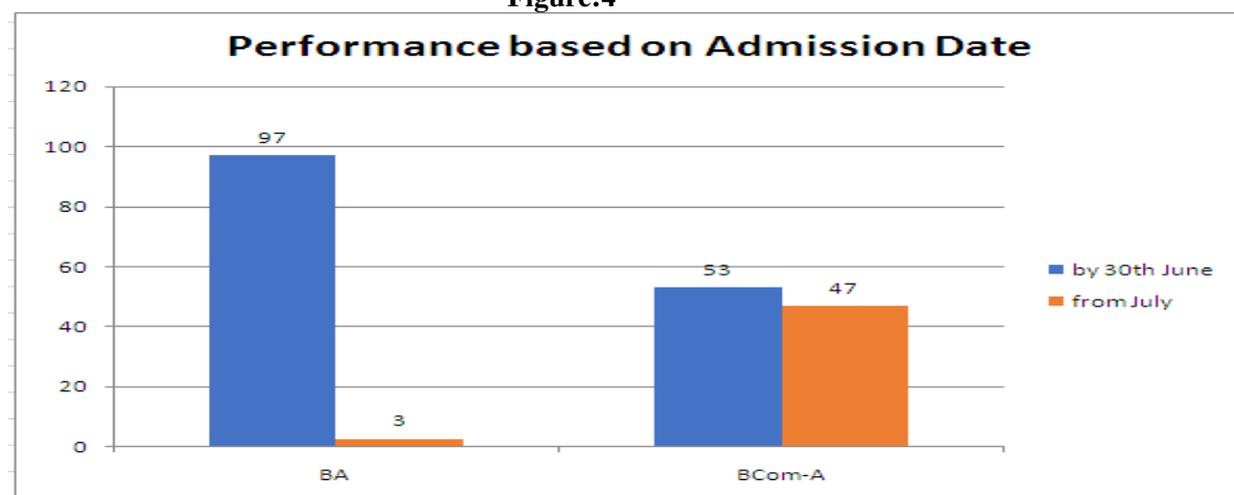


Figure 4 gives another fresh perspective on the importance of choice. The BA students have been pretty sure of the branch that they've opted for and joined the college by 30th June. The students of BCom A section on the other hand have taken their time to join. Here it is an indication of interest levels which have resulted in a better performance by BA instead of BCom A.

Although so much of data is available, all of it could mean nothing if adequate measures are not taken by the institutions and departments. They should work in unison to make use of the available information for the benefit of

students. Individual focus on the students is now possible. The examination branch of the institution should play a big role in the successful execution of the above mentioned plans. The allocation of faculty based on their experience and competence for classes where remedial help is required and also not ignoring students who are good at the subjects and helping them realize their full potential is what the institution should be doing.

Teachers can provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement. Effective tools and strategies include student-developed assessment rubrics and peer reviews.[4]

5. ACKNOWLEDGEMENTS

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6. CONCLUSION

If every institution uses the above mentioned ways and means to focus on individual students, then certainly the nation can boast of students who are ready to face a competitive world confidently. Further, we could soon aim to compete with the best colleges of the world as all reputed universities have a mechanism to support, hone and propel students to achieve their maximum potential.

7. RECOMMENDATIONS

The authors recommend that all institutions conduct proficiency tests and use the data to plan the curricula in such a manner that each and every student benefits. The management, teachers, parents and other stakeholders should join hands in this endeavor to enable student progression for societal benefit apart from individual gains. Regular follow up, systematic planning and collaboration among various departments and an active role of the examination branch is also a prerequisite.

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Role of Accreditation In Improving the Quality in Higher Education Title (16 Bold)

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Abstract: Accreditation can be defined as granting of approval to an institution of Higher Education by an official review board such as NAAC-National Assessment and Accreditation Council, after the institution has met certain requirements or criterion. Accreditation can also be defined as giving of credentials to the institutions based on their performance in various categories. According to UGC norms every institution of Higher Education has to go for accreditation for every 5 or 7 years, for which it has to provide even the minute details of the institution.

Keywords: accreditation , credentials , criteria , innovative practices

1. INTRODUCTION:

India is a large country with different Religions, Cultures, Traditions, languages etc. India has a diverse Education System. Expansion of education system and introduction of new programs in emerging and innovative areas, also privatization of institutions and the challenges faced by the Higher Education institutions made Quality and relevance a major concern. An independent National Accreditation agency , an autonomous institution of the UGC, NAAC was established in 1994. The Accreditation framework of NAAC is based on 5 Core Values, as mentioned in the Manual of the Self Study Report. The five core values are - Contributing to National Development, Fostering Global Competencies among students, Inculcating a Value System among students, Promoting the use of Technology and Quest for Excellence.

2. OBJECTIVES:

- To study the various criterion of accreditation and different areas of institutional development
- To emphasize the positive impact of accreditation on its stake holders.
- To focus on the implementation of various innovative practices in teaching learning process.
- To appreciate the institutional encouragement of the teaching faculty to upgrade their subject knowledge by attending number of Workshops, Refresher Courses, Faculty Development Programmes
- To get to know how the institutions can organize UGC funded National Seminars, Conference etc.

3. DISCUSSION:

3.1 Criteria and Key Aspects for Assessment: In order to assess the Higher Education Institutions, NAAC has identified the following seven Criteria, as mentioned in manual of self study report.

1. Curricular Aspects
2. Teaching –Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governane, Leadership and Management
7. Innovation and Best Practices.

3.2. Eligibility for Accreditation by NAAC: An Education Institution which offers degree programmes and at least two batches of students graduates have passed from the Institution are eligible for accreditation , need to fulfill criteria and other conditions by NAAC.

3.3. Validity period of Accreditation: From the date of approval by NAAC, the Accreditation status is valid for 5 years. The Institution has to record its Intent for the next cycle by submitting the Letter of Intent (LOI) in order to continue the status of Accreditation 6 months before the expiry of the Accreditation status and the institution has to submit Self Study Report (SSR) within 6 months of acceptance of LOI by NAAC.

This Research paper discusses about the seven different criteria to be fulfilled by the institution going for accreditation and how the institution has to furnish all the details mentioned in each criteria. Also the importance of these seven criteria in improving the quality of the Higher Education Institution. Every Higher Education Institution has to fulfill all the below mentioned seven criteria in order to get accreditation by NAAC. The following are various aspects mentioned under seven criteria wherein the institutions have to furnish all the information in a minute and detailed manner to NAAC.

4. CRITERIA TO BE FULFILLED BY THE HIGHER EDUCATION INSTITUTIONS:

4.1 Criteria-I Curricular Aspects

This criteria discusses about the Curricular Aspects. The affiliated colleges get their Curriculum Design from the University concerned. The Higher Education Institution has to work for the effective implementation of the Curriculum by organizing the Orientation or Induction Programme for the Staff and students, also plan for innovative Teaching Learning Practices involved with in the Curriculum.

In case of Autonomous institutions, they have to design the Curriculum, for the various courses offered in the institution and its plan of action to implement the same.

4.2 Criteria-II Teaching-Learning Evaluation

This criteria emphasizes on the Teaching-Learning Evaluation of the institution. The Higher Education Institution aims to serve the students of different background. They follow the inclusive method where all the students who represent different communities, different geographic area and Socio-economic and culture and education background are given admission.

As a part of innovative Teaching Learning Practice, The Institution has to furnish details of Interactive Techniques which are used by it such as, Group discussions, Debate, Project, Experiment, Internship and application of Information Communication Technology. The slow learners are motivated by Remedial Classes and advanced learners are encouraged to present papers in Seminars and Conferences thus inculcating Research interest among the students.

It has to furnish information related to Enrichment courses and value based skills such as personality development, Communication skills, Computer skills, employability skills etc are offered for the students. Economically weaker section students are supported by financial aid. Does the Higher Education Institution facilitate for more student centric learning by interactive, collaborative and independent learning.

The number of departmental Workshops, Seminars, Expert Lectures, student exchange programme, organized by the institutions have to be furnished in detail. Memorandum Of Understanding with other Institutions across the country to enhance the skills and knowledge of the students. What kind of initiatives are taken up by the Sports Department in the institution to encourage the student participation in NCC, NSS and other co-curricular activities aiming for the comprehensive development of the students, also to instill patriotism among the students. The institution also encourages the students to take part in Inter Collegiate Competitions to encourage creative talent among the students.

The information related to Institutional infrastructure, whether an institution has a well equipped Laboratories and Language Labs, whether informative Libraries are accessible to staff and students. How does an Institution establish Placement Cell with ongoing interviews, Campus Selections from well established companies thus providing job opportunity for the efficient and interested students. The Higher Education Institution has to furnish details pertaining to establishment of various Clubs such as Literary club, Entrepreneur, Bio club, Green club etc through active participation in these clubs the students gain practical knowledge by hands on activity. Is Social awareness created among the students by making them perform street plays to campaign and rallies for health and social cause, also enable the students to organize charity shows to raise funds for the social service among the students.

The Higher Education Institution has to assess the quality of the teachers. What is the mechanism used to assess the teacher quality? Is it by using student feedback system? Also how the Institutions encourage the teachers to attend various Refresher Courses, Orientation courses, encourage them to present papers in the National and International Seminars and Conferences and facilitate the Teachers for Research and development. The Higher Education Institution provides all the information related to provision of safe drinking water, First aid facility, Redressal and Grievances Cell for any complaints, recreation for staff and students, Hygienic Canteen for the staff and students.

4.3 Criteria –III Research Consultancy and Extension

The third and the most important criteria of NAAC is Research Consultancy and Extension. The Higher Education Institution has to recognize Research Centers of the Affiliating university or any other agency or Organization to promote Research in the Institution. Every Institution has to set up a Research Committee to monitor and address the issues of Research. The following measures are taken by the Institution to facilitate smooth progress and implementation of Research Schemes or Projects.

The Higher Education Institution not only facilitate the teachers for the Research and development but also encourages the advanced learners to participate and present papers in the Seminars and Conferences on par with the teachers, this in turn helps develop scientific temper, research culture and aptitude among students.

The Institution organizes Workshops and training programmes with focus on capacity building in terms of Research and imbibing Research Culture among the Staff and students. The Institution provides financial provision to support the student Research projects, also supports faculty in securing Research fund from various funding agencies, industries and other Organizations. The Institution encourages various departments in undertaking inter-disciplinary Research. It also provides necessary Research facilities such as libraries, Cubicles with necessary infrastructure.

The Higher Education Institution has to not only support the staff and students in Research area by providing necessary support in terms of resources, financing but also encourages for publication of Research papers in Books with ISBN/ISSN Nos. and publication of articles in the International Journals. It is credential for the institution, on the receipt of Awards, incentives and recognition of the faculty by reputed professional bodies and agencies Nationally and Internationally.

The Institution has to encourage the students to actively take part in various social service activities through NSS by spreading awareness among the people in slum areas on World Aids day, Organizing medical camps in the neighboring communities, distribution of clothes, fruits in Orphanages etc for the poor and needy, all these activities of the students contribute to good citizenship, service orientation and holistic development of the students.

To ensure social justice and empower students from under privileged and vulnerable sections of the society, the institution has to setup Gender desk and Women Empowerment Cell etc. Working on various outreach and extension activities the institution has to maintain a constructive relationship with other institution of the locality. NSS volunteers teach in neighborhood slum, MOU with NGOs and charitable hospitals etc.

4.4. Criteria IV: Infrastructure and Learning Resources

This criteria includes the area and location of the institution with number of class rooms, auditorium, Laboratories, Libraries, Digital class rooms, Audio Visual Room, Language Labs, etc. The institution gives utmost importance for providing, maintaining and enhancing the infrastructural facilities for effective teaching and learning.

The institution has to provide constant supply of safe drinking water. As a part of security concern, each floor and every department is provided with first aid facility and MOU with neighboring hospital. The institution also provides certain common facilities in the campus for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career guidance, Placement and Health center, recreational space for staff and students etc.

The institution has to give the information of providing a Library with maximum seating arrangements for the staff and students, IT zone for accessing E-Resources, Every year specified budget is released for the purchase and use of current titles, print and E-journals and other reading materials. Every year new books, journals and E-resources are purchased for the Library.

The institution has to provide technology enabled learning, seminar halls, tutorials, laboratories, botanical garden, specialized facilities and equipment for teaching and learning and research as a part of curricular and co-curricular activities. Extra curricular activities include sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc. Information Technology infrastructure includes, computer –student ratio, LAN facility, Wifi facility, Licensed software etc.

4.5. Criteria-V : Student Support and Progression

The institution has to publish its updated Prospectus or handbook annually. It has to provide all the information related to the Admission process, Courses offered, Fee structure, Curricular and Co-Curricular activities offered in the institution, Infrastructural facilities such as Labs, Laboratories and Libraries etc. It also needs to furnish the details of institutional scholarships for the meritorious students and students belonging to economically weaker sections of the society.

The institution has to provide information related to Counseling services to students in areas such as personal, career, psycho-social issues. The Placement Cell provides Career guidance and employment opportunities for the students. The Grievance Redressal Cell resolves the reported grievances. The Gender desk extends help and support for resolving issues pertaining to sexual harassment. The anti-ragging committee ensures that all the students

and the staff take oath against ragging and spreads awareness among the students that ragging is a highly offensive and punishable under law.

The Institution has to setup a registered Alumni Association. They voluntarily offer major contributions for institutional, academic and infrastructural development. They plan and implement constructive activities for the progress of the institution.

4.6. Criteria-VI Governance, Leadership and Management

This criteria states the vision and mission of the institution enumerates upon how the mission statement define the institution's distinctive character in terms of addressing the needs of the society, the student ,it seek to serve, institution's traditions and value orientation, vision for the future. It also emphasizes the role of Management, Principal and faculty in design and implementation of its quality policy and planning. Its interaction with stakeholders and reinforcing the culture of excellence.

It has to furnish the details of how the Management encourages and support the staff involvement in improving the effectiveness and efficiency in the institutional process, how does the institution makes efforts to enhance the professional development of its teaching and non teaching staff. It has to constantly adopt strategies for faculty empowerment through training, retraining and motivating the employees for the roles and responsibilities they perform.

The institution has to give information as to how it employs an institutional mechanism to monitor effective and efficient use of available financial resources through internal and external audit. It has to establish IQAC for quality assurance through an institutional policy. It provides training to its staff for effective implementation of quality assurance procedures through Faculty development programmes. Also it undertakes Academic audit through CCE, Vigilance and the outcomes are used to improve the institutional activities.

4.7. Criterial-VII Innovation and Best Practice

This criteria deals with eco-friendly campus. What are the various techniques and strategies that an institution has to adopt various to conserve energy, does it uses solar panels, LED tubes, False ceiling, Biogas generation, Rainwater harvesting, use of renewable energy, How does the institution observes Harita haram programme every year with planting and free distribution of sapling to all the students. Making of eco-friendly ganesha idols and free distribution on Ganesh Chaturthi and spreading awareness of green environment through immersion in shift tanks and bucket immersion. E-waste management system that is all the used electronic devices are given away and are replaced with new ones. (bye back policy) Toners and cartridges are refilled for reusability.

5. CONCLUSION:

The above discussed seven criteria play a vital role in improving the quality of the Higher Education in every aspect which is assessed by the NAAC. Hence promoting an healthy atmosphere of competition among the institutions leading them to No.1 position in imparting quality and value based education aiming at comprehensive and holistic development of the students . While furnishing all the details in Self Study Report, every institution checks itself, whether it is fulfilling all the necessary facilities in the institution and tries to improve itself in every aspect, thus the accreditation leaves a positive impact on its stakeholders.

9. RECOMMENDATIONS:

Every Higher Education Institution which aims to impart value education to the students an aims for the comprehensive development of the students also aims to be ranked in Top position has to go for accreditation and in the transit to fulfill all the criteria definitely the institution will reach a higher position. Self –Evaluation, continous feed back system. It is a best practice to follow the feed back policy from all the stakeholders of the institution for the constant check and improvement in every aspect. Also effective implementation of quality initiatives suggested by the peer team and the stake holders.

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**INFRASTRUCTURE & LEARNING RESOURCES IN HIGHER
EDUCATIONAL INSTITUTIONS**

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***Abstract:** The system of higher education in India has expanded rapidly in the last 25 years. In spite of the built-in regulatory mechanisms that aim to ensure satisfactory levels of quality in the functioning of higher educational institutions, there have been criticisms that the country has permitted the mushrooming of institutions of higher education with unlimited programs and substandard facilities and consequent dilution of standard. To address the issue of deterioration in quality, the Nation Policy on Education (1986) and the plan of action that spelt out the strategic plans for the policies, advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore.*

***Key Words:** Physical Facilities, Maintenance of Infrastructure, Library and Information Services, Computers as Learning Resources*

1. INTRODUCTION:

The attention of the institutions became focussed on the right priorities and responsibilities especially with reference to teaching – learning as their primary mission. Improved teaching methods using educational technology, projects and student seminars, providing computer skills, encouraging co-curricular activities and incorporating community orientation were observed.

2. INFRASTRUCTURE

Infrastructure plays a vital role in the quality of education. Our IITs are comparable in standards to any of the leading institutions of the world. One of the reasons is the investment in them. They offer excellent facilities for teaching, learning and research. So, any attempt of the government to abdicate its responsibility to provide education to people will jeopardize education in a knowledgeable society. Apart from the government, earnest steps should be taken to rope in the local community to mobilize funds for the institutions.

In the present day, educational institution of higher learning is a complex task, especially when the social, economic and technological developments are rapidly changing the educational environment. Also, the increasing size and number of educational institutions across the country pose stiff competition in high education. In this context, it becomes an urgent need to think of introducing new, innovative and job-oriented courses in the years to come, considering the socio-economic and educational background of the people for whom the college has been established.

3. MAINTAIN ITS INFRASTRUCTURE

- The college has to watch and ward staff to guard and maintain the campus round the clock.
- The sweepers and scavengers keep the campus clean and tidy
- Uninterrupted and purified water supply is ensured every day.
- All the major repairs are done by the service agencies.
- The mechanic and laboratory assistant operate, maintain, repair and monitor the functioning of the generators.
- The gardener and the manual labourers keep the Garden Grove trim and tidy.

- The playgrounds are maintained and kept ready for sports and games.
- The college keeps the inventories of all the movable properties in the college. Every facility is recorded in the inventory. New additions and deletions are updated. Every item is given a unique number.
- A committee of selected staff does the stock verification every year internally and submits the report to the authorities.
- Damaged furniture is either repaired or replaced every year.
- A carpenter is appointed to carry out the repair and maintenance of the furniture as and when required.
- Buildings are whitewashed and blackboards are black-coated annually.
- The electrician and plumber look after their respective works whenever the need arises.
- Separate staff are appointed to operate Xerox copier, telephones and televisions.
- A teaching staff-in-charge monitors and maintains the audio-visual aides with the help of the assistant.

4. OPTIMUM UTILIZATION OF ITS INFRASTRUCTURAL FACILITIES

- The classrooms are utilized for conducting: regular as well as self-financing courses group discussions, seminars, quiz programmes, elocution and essay competitions class tests, centralized monthly tests, model examinations and university examinations various functions and association meetings of respective departments rehearsal of cultural events.
- Science laboratories are used for: conducting regular practical classes demonstrating the experiments to inculcate the scientific arranging the science-scholars meet demonstrating motivational experiments to the nearby school children conduction experiments related to the research of individual teachers.
- The seminar hall is utilized for: departmental level seminars quiz programmes staff seminars management board meetings teaching and non-teaching staff meetings.
- Playgrounds are used for the following purposes: regular sports and games the annual sports meet NCC parades intercollegiate and zonal level tournaments NCC and NSS camps.
- College and auditorium is used for conducting the following programmes: all the important functions like College Day, Fine Arts Day and association meetings orientation programmes for the fresher's general body meetings of alumni.

5. LIBRARY AND INFORMATION SERVICES

Library is an essential component, where the collection, services and their out-reaching capacity is monitored. Libraries largely support learning, teaching and research processes in institutions.

NUMBER OF DAYS THE LIBRARY IS KEPT OPEN

This is to help in knowing whether the library is kept open on Saturday, Sunday and other holidays so as to facilitate use by students and faculty.

WORKING HOURS

This parameter refers to opening and closing hours of the library, whether the library opens before the opening time of the institution and closes after the closing time so that readers have an opportunity to use the library without disturbance to their academic schedules.

LIBRARY ADVISORY COMMITTEE

The formation of the library committee with an equal representation by faculty and students, the role of the committee and its functions in developing the library services are to be well defined.

MAN POWER DEVELOPMENT

Qualifications and the experience of the librarian and the library staff should be on par with that of the academic staff and should fulfil the norms prescribed by UGC/AICTE etc.

INFRASTRUCTURE OF THE LIBRARY

The managements may look into the aspect of location of the library, to see whether the library has a place of its own with proper planning and organization of space, proper furniture, necessary quantity and quality of reading chairs, tables, display racks, magazine racks, etc. the minimum carpet area for service counters and other sections of the library as prescribed by the government and other governing bodies are to be taken note of along with proper

ventilation, water and toilet facilities. Fixing of notice boards, providing uninterrupted power supply systems along with due attention to overall building maintenance and cleanliness also need consideration.

BUDGET

There should be a proportionate growth in the library budget for different documents such as books and journals. Sources of income other than state, central and UGC grants may be identified for enhancing the collection and services.

SERVICES

The library has a key role in supporting the academic activities of the institutions by establishing, maintaining and promoting the library and information services, both quantitatively and qualitatively.

The library provides the following facilities/services to the students:

- Publication and research support services.
- Information display and notification.
- Book bank.
- Internet.
- Audio-visual resources.
- Computers.
- Membership of library networks.

6. COMPUTERS AS LEARNING RESOURCES

Computer can be defined as an electronic device that performs rapid computations and generates desired output for users based on input data and programs. It has grown beyond its original purpose of computing. Today, it is used in all walks of human life. Its applications range from simple data entry to complex global electronic commerce, and online training to technology development.

Some of the most popular areas of computer use today include telecommunications, transportation, education and training, entertainment publishing, military and police, engineering, production, health care and electronic commerce.

7. BENEFITS TO INDIVIDUALS

Professionals like doctors, engineers, teachers, legal practitioners and accountants are benefited in many ways. Specialized applications for these professionals help increase their efficiency. For example, a doctor can be at home and treat his patient online, perform surgery with the help of robots at a distant hospital etc. A teacher can help thousands of students use his materials and lecture classes through computer networks. An engineer can develop designs for buildings easily and quickly. Legal practitioners use computers for preparing their briefs. They are also immensely helped by the database of court verdicts in preparing their briefs. Digital library, interactive online classrooms, multimedia presentations, online examinations etc. have revolutionized learning process for students.

1. The computer centre is utilized:

- by the students of different disciplines for their regular programmes
- by staff and students for availing themselves of the internet facilities
- for the practical's of different departments
- for conducting short term certificate courses
- for the personal research of the individual teachers

2. Audio – visual facility is used for the following purpose:

- OHP & PPT'S are used almost by all the departments in the seminar hall.
- The students use television during leisure time and free hours to play educational video cassettes.
- Spoken English cassettes are played to develop communication skills.

8. CRITERIA ASSIGNED BY NAAC.

- Curricular Aspects
- Teaching – Learning and evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression

- Governance, Leadership and Management
- Institutional Values and Best Practices

9. CONCLUSION:

The functioning of individual colleges could be maintained while insisting on the assessment of quality of all educational institutions in the country on the basis of a uniform criterion. This is not to argue that certain broad parameters of quality equally applicable to all institutions throughout the country cannot be arrived at by all. Indeed there is every reason to arrive at a national criterion and to insist on its realization in every institution in the country. But such broad indicators of quality relating to curriculum, teaching-learning and evaluation, infrastructure and learning resources, student support and progression, organization and management and healthy practices are only minimum requirements for the realization of excellence and do not automatically guarantee excellence. The NAAC now rates individually institutions against standardized norms. The rating is given on the basis of internationally acceptable parameters.

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M - Governance in Higher Education

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Abstract: *M-governance is a sub-domain of e-governance it is not a replacement of e-governance. Through which the government delivers their services to the citizen using mobile devices. M-governance is as an alternative to e-governance. Especially for the country like India that has very large population of citizens where accessing or having the personal computers and internet usage is comparatively low as compared to mobile phones. Hence, the alternative of m-governance or mobile governance can help make public infrastructure and government services available anytime and anywhere by bringing personalized, localized and context aware service close to citizen and officials. Most of the government realised a long time back that mobile is no longer a to meant only for communication but it's a medium for empowering the citizens and a powerful enabler of good governance. The exposition of wireless technology has created a new dimension in education. Wireless, which provides 'any time any where', access to resources, can have a tremendous impact on teaching, learning and student collaboration. Through e-governance, the concept of m-learning (the use of mobile devices to deliver education "any time anywhere") could be a boon for Indian's education, especially in the field of higher education learning. Flipped class rooms are a new education delivery mechanism that is revolutionising the education sector across the world. in India is the concept of Massive Open Online Course (MOOC) is an open source model for delivering high quality learning content/courses online to any one free of cost. The present paper explores about the concept, objectives and implication of M-Governance with special reference to education sector.*

Key words: *M-governance, M-learning, flipped class room, MOCC.*

1. INTRODUCTION:

M-governance can be defined as a strategy and its implementation involving the utilization of all kinds of wireless and mobile technologies, services, application and devices. It improves upon the benefits for those involved in e-governance, including citizen, business and all government units.

The government of India aims to connect all the states, villages and even every home in India through wireless broadband, so that information can flow from any part of India to the name of any citizen anywhere in Indian even in a rural areas. In rural India being able to store a number in contact and then call that contact is a primary mechanism for overcoming traditional infrastructure challenges, like learning the price of goods at market. However, currently most mobile phones available to people in rural area of India, have a text driven interface making it near impossible for illiterate users to obtain and store contracts.

2. OBJECTIVES:

M-Governance aims at providing fast and easy access of public services to citizens through mobile devices. Mobile services are quickly emerging as the new frontier in transforming government and making it even more accessible and citizen-centric by extending the benefits of remote delivery of government services and information. Delivering timely and accurate information to citizens and an established system of two-way communication between the government and people is one of the keys to strengthening democracy by facilitating enhanced utilisation of public services, participation and empowerment of citizens. The use of mobile technologies has been prominent in government departments especially in agriculture, health care, financial services, retail trading, utilities, communications, manufacturing, transportation and services. Businesses too have woken to the popularity of mobile phones and are introducing services, especially in the Banking sector. Mobile banking is the future because of its cost effectiveness and ability to reach out to customers in remote areas.

3. DISCUSSION:

3.1. CONCEPT OF M-GOVERNANCE

M-governance solution in the field of educational sector has changed the total policy of administration, which is designed to make the system easy accessible, time saving and economic. It is an integrated solutions in the education sector that facilitates the processing and maintenance of large volumes of information such as students registration, admissions, personal information, fees, classes, time table, transport, attendance, library, examination, performance grades hostel security, reports, management expenses, staff details, scholarships, salaries among various departments in an institutions.

M-governance enables the students and administrators to access easily, to use new class of quality of services and to provide multi channel service delivery system. The vision of m-governance is to renovate service deliverance through the use of IT and multimedia for performing administrative activities.

3.2. M-GOVERNANCE IN INDIA

Government of India aims to utilize the massive reach of mobile phones and harness the potential of mobile applications to enable easy and round-the-clock access to public services, especially in the rural areas and to create unique infrastructure as well as application development ecosystem for m-Governance in the country.

The Government of India is implementing the “Digital India” programme with a vision to transform India into a digitally empowered society and a knowledge economy. Under the Digital India programme, e-Kranti envisages provisioning of various e-Governance services in the country. The focus of the e- Kranti programme is to transform the e-Governance services by expanding the portfolio of Mission Mode Projects (MMPs) in e-Governance under various Government Departments, undertaking Government Process Reengineering (GPR), work flow automation, introducing latest technologies such as Cloud and mobile platform and focus on integration of services.

The Ministry of Electronics and Information Technology developed and notified the framework for Mobile Governance in February, 2012. The m - Governance framework of Government of India aims to utilize the massive reach of mobile phones and harness the potential of mobile applications to enable easy and round - the - clock access to public services, especially in the rural areas. The framework aims to create unique infrastructure as well as application development ecosystem for m - Governance in the country. Following are the main measures laid down by MEIT:

- Web sites of all Government Departments and Agencies shall be made mobile-compliant, using the “One Web” approach.
- Open standards shall be adopted for mobile applications for ensuring the inter-operability of applications across various operating systems and devices as per the Government Policy on Open Standards for e-Governance.
- Uniform/ single pre-designated numbers (long and short codes) shall be used for mobile-based services to ensure convenience.
- All Government Departments and Agencies shall develop and deploy mobile applications for providing all their public services through mobile devices to the extent feasible on the mobile platform. They shall also specify the service levels for such services.

To ensure adoption and implementation of the framework in time bound manner the government developed the Mobile Service Delivery Gateway (MSDG) that is the core infrastructure for enabling the availability of public services in through mobile devices.

3.3. M-GOVERNANCE AND EDUCATION

In present days internet and mobile phones play a very important position for an integrated education system as they provide instant communication among parents, students and educational institutions. Parents can receive frequent updates an academic and non-academic performance of their children.

M-governance enhances parent teacher communication, with record to the ward’s progress and other regular notification ICT as part of students curricula trains them for the future work environment and wi-fi enabled campuses, stimulate the utilisation of wireless devices and note books by university students.

As for the students mobile service provides an opportunity to send and receive announcement an emergencies and public safety, class schedule updates campus events, traffic and weather conditions office hour’s campus resources available and exam results. This can help students efficiently utilize mobile phones in a technologically improved an academic environment to better inseminate knowledge.

3.1 Organisational structure of m-governance in higher education



Admissions: Admission enquiry, applying for admission, registrations, course, subject and timetable.

Employer administration: Recruitment, work allotment, attendance, leave and performance Appraisal

General administration: Scheduled of exams, fee payment, exams, day-to-day activities **Admission management:** Data regarding admissions and previous academic records

Accounting: student fee collection, fee statement, dues and transaction history

Statistical Reports: class performance generate reports

Library management: Storage and retrieval of information

Security: Vigilance, supervision and protection of property

4. ADVANTAGES

- i. Improving the efficiency of the various departments and lessen replica.
- ii. Leading to reduction of transaction, time and space .
- iii. Efficient use of human resources.
- iv. Equal opportunities to access the information regardless of one's physical location and removing all the distance barriers
- v. Preparation of reports becomes easy and faster
- vi. Easy online information and submission of forms and payment also becomes almost immediate
- vii. Getting connected with the management, faculty members, students and administrative staff to the each other more easily leading to enhanced efficiency in services by the way of faster diffusions of information economically
- viii. Easy and transparency maintained accounts and auditing
- ix. Easy online payment from any where any time
- x. Easy to learn world wide books any time any where
- xi. Easy to identify employees performance appraisal

In the part of M-governance Mobile learning could be a boon for India's education sector, especially in the field of adult learning. According the recent study, Indian users, on an average, spend three hours and 18 minutes every day with their smart phones can't we think of a new dimension of using the same mobile phones to revolutionise the Indian education sector using a concept called m-learning or mobile learning. Several initiatives have been taken by the government of India to promote e-learning, one of the most prominent among them is the setting up of the 'National Programme on Technology Enhanced Learning (NPTEL) by the Ministry of Human Resource Development (MHRD). The aim of NPTEL was to develop curriculum based video lectures and web courses to enhance the quality of engineering education in India. This programme became a great success that in turn triggered the setup of several such programmes across India by both public and private parties.

Today's flipped class rooms is a new education delivery mechanism that is revolutionising the education sector across the world. Flipped classrooms uses a combination of face-to-face content delivery and offline learning approach to take the learning experience to the next level the offline videos can be downloaded and viewed using mobile devices and live interaction with the teachers can be done using smart phones.

Another flipped classrooms that could be a boon for the education sector in India is the concept of Massive Open Online Course (MOOC) is an open source model for delivering high quality learning content/courses online to any one free of cost, with no specific restrictions on attendance, age, geographies and son on. The responses from Indian students and teachers for MOOC courses have been fantastic. Globally Indians form the second largest pool of students attending MOOC courses. Some of the leading MOOCs providers are Coursers, edx, Khan Academy, un-academy etc.,. The government has already taken some initiatives to popularise M-learning in India like distribution of Aakash tablets to college students

Proliferation of digital and mobile technologies is bound to help students in a big way lack of access to qualified teachers can defiantly be addressed by use of m-learning. The quality of higher education is top-notch in the tier-one universities such as the Indian Institute of Technology (IIT) National Institute of Technology (NIT). The same quality of education is not maintained common universities and colleges in both rural urban area

5. PROBLEMS OF M-GOVERNANCE:

Some of the problems have been faced from m-governance as follows:

- Possibility of data loss due to battery problems
- Problems with linking to networks
- Developing wireless and mobile networks and related infrastructure
- Dealing with protecting privacy and providing security for the data and interactions
- In the online payment infrastructure, involving credit cards for online purchase is still a matter of low trust and prone to misuse of the credit cards details
- Pre-requisite for m-governance is the citizen's acceptability and attitude towards it
- Screen size and key size.
- Risk of sudden obsolesce
- Frequent changes in device models/technology/functionality

6. CONCLUSION:

The government has to ensure that the education system can fully equip our children to meet the ever evolving demands in today highly competitive environment the education system needs to be made more efficient and effective by implementing m- governance. M-governance solution in the field of educational sector has changed the total policy of administration, which is designed to make the system easy accessible, time saving and economic. It is an integrated solution in the education sector that facilitates the processing and maintenance of large volumes of information. Increase of digital and mobile technologies is bound to help students in a big way. There should be skilled trained and cooperative manpower and the proper training arranged for new teachers/employees students for effective implementation of m-governance.

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Management Education- Developing and Propagating Case methodology: a systematic innovative approach

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Abstract: *This paper presents an approach to case methodology. It explains the role of case methodology in management education and discusses the kinds of case material with a brief explanation of their purpose as pedagogic tools. It then mentions the sources of case material. It then lays down a process for developing an ethically driven quality assured cases. I then provides guidelines for the faculty in administering cases and for the students in learning from case methodology. It addresses some issues in academia on case methodology and suggests an institutional framework for wider development and propagation before concluding.*

Key Words: *Case methodology, enterprise problems, decision making, learning values, quality of cases, ethical issues, and institutional framework.*

1. INTRODUCTION:

Case methodology is a useful tool for learning. It was pioneered at Harvard Business School-the mecca of Management Education and brought to India by the Indian Institute of Management, Amdavad, which was set up with assistance from Harvard Business School in the sixties. Since then it has found acceptance as a learning tool in many management institutes the world over and in India also.

This paper examines the role of case methodology in management education, reviews the sources of case material, suggest and gives guidelines to academicians for development of cases, and use of the pedagogic tool. It recommends an institutional framework also. This will benefit the academia of management education.

2. OBJECTIVES:

This paper seeks to explain the role of case methodology in management education, examine the sources of case material, suggest a process for case development and lay down an institutional framework for development, dissemination and control on the quality of cases in India. It also provides some guidelines to the academicians on instruction using the case methodology, and to the students in approaching cases, so that management education in the country is benefitted.

3. DISCUSSION:

3.1 THE ROLE OF CASE METHODOLOGY

Management is a practice oriented science. It relies heavily on what practice does to develop theoretical constructs for future learning. Practice leads theory. The role of management graduates in industry is to think and develop and implement innovative solutions to enterprise problems. A case is nothing but a description of a real life situation facing an enterprise awaiting a solution. Case methodology with the right cases and the right pedagogical approach inculcates this ability in future business managers. Just like the physical sciences and engineering practical approach to teaching management comes from the case methodology. It is also pertinent to add that case methodology relies heavily on student involvement and it has been proved that involved learning is the best learning.

Unfortunately, the lack of a proper appreciation of this role of management graduates in society has led to the improper development of cases of which there is a plethora and the improper use of cases as a pedagogical tool. Harvard Business School developed the case methodology to inculcate the right thinking ability in management graduates. In the right pedagogic environment case methodology brings the class room live and provides students an

exhilarating real life experience in finding solutions to enterprise problems by applying theoretical constructs. A proper case with a proper pedagogy enables a simulated real life experience.

3.2 KINDS OF CASE MATERIAL

Before we discuss the sources of case material it will be pertinent to discuss the kinds of cases. Broadly four types of cases are developed. These are discussed below:

- **Decision oriented cases** These cases present real life decision oriented problem situations faced by managers in the enterprises. These cases are based on actual happenings in enterprises and are the best kinds of cases for management students. This is because the role of managers in enterprises is one of decision making and problem solving.
- **Descriptive cases** These cases describe an actual happening in an enterprise so that management students can learn how a solution was arrived at and what the practice is. The only learning from these cases is what actually happened without understanding what needs to be done. Let us appreciate that what happened is history and what is relevant is the future. History is relevant to provide potential routes for the future.
- **Enterprise story cases** These cases tell an enterprise story to the students and their value is limited. Management students with little or no prior exposure to any enterprise are enabled to come to know about various enterprises. These cases serve the purpose of widening the exposure of students to various enterprises.
- **Caselets** These are short stories of about 250 words describing something in an enterprise and are basically similar to enterprise story cases and serve almost the same purpose. Short questions at the end of the caselet are meant to test the students understanding of the story.

To sum up, these are depicted in the table below:

Table 1: Kinds of cases and learning values.

Sr no	Kind of case	Learning value
1	Decision making	Simulated decision making and solution finding exposure
2	Descriptive cases	Understanding how an enterprise handled a problem
3	Enterprise story cases	Exposure to various enterprises.
4	Caselets	Brief exposure to various enterprises.

All kinds of cases should be used as pedagogic tools in a suitable mix so that all learning values can be achieved.

3.3 SOURCES OF CASE MATERIAL

Sr no	Source	Remarks
1	Management institutes in India and abroad e.g., Harvard Business School, Indian Institutes of Managements, Sloan School of Management, Aspen School of Business.	Copyrighted material developed by them available for a payment/free. Recent trend is web enabled access.
2	Books	Various textbooks carry case material for the use of the education fraternity.
3	Business magazines	Business magazines publish cases for the reading pleasure of their readers. These are contemporary in nature about enterprises.
4	Case books	Specialized books of cases in management from reputed publishing houses.
5	Journals	Cases are also published in academic journals
6	News papers	News papers also publish cases

7	Corporates	Leading corporates also develop and publish cases on their own activities. These are basically meant for internal learning.
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It is not the purpose of this paper to comment on these sources. The purpose is basically to briefly outline these sources.

4. DEVELOPING CASES :

This section outlines the process for developing cases.

The first step is to identify an issue in an enterprise. This issue identification comes from summer projects of students and reading of general enterprise awareness literature. The key is to identify something of learning value to the students.

The second step is to contact and seek the consent and co-operation of the enterprise for developing the case. A brief note outlining the issue and its learning value for students can be prepared and presented to the enterprise to seek its involvement. Cases developed with the enterprise's involvement are of a high quality because the enterprise knows the issue the best and the case writer's opinion should not color the case. This enables actual data and facts in the case. Enterprise involvement can be sought by promising to share the case discussion etc with the enterprise so that the enterprise also benefits with some likely solutions to its issues. Cases should be developed based on interactions with enterprises.

There is, however an ethical issue involved here. The credit for the solutions provided should be given to the concerned students and the faculty should be bound by this code of ethics. Unethical behavior should attract stringent action including termination. After all, it is quite likely that the students whose analysis etc is accepted by the enterprise can benefit with either careers in the organization or suitable references from the organization in industry to pursue a suitable career.

Cases developed by reading from web browsing are no cases at all. The students can browse the information themselves with the availability of internet. Similarly, the practice of mass production of cases by appointing case writing teams is not the right step. Cases should be developed by teaching faculty who are closer to the classroom and also interact with industry for summer projects etc. In a mass production system, the case writers do not have the advantage of this. More often than not these are fresh management graduates with no exposure to industry or students. This is intellectual work and teaching faculty should not be used as sales people for bringing summer projects and placements, but for intellectual work.

The permission of the enterprise for developing the case should be obtained in writing. This is ethics. The enterprise may like to camouflage/mask some information to ensure confidentiality. Cases written without enterprise written permissions should never be used. The written permission of the enterprise should be explicitly mentioned on the case.

The next step is ensuring quality of cases. The case developed initially should be treated as a test case. The learning objectives should be clearly specified by the case writer. The case should be administered to the students and measured for quality internally. The metrics for measurement would broadly include meeting learning goals, clarity of presentation of the case, correctness of facts and figures etc. The case should also be presented in a faculty seminar and evaluated against the same metrics. The final step is a blind external evaluation where the case is administered to an external set of faculty and students on similar metrics. The weightage for the scores on these metrics should be 16 per cent for internal student evaluation, 16 per cent for internal faculty evaluation and 68 per cent for external evaluation. A case should score above 80 per cent in all the evaluations and the overall evaluation to qualify as a case. This will ensure that the cases developed are of good quality.

5. ADMINISTERING CASES :

The key to case administration is student involvement. Faculty role in case administration is that of a facilitator. This is because it is the student who has to learn and therefore the faculty role is only that of a guide. There are four modes in which cases can be administered.

Case discussion The first mode is a discussion in the classroom with students coming with prior preparation. The faculty's role is one of acting as a guide by putting in leading questions and pointers. In short, the faculty has to moderate the discussion. Most often, the case will never come to a logical solution but the learning from the discussion itself is enough. At the end, the faculty should briefly summarize the discussion and if possible present a brief analysis of their own. Typically two and a half hour session should be provided for a full length case. Shorter durations for case lets.

Group Case Presentation More often than not the students are passive and come unprepared to the class room for discussion. This does not mean that the case methodology is irrelevant. Forced learning is the answer. Students should be divided into groups of not exceeding six members in the class room. In a two and a half hour session fifty

per cent of the time should be allotted to analysis and presentation preparation. The balance time should be used for presentation by the groups followed by a summary by the faculty and a brief faculty solution.

Individual case presentation This method is similar to the above, the students are not divided into groups and each student has to present his /her own analysis and the faculty evaluates and gives a brief summary at the end. Paucity of time is the inhibiting factor for this mode,

Individual written case analysis This is also forced learning, Students are given the case and each student has to do his/her own analysis after reading the case in a two and a half hour session in the class room. This mode prevents unethical practices and enables each student to think on his/her own. The faculty evaluates the material subsequently and gives a brief summary of the best solutions in the subsequent session.

All four modes should be used by the faculty to bring in holistic learning. Writing case summaries should be discouraged. There is no need to question the availability of sufficient time. It is the case writer's personal experience in solving and administering cases that a full length case can be done in two and a half hours.

As far as possible, case analysis should all be graded and suitable weightage in the evaluation pattern should be provided. This enables faculty to inculcate discipline and participation,

6. CASE METHODOLOGY-A GUIDE FOR STUDENTS :

The following are the tips for students,

- Read the case thoroughly, and assimilate the facts etc. The attempt should be to understand the situation, identify the key areas of concern and the relevant facts and data.
- Understand the situation facing the enterprise, The situation facing the enterprise should be identified and understood. Both internal and external factors should be understood and the key areas explained.
- Identify the key issues. The key issues should not exceed three or four at the maximum and these become the focus point for analysis and problem solving.
- Develop feasible alternatives to resolve the issues Multiple approaches to resolving the key issues would exist. Some of these may be present in the case itself. This however is no bar to developing approaches innovatively and by using lateral thinking to discover unique approaches.
- Develop a set of criteria which will give you the most optimal approach to resolving the issues in the case. The criteria are needed for evaluation of the developed alternatives. These serve as a benchmark against which the alternatives would be measured. Multiple criterion need to be used.
- Evaluate the alternatives developed on these criteria. Each of the multiple alternatives developed are to be evaluated for their pros and cons on the multiple criterion. Facts and data given in the case should be suitably analyzed and interpreted to evaluate the alternatives.
- Choose the best alternative. The best alternative which needs to be followed by the enterprise is the approach which scores the best on the multiple criteria. The strengths and weaknesses of each approach would have been evaluated and the best course of action chosen. This course of action must be justified.
- Develop a back up and feedback mechanism for implementation. This is to ensure that a backup plan should be created so that if there are problems one can take recourse to this back up plan to achieve the enterprise's objectives.

7. SOME ISSUES IN CASE METHODOLOGY :

There is a school of thought which is critical of case methodology as a learning tool. These are based on ethical concerns. There is no need to make an issue with them but to address some of these concerns in a systematic manner.

There is an issue that students after leaving the institution and moving to practice look for parallels from the cases covered to find solutions. This issue basically arises because of a lack of appreciation of the true role of case methodology. The true role of case methodology is to develop the thinking, analytical and solution finding attitude and skill amongst the students. This should be well understood by both faculty and students.

There is an issue that this is simulated learning and should be discouraged. This again is an issue of lack of appreciation of the true role. Again, this probably is the right manner in which the analytical and decision making capabilities can be developed. Raising issues without providing an alternative methodology in the writer's opinion is criticizing for the sake of criticizing.

The other issue that arises is that the contextual learning of the students is limited to the cases that they have dealt with. In the words of a well known Harvard educated doctorate, former director of Indian Institute of Management, Bengaluru, Dr K R S Murthy, the shelf life of an MBA is five years. Case methodology is not to be blamed for this. Students should be put into a learning mould at this level so that they update and widen their contextual knowledge and do not become outdated. The lack of appreciation of this lifelong learning attitude is what makes most MBAs lead a short shelf life.

There is an issue that faculty use case analysis solutions for consulting. Yes, this is an ethical concern. The right approach to resolve this issue is to reward the concerned students with a share in the consulting revenue even if they have become alumni. A just reward system will address this ethical concern. Simply banning such use is no answer for it inhibits the development of solutions for enterprises.

8. INSTITUTIONAL FRAMEWORK

A suitable wing under University Grants Commission/All India Council for Technical Education or a joint body should be in charge of this activity.

All cases cleared for administration should be registered with this body and the registration reference should be provided on the case. Registration of cases should be done on the basis of the documentary evidence of the quality check on the case. This body should also oversee the external quality check on the cases.

This body should develop an online repository of cases which should be made available on a suitable payment access system and the revenues should accrue suitably to the case writer and the institution to which he/she belongs as royalty. Institutions need not market their cases separately. They may do promotional efforts.

Institutions should be mandated to provide a budget to the faculty for the development of cases just like there are stipulations for library books etc. This will encourage faculty to develop cases. Institutions should be discouraged from using any other case material.

Ethical issues should also be overseen by this body. Case development and administration should be under trained hands. A suitable mechanism for training in case development and case administration will also be the responsibility of this body.

9. CONCLUSION:

This paper is based on experience of the writer during his exposure and experience with case methodology both as a student and a faculty and does not as aforesaid rely on published material of which there is a paucity.

This paper has discussed the role of case methodology. It has briefly discussed the kinds of cases and the sources of availability. It has discussed a suggested way for developing quality assured cases. It has also discussed the administration of cases and the guidelines for students. It has tried to suggest an institutional framework for developing these cases on a wider scale and a training and development mechanism for the wider use of case methodology. Finally, it has discussed briefly the main issues in case methodology as a pedagogic tool.

This paper is meant for academicians, students and educationists. Case methodology has been the preserve of a chosen few. The aim of this paper is to enlighten more people on case methodology so that this valuable pedagogic tool finds a systematic wider application in management education.

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BLOGS: FOR INNOVATIVE TEACHING AND LEARNING

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Abstract: *In today's world, the evolution and development of technology has an ever-changing effect on many things; it also includes teaching and learning. Blog, (short for weblog) is a tool for learning and teaching, which is interactive and it is easy to create and update a Blog, it requires only basic access to the Internet, and a minimum technical knowledge, Blogs enable and encourage teachers and learners to engage in deep, meaningful discussions and also provide opportunities to practice writing and communication skills, we can share photos, audio and videos on Blogs. Stanley (2006) notes that "Blogs are a way of opening up the classroom walls and showing the wider world what is happening... thus creating a small learning community." is also a way to keep in touch with a larger group of people on an ongoing basis, in a more efficient way.*

Blogging is an excellent way to network with the like minded teachers and learn with them, Blogging has the power to unleash learning, helps for reflection, and communication, it is also a way to share our experiments, experience with others to expertise and get support, It can facilitate, enhance and enrich teaching and learning and Regular blogging encourages autonomous learning and innovative teaching. This paper focuses on how Blogs helps teachers to learn and teach innovatively in this informative era

Key words: *Blogging, Technology, innovative, autonomous and reflection*

1. INTRODUCTION:

Teaching in this informative age is a big challenge to a teacher, but there are many ways to face the challenging situations, the evolution and development of technology in today's world has an ever-changing effect on many things; it also includes teaching and learning, technology in teaching has been bringing a remarkable transformation by promoting active and autonomous learning. Blog is one of the best and most available tools for innovative teaching and learning. Blog, (short for *weblog*) is a learning and teaching tool which is interactive and it is easy to create, maintain and update a Blog, it requires only basic access to the Internet, and a minimum technical knowledge, Blogs enable and encourage teachers and learners to engage in deep, meaningful discussions and online exchanges, Blogs can also display photos, audio and video. Thereby Blogs help in expanding knowledge in teaching and learning, Stanley (2006) notes that "Blogs are a way of opening up the classroom walls and showing the wider world what is happening... thus creating a small language learning community." This paper attempts to highlight how Blogs are useful and helpful in this technology era for innovative teaching and learning.

2. OBJECTIVES:

This paper focus on the following objectives

- To explain the need of the blogs for teaching and learning
- To discuss the advantages of Blogs for teaching and learning
- To highlight how Blogs are useful and helpful in this technology era for innovative teaching and learning.

3. DISCUSSION:

a. WHAT IS A BLOG?

A blog is a type of a website which is updated regularly; Blog often resembles an online journal. It's so easy to create access and update a blog, which requires the basic access to the Internet, and a minimum of technical

knowledge. It's almost easy to access. Blogs are flexible in design and can be changed relatively easily; students and teachers will find them convenient and accessible via any computer or mobile device. Blogging is an excellent way to network with the likeminded teachers and learn with them. Blogging is also a way to share our expertise, experiments, observation and get support which spreads the word in the world; Blogging is a way to keep in touch with a larger group of people on an ongoing basis, in a more efficient way. Blogging can enhance and enrich innovations in teaching and learning and regular blogging encourages autonomous learning and innovative teaching.

b. TYPES OF BLOGS:

There are various types of Blogs available for the purpose of innovative teaching and autonomous learning, all blogs serve differently, Aaron Campbell (2003) has defined the following types of Blogs for effective and creative teaching and learning.

The Tutor Blog

The Class Blog

The Learner Blog

Academic Blogs

Edu blogs and Kid blogs

c. ADVANTAGES OF BLOGS:

Blog is a recent and powerful tool for creative teaching and learning, it is an economical, effective tool to interact with a large crowd and also an essential tool for evaluation, it is the cutting edge and also need of the hour for every teacher and learner, blogging has the power to unleash learning, reflection, and communication, a blog can help to spread teacher learning and ideas to a wider audience and there are many benefits with blogging for the teachers of English to develop their profession, in creating and maintaining blogs provide a flexible and accessible context for innovative teaching, following are some of the advantages, a Blog

- Acts as a learning network to build a community of likeminded teachers
- helps teachers to expand and widen learning opportunities for students
- Motivates teachers for creative thinking and independent learning
- Provides an opportunity to up to date with trends, skills and knowledge
- Gives awareness on emerging techniques and methods in teaching
- Provides an opportunity for peer feedback, reflection and evaluation
- Helps to create and maintain online portfolio of class work
- Broadens horizons of teachers for learning and support

Research indicates that Blogs are a great tool for enhancing effective teaching and professional development, considering the overall benefits of blog and it is the need of the hour for innovative teaching and learning

d. BLOGS FOR TEACHING:

Teachers always have something new to learn, share or create resources in their profession, Blogs are a subject of great interest and the cutting edge for innovative and creative teaching, Blogs help a teacher to develop and deepen his skills and knowledge with emerging trends, methods, techniques and technologies, Today everyone wants quality education for his/her children, the quality depends primarily on teachers and teachers need to be encouraged and supported to enable students to achieve potential, for this to happen, teachers need to have opportunities to refresh, review and renew their skills throughout their professional career. This is encompassed more in the concept of Blogs and blogging. Teachers can use a blog to publish instructional material that the students can access to and where the students can make comments. Teachers can also encourage students to set up their own blogs for a particular subject or for several subjects and then assign tasks to students. For effective learning use blogs for classroom projects where students can include videos, clips, audio, text and images

Dieu (2004) [2] explains that blogging brings a change in teachers to maximize focused exposure to teach in new situations with peer collaboration by the contacting the experts in teaching profession. Blogs help a teacher in many ways to develop professionally with emerging trends and technique through conducting action research, sharing innovative ideas, mentoring new teachers and students, projects, getting resources from internet or from other blogs. Through Blogs teachers can discuss and share the ways to deal with emerging challenges in teaching to improve performance of teachers and Blogs are going to be very much essential in professional life in days to come. A reflective teacher is one who keeps professional development at the heart of his practice with the help of a Blog; teacher may use creative activities, interesting games, and puzzles to enrich students learning experiences and teacher can also Challenge the students to write, record and post tutorials about certain concepts of things you teach them, Blogs enable teachers to engage in online exchanges, to expand their professional development through skills, knowledge, learning community. Regular blogging encourages autonomous learning.

e. BLOGS FOR LEARNING:

Blogs are interactive websites, easy to set up and manage, Blogs provide guidance, support and help in different to show the ways to learn easily and any time to develop productive and effective learning. Blogs help the learner to reflect on learning by engaging in the best thinking activity, Blogs build confidence, self-expression and autonomous learning. Even the shyest students also learn comfortably.

Williams and Jacobs (2004) [9] contended that blogs in the context of teaching acts as the potential to be a transformational technology for autonomous learning, Blogs are a good tool for creative, collaborative activities that engage teachers in knowledge sharing, professional reflection, to conduct debates, discussions, surveys' etc. which all directly or indirectly help to enhance learning and teaching. There are number of servers available for creating and maintaining blogs for learning easily, bloggers.com is being one example that offers for free of cost, simple to set up and convenient to maintain a blog. Johnson (2010) provided 20 usability tips for blogging they help in many ways to the teachers who use Blog first time. Blogs make sense of learner's own thinking, to organize and visualize his/her ideas, and record his progress. Blogs give teachers and learners the ability to improve communication and collaboration through the commenting feature. Peer review and feedback become an invaluable part of the writing process, they are a great tool to create students portfolio, teacher can use blogs for peer learning, get students to read their friends writings and underline spelling and grammatical mistakes for more meaning learning

f. BLOGGING GROUPS:

Blogging enable the teachers to foresee the difficulties in teaching and learning, Blogging is a way to find support, it shifts teacher's perspectives and broadens their horizons for teaching and learning, Blogging allows each student or teacher to share his or her own love of learning. a Blogging group may consists any number of teachers, but the members in the group need to respond regularly, this procedure create a realistic opportunities for teaching and learning, following are the exemplary blogging groups within the subject for teachers of English, they are

Literature group

Grammar group

Vocabulary group

Language skills group

Literature group etc

Blogging is an excellent way to network with likeminded teachers and learn with them, by blogging teacher of English can develop a community for innovative teaching; blogging group helps to remember, reflect, teach, evaluate and do better.

SOME OF THE BEST NOMINATED BLOGS FOR TEACHING AND LEARNING:

Here is a list of some of the best nominated blogs for teaching and learning

<http://www.learningspy.co.uk/>

<https://stackofmarking.wordpress.com/>

<http://www.learningismessy.com/>

<https://pragmaticreform.wordpress.com>

<https://leadinglearner.me/>

<https://thisismyclassroom.wordpress.com/>

<https://debrakidd.wordpress.com/>

<http://evasimkesyan.com/>

<https://www.weareteachers.com/>

<http://www.resourceaholic.com/>

3. CONCLUSION:

Learning never ends and there are always ways in which a teacher can improve teaching methods and learning ways, today education climate is not the same that many of us experienced over the years, technology has brought a lot of change and transformation in teaching and learning in higher education, research indicates that Blogs are a great tool for enhancing innovative teaching and independent learning

4. RECOMMENDATIONS:

- Research indicates that Blogs are a great tool for enhancing effective teaching
- Blogs build confidence, self-expression and-autonomous learning
- Use of blogs in higher education promotes reflective teaching and learning
- Blogging helps to be a better teacher in this technology era
- Blogs provide a flexible and accessible context for supporting and strengthening
- Blogs are a great tool for enhancing innovative teaching and independent learning

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- <https://www.edutopia.org/discussion/9-reasons-why-teachers-should-blog>
- <http://www.edudemic.com/how-and-why-teachers-should-blog/>

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Flexible Pedagogies: Technology Enhanced Learning in HEIs

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Abstract: Flexible pedagogy refers to ways of considering approaches to teaching and learning that enable student choices. Technology-enhanced-learning considers the use of Information Communication and Technology (ICT) in its widest sense to support and improve the learning experience. Thus flexible pedagogies and technology may be considered natural partners – flexible learning can be provided by and supported through technology, while conversely, technology can encourage flexible approaches to the delivery and assessment of learning. The learner-centered approach adopted in HEIs has helped to devise new and innovative ways to reach diverse learners on one side, and on the other, helped students discover and exercise their distinctive learning styles to chart an educational pathway that is personally meaningful and relevant. The present paper makes an attempt to examine and review the flexible pedagogies with special focus on integration of ICT for enhanced learning in HEIs in India. As technology has become an integral part of everyone's life, the Indian education landscape has been quick to adopt Information and Communications Technology (ICT) resulting in enhanced learning experience for the learners, paving way for the need of flexible pedagogies. This transformation is taking the teaching-learning process at universities and colleges to the next level. Today, technology-based tools are gaining prominence to impart education to students. Such tools are helping students to learn, communicate, collaborate and study on and off campus promoting academic excellence. The study also felt that truly flexible pedagogic approaches and effective use of technology in education requires utmost coordination between teachers, students and institutional systems.

KEY WORDS: Higher Education Institutions (HEIs), Technology Enhanced learning, Flexible pedagogy, Learner Centric and Integration.

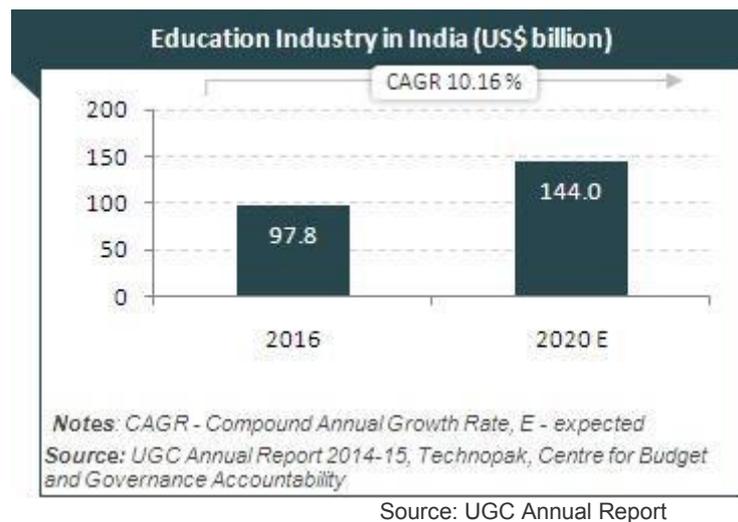
1. INTRODUCTION:

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world." David Warlick.

The higher education system in today's scenario is faced with many challenges like competitiveness, management, financing and reorientation of program by laying equal emphasis on quality of higher education, ethics and values together with the assessment of educational institutions and their accreditation. In the 21st century, the higher education can be used as a powerful tool to build knowledge based society.

2. EDUCATION SECTOR IN INDIA: PRESENT SCENARIO:

Education Industry in India provides great opportunity as India's population in the age group of 0-14 years is approximately 28.1% as of 2015. The country has more than 1.5 million schools with over 260 million students enrolled. In 2015, with 34.2 million students enrolled in approximately 48,116 colleges & institutions for pursuing higher education. India's higher education segment is the largest in the world. Government target of Gross Enrolment Ratio (GER) of 30 per cent for higher education by 2020 to drive investments. The education industry in India is estimated to reach US\$ 144 billion by 2020 from US\$ 97.8 billion in 2016.



3. NEED FOR INNOVATIONS IN TEACHING LEARNING PROCESS IN HEI'S:

An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships. In today's democratization of knowledge and the role of the teacher is changing from the "sage on the stage to guide on the side". Thus there is a need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths. Information and Communication Technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning, it has shifted to *Technology enhanced teaching*. Today the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method.

Thus there is a need for upgrading the quality of education in HEI's. Instead of mere lecture methods, we should use case studies, group discussions, paper presentations, assignments, seminars, preparation of reports, curriculum related quiz etc. so as to make the teaching learning process more effective, student-centered, interesting and activity oriented. The teaching learning process has to be planned based on the science of active learning and motivate the students to develop a spirit of enquiry. This would result in more reasoning, self-confidence and learning. Thus we can say flexible pedagogies are the order of today's Teaching learning process in HEI's.

4. FLEXIBLE PEDAGOGY:

Flexible learning gives students choices about when, where, and how they learn. This is often referred to as the pace, place, and mode of learning.

- **Pace** "encompasses accelerated and decelerated programmes, part-time learning, recognition of prior learning and associated credit frameworks."
- **Place** refers to the physical location of learning, whether it takes place in a classroom, or is completed at home, while commuting, or as part of a work-based experience.
- **Mode** refers to the ways that technologies can be used to deliver learning in fully online, blended, or technology enhanced experiences (Gordon, 2014).

All the above three aspects can be assisted and promoted through appropriate pedagogical practice, practice that can itself be supported and enhanced through Technology integrated learning.

5. FLEXIBLE PEDAGOGIES – FUTURE OUTLOOK:

Flexible pedagogies are the future of higher education offering new pathways. Flexible pedagogy refers to ways of considering approaches to teaching and learning that enable student choices. Technology-enhanced-learning considers the use of Information Communication and Technology (ICT) in its widest sense to support and improve the learning experience. Thus flexible pedagogies and technology may be considered natural partners – flexible learning can be provided by and supported through technology, while

conversely, technology can encourage flexible approaches to the delivery and assessment of learning. The learner-centered approach adopted in HEIs has helped to devise new and innovative ways to reach diverse learners on one side, and on the other, helped students discover and exercise their distinctive learning styles to chart an educational pathway that is personally meaningful and relevant.

Higher education globally is experiencing a major paradigm shifts in educational practices of teaching and learning. Changes in educational environment have been phenomenal since the last three decades. Technology-based learning (TBL) in the early 21st century is transforming the way students learn in universities and higher educational Institutions. Rapidly changing technology has created new and constantly evolving job types and competencies requiring new skills, it has facilitated significant progress in accommodating the needs of a broader range of students. It can also revolutionize the delivery of education, allowing access to higher education for greater numbers of students at lower cost and with more flexibility. However, for any technology solution to have a transformative impact on student learning and success, it must have as its foundation the specific goals, needs, and interests of the students themselves. While technology can be added to existing structures with the goal of making them marginally more efficient and flexible, technology also offers the opportunity to catalyze more significant reforms to educational structures and practices.

6. TECHNOLOGY ENHANCED LEARNING:

Widely accepted definition of technology-based learning is learning of content through electronic technology which includes Internet, Intranet, Audio and Video Conferencing, Computer-based Instruction etc. TBL also encompasses related terms such as e-learning and web based learning. **Technology Enhanced Learning** describes a methodology in which technology plays a role and serves to enrich a traditional face to face classroom.

Technology-based learning is grouped into **synchronous and asynchronous delivery modes**. In synchronous learning instructor and learners meet in a physical or virtual classroom at the same time which occurs in web Conferencing or webinars. Asynchronous learning are self-paced learning environments where instructors and learners have no constraints of timing and geography likewise in blogs, podcasts, simulations etc.

Changes in Technology Enhanced Teaching & Learning	
From	To
Multimedia ,Video Lectures, E-Learning, Educational Videos	Blogs, Wikis, Webpage, Podcasts, Social media(Face book, Twitter) ,Video Conferences, Webinars, Skype Lectures, Learning Management Systems, Virtual Labs & Simulations, Concept/Mind Mapping, Info graphics, Collaborative Learning, Mobile Learning,

Technology based Methods & Tools in Supplementing Learning Experiences

A. MULTIMEDIA: This method of instructional design aims for a learner-centered rather than the traditional teacher-centered approach of instruction, so that effective learning can take place. The combination of various digital media types such as text, images, audio and video, into a presentation to convey information to students is the most common pedagogical improvement on traditional teaching methods. Students enjoy distinctive resources and variety of these resources keeps students engaged and interested in the classrooms throughout. Multimedia stimulate more than one sense at a time, and in doing so, educators reach all different types of learners and hold student’s attention longer. Giving students the ability to create and utilize different types of multimedia creates a more collaborative classroom and allows students communicate and actually apply what they are learning, enhancing the overall educational experience.

Tools: MS-Word, MS-Excel, MS-Powerpoint, Adobe Flash Player, Adobe Acrobat Reader, Windows Media Maker.

B. E-LEARNING: E-Learning is learning utilizing electronic technologies to access educational curriculum outside a traditional classroom delivered completely online. The use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network enabled transfer of skills and knowledge to a large number of recipients at the same or different times. Benefits to e-learning include any time learning, anywhere learning, asynchronous interaction and group collaboration.

Tools: MS-Office, Google Drive, Google Docs, You Tube etc

C. BLOGS (WEBLOGS): Blogs or classroom web logs are becoming increasingly popular with teachers and teacher education. A blog is a web page made up of usually short, frequently updated posts that are arranged chronologically. The use of blogs in instructional settings is limited only by one's imagination. Teachers use blogs which can be content-related, networking and personal knowledge sharing, instructional tips for learners, course announcements and readings, annotated links etc., most importantly for the purpose of knowledge management. Learners can also take part in blogs by reflective writing, assignment submission, collaborative work and sharing course-related resources. For teachers, blogs are attractive because it needs little efforts to maintain, unlike more elaborate classroom web sites. Ease of use is the primary reason that blogs are more successful teaching tools than web sites.

Tools: Word press, Google Keyword planner, Canva

D. WIKI PAGE: A Wiki is an Internet application that enables collective writing. An individual can change what is written, add new pages and create new sections. Wiki pages are web pages that different people can edit. Students can create wiki about a relevant topic. Wiki is more than just a learning tool for students; it's a communication tool for teachers. This process inherently encourages collaboration work among students.

Tools: Wiki Spaces, Openwiki, Mediawiki ,Kwiki

E. WEBPAGES: Web page is a document written in Hyper Text Markup Language (HTML) that is accessible through the Internet or other network using an Internet browser accessed by entering a URL address and contain text, graphics, and hyperlinks to other web pages and files. A facilitator's webpage can be anything from basic information about the topic to a much more elaborate one that includes detailed study material and downloadable materials.

Tools: Adobe Photoshop, Dreamweaver, Fireworks, Firefox Developer

F. WEBQUEST: It is an interactive tool for learning used by teachers to stimulate creative thought and guide students to develop critical thinking in their "quest" for knowledge. This inquiry-based activity provides access to on-line resources to students to help them complete the task. It is an ideal way to deliver a lesson over the web.

Tools: Quest Garden, Webquest Maker, Quora

G. PODCASTS: New technology always has a heavy impact on education, and Podcasting is no different. Podcasting, as one of the forefront technologies in teaching & learning process. Podcasting offers the opportunity for lecturers to easily broadcast their audio content, which students can then listen to at any time and wherever they are. Students can download the information to the device of their choice and listen/watch whenever they are free. For a generation well versed in handling technology, downloading podcasts requires only basic technical knowledge and skills.

Tools: Doodle, Google Voice, MP3 Recorder

H. SOCIAL MEDIA: For integrating the technology in pedagogically meaningful ways, educators have needed to explore new teaching and learning theories as nowadays more educators integrate social media in their classroom. This brings them a step closer toward becoming more self-directed and expands their potential to develop the skills they need for creating a personal learning environment, improve learning and knowledge acquisition, enabling their mutual interaction, cooperation, active participation, sharing resources and critical thinking. Social network/media technology include Facebook, Youtube, Twitter etc. It might be challenging while using social media in teaching and learning to instructors, but, when students get engaged of their own learning, education will be successful through effective collaboration between educators and students.

Tools: TedEd, Google+, Facebook, Twitter, Instagram, Skype, Pinterest, You Tube, Research Gate, LinkedIn

I. WEB CONFERENCES (WEBINARS): Education can vastly benefit from webinars to ensure that academic institutions provide the best opportunities for learning and knowledge exchange. Webinars could simulate traditional classrooms allowing live discussion, interaction among participants and further improve on its time and space limitations. Web Conferences are synchronous meetings in a virtual environment. They are usually centered around a website where visual and text content is displayed, and include audio and sometimes video. A single facilitator may drive the visuals or they may involve interaction among multiple participants.

Tools: Google+Hangouts, Join Me

J. ONLINE FORUMS (bulletin boards, discussion groups, or news groups): Allow learners to interact with each other and the instructor through threaded discussions by posting messages on specific subject areas, starting new threads and sub-threads, or posting replies to others. Online forums are either self-moderated or moderated by an instructor or expert facilitator, and the threads are typically archived. Discussion enables students to acquire and check their ideas, as well as promote deep-learning by allowing students to build upon and challenge each other's ideas.

Tools: InVision, GoogleKeep, Mural, GoVisually

K. VIRTUAL LABS & SIMULATIONS: Laboratory modules were designed with technology to get realistic virtual environment for learners thereby providing a firsthand practical skills for understanding scientific experiments and data analysis. Virtual labs developed in higher education are an initiative to develop the platform as an open educational resource in learning Virtual animations and simulations for a part of such laboratories. These modes of instruction are student centric and form an autonomous learning tool.

Tools: 2D Adobe Flash, Java script/HTML 5

L. MOBILE LEARNING (M-LEARNING): Mobile Learning has never been more ubiquitous and empowering than it is today. As the world's population embraces the power, availability, and wide spread use of the smart phone, the tablet, we have information at our fingertips (and other sensory interfaces) in ways barely imaginable in the past. Teachers and students are benefiting from this every day, and it is encouraging to know that when educators create digital content, the likelihood of it being available to a student anytime, anywhere is very high.

Tools: Claro , Impatica, Blackboard mobile, Brainshark

7. CONCLUSION:

Today, technology-based tools are gaining prominence to impart education to students. Such tools are helping students to learn, communicate, collaborate and study on and off campus promoting academic excellence. These new technologies and approaches to education are already having a clear and positive impact on higher education provision. As technology has become an integral part of everyone's life, the Indian education landscape has been quick to adopt Information and Communications Technology (ICT) resulting in enhanced learning experience for the learners, paving way for the need of flexible pedagogies. This transformation is taking the teaching-learning process at universities and colleges to the next level. Finally, new technologies can facilitate greater collaboration, both with global partners and at a more local level. Flexible pedagogic approaches and effective use of technology in education requires utmost coordination between teachers, students and institutional systems. The authors are of opinion that a day is not too late where we can find Indians seeking higher education in India instead of migrating to advanced countries but also the learners from all other countries would come to India seeking higher education with the implementation of flexible pedagogies and technology enhanced teaching in HEI's. Would like to conclude with John Dewey's quote "...if we teach today as we taught yesterday, we rob our children of tomorrow" so need for flexible pedagogies and technology enhanced teaching in all HEI's in India a step towards holistic development of the learners.

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ROLE OF INSTITUTION FOR PROMOTING INNOVATIONS

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Abstract: *The paper provides a conceptual frame work for approaching the promotion of technological innovation and its diffusion in developing countries. Innovation climates in developing countries are, by nature, problematic, characterized by poor business and governance conditions, low educational levels, and mediocre infrastructure. This raises particular changes for the promotion of innovation. This paper aims at providing such a framework.*

Key words: *Technology innovations, Educational knowledge, development of technology.*

1. INTRODUCTION:

The role of institutions promoting innovations we argue that the main determinant of differences in prosperity across countries are differences in economic institutions. To solve the problem of development will entail reforming these institution unfortunately, this is difficult because economic institutions are collective choices that are the outcome of a political process. The economic institution of a society depend on the nature of political institutions and the distribution of political power in society. As yet, we only have a highly preliminary understanding of the factors that lead society into a political equilibrium that makes it very difficult to reform economic institutional . We illustrate which a series of pitfalls of institutions reforms.

2. OBJECTIVES:

- To establish the role of institution for promoting innovation, and to show the interdependence of institutions and innovation.

3. DISCUSSION:

Institutional innovation allows organization to re architect themselves to scale learning and generate richer innovations at other levels, including products business models, and management systems. As infrastructures and technology have improved, companies have grown larger to take advantage of the benefits of scale – producing at greater volume to decrease costs and improve margins. Over the last forty years, the emergence of new digital infrastructures and a global liberalization of economic policy have increased the pace of change exponentially. As the pace of change increases, many executives focus on product and service innovations to stay afloat. However, there is a deeper and more fundamental opportunity for institutional innovation- redefining the rationale for institutions and developing new relationship architectures within and across institutions to break existing performance trade-offs and expand the realm of what is possible. Institutional innovation requires embracing a new rationale of “scalable learning” with the goal of creating smarter institutions that can thrive in a world of exponential change.

Through new architectures, organizations can build “creative spaces” which facilitate interactions and relationships, allowing organizations to increase the flow of information within and across their organization’s walls to increase learning, adaptability, and downstream product and process innovations. Wiki speed started as a one man team, but as the founder blogged about his progress, he began attracting volunteers, and the team grew to 44 people in countries. In three months, they produced their first functional prototype.

It was awarded 10th place, outlasting hundreds of other competitors, many of whom had spent millions of dollars producing their prototypes.

In contrast, team Wiki speed spent less than \$300,000. Wiki speed has drawn attention from executives at several Fortune 50 companies who want to know how A group of volunteers with little capital has been able to innovate so quickly Today, exponential improvements in technology are driving deep and fundamental shifts in the

business landscape. Many organizations are struggling to keep up with rapid changes in infrastructure and consumer practices. We have reached an important turning point where success is not defined by scale, but by the ability to learn more rapidly.

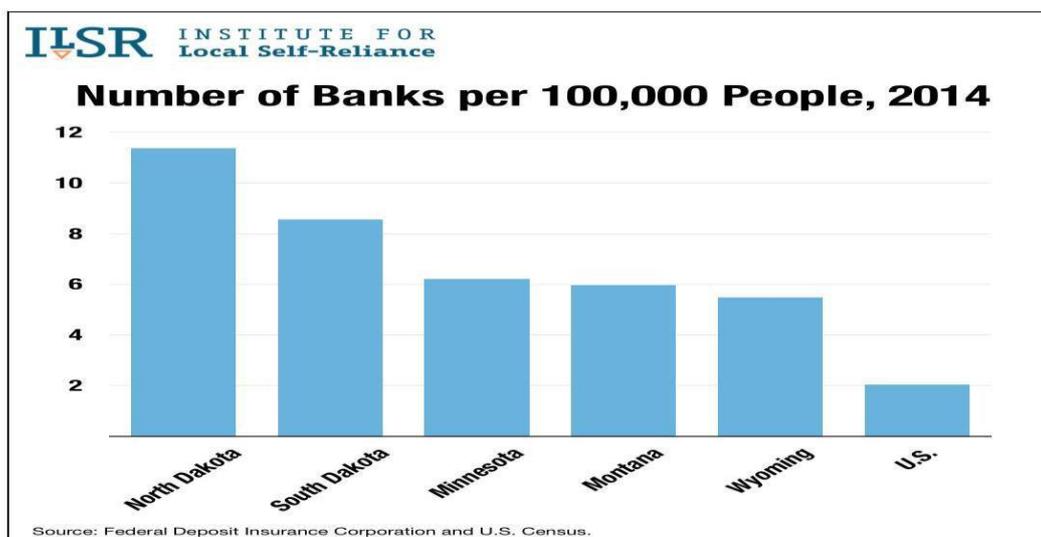


Figure 1 : No of Banks per 1,00,000 people

The value of institutional innovation in a world of mounting performance pressure is compelling it ultimately provides an opportunity to break traditional performance tradeoffs and shift from a business environment of diminishing returns to one that fosters increasing returns. Business performance improvement in the 20th Century was accurately described by BCG's experience curve – a diminishing-returns performance curve. New institutional architectures have the potential to scale learning so that everyone learns faster by working together. We no longer deal with static resources in a network, but create environments where participants learn faster as a result of participation in the work. The result of engaging in institutional innovation is that we can begin to unlock the unlimited potential of ourselves and our organizations.

Today, exponential improvements in technology are driving deep and fundamental shifts in the business landscape. Many organizations struggle to keep up with rapid changes in infrastructure and consumer practices, Disruption and performance pressure are at record highs across virtually all industries. Trying to keep ahead of the curve, many executives push their institutions to innovate faster, but their focus is largely on narrowly defined technology and product innovation. The trouble is that the ever-shortening product life cycles mean that these innovations only create value for a short period, sometimes a few months.

In today's environment of exponential technology change and market uncertainty, institutions that can drive accelerated learning will be more likely to create significant economic value on a sustainable basis. As institutions are re architected to take advantage of rapidly evolving technology infrastructures to scale learning, they can become more adept at generating richer innovations at other levels, including – products, services, business models, and management systems.

Every year, the price/performance of the key technology components of our digital infrastructures continue to improve at exponential rates. To thrive in this exponential playing field, we will need to systematically innovate all of our institutions so that they can harness the full potential of the infrastructures evolving around them. In essence, we need smarter institutions that learn more quickly and can drive sustained performance improvement.

Scalable efficiency has been a winning model for the past two centuries. However, it relies on centralized governing systems, rigid hierarchies, and a paradigm of long-term planning and forecasting. While effective in times of stability and predictability, these systems break down during times of rapid change and uncertainty. Centralized leadership is unable to dictate all of the requisite changes quickly and, as a result, can, and probably will, become dysfunctional and massively inefficient during times of uncertainty and change.

As such , there is a growing mismatch between the original drive for scalable efficiency and the business needs of companies today. The scalable efficiency models that worked so well in times of stability become dysfunctional when the forecasts and predictions that drive the very specified, tightly integrated, and highly standardized processes of large firms become more and more challenging . on the other side, the limitations on the ability to learn, once tolerable because of stability of the environment, now become increasing source of vulnerability The consequence of this growing mismatch between institutional forms and broader social and economic needs can be seen in the financial performance data of US public companies. Deloitte's center for the edge tracks several of these performance metrics in the publication THE SHIFT INDEX. Over the last 40 years ,return on assets for all public

companies in the united states has declined by 75 percent. Even companies that achieve high level of profitability have been toppling out of their leadership position at twice the rate they did back in the 1960's .companies that make it on to the S&P 500 list in the united states used to remain in those august ranks for an average of 75 years back in the 1930's ; today the average life on the S&P 500 is less than 15 years- an 80 percent reduction in life expectancy . survival – the most basic measure of performance -has become more and more challenging.

Digital technology infrastructures also make it far easier and cost-effective to coordinate economic activity on a global basis across institutions, as suggested by the rapid growth of outsourcing services for everything from manufacturing and logistics operations to call center operations. As a result of these developments, companies are now able to organize and grow more rapidly which lower funding levels than before. Even the largest company may be vulnerable to the rapidly scaling new venture that only yesterday was operating out of a garage.

As an increasing proportion of the economy is virtualized, many products that once required physical production and distributed electronically, significantly reducing traditional benefits of scale-think of the recent disruptions of media retailers of books, movies, and CDs. Virtualizations is also affecting services industries. Even in the world of hardware, we are beginning to see the democratization of industrial tools :The price of computer -aided design (CAD), 3D printers, and computer numerical control (CNC) routers has fallen so low that they can be purchased by casual enthusiasts. As the wiki speed case has demonstrated, even markets traditionally thought of as capital intensive, such as the automotive industry, are being challenged by startups.

There is another impact of digital technology infrastructures: large companies are losing many of the advantages of information asymmetry as they find themselves increasingly squeezed between informed customers and employees . traditionally, large companies have had more information than consumers giving them power in pricing. Now, a quick search on google or amazon lets consumers compare prices for virtually anything, driving profits down to razor- thin margins. Similarly, sites like glassdoor .com are reducing information asymmetry in the labor market. Employees can quickly find the going rate for their skills and charge a premium, are quickly find new jobs on a growing range of career sites.

3.1 SHIFTING TO NEW INSTITUTIONAL RATIONALE:

If we are serious about redefining the rationale for institutions scalable efficiency to scalable learning, we will begin to see the fair-reaching implications of this shift. All the elements of the work environment – physical, virtual, and management systems- would need to be rethought and traditional institutional boundaries would need to be configured to support a more rapidly evolving architecture of relationships . But if we really want to achieve scalable learning, we cannot stop at the four walls of the firm. As bill joy famously observed, “No matter how many smart people there are within your firm, remember that there are far more smart people outside your firm.” Creating architectures relationships reaching beyond the walls of our institution is one of the most powerful ways to tap into richer and more diverse flows of knowledge and accelerate learning.

Of course there is a price to be paid. By shrinking the number of participants in business ecosystems, companies can compromise their ability to tap into a broader and more diversified range of deep specialization. It is hard to be serious about scalable learning if a company scaling back, rather than scaling up, the opportunity to interact with expertise outside the firm. Most companies interact with their ecosystems partners by applying a short -term transactional perspective, seeking to access existing resources at the best possible price and always ready to switch to other participants.

Three important aspects to consider are:

1. Scaling transactions
2. Scaling relationships
3. Scaling learning

3.1.1 SCALING TRANSACTIONS:

There are many ways to take advantage of scaling transactions; one particularly interesting application is to use competitions are hackathons to draw knowledge and insights from a large group of participants. One thousand participants with a wide range of backgrounds from over fifty countries entered the competition, bringing novel approaches and techniques to locate gold. Since the competition was initiated, over 8 million ounces of gold have been found -not a bad return for a half million -dollar investment. Though this competition, gold crop was able to scale transaction to generate enormous of value by sourcing insights and expertise from a wide range of participants. However, while scaling transactions is an effective way to transfer explicit knowledge, it has limited value in accessing tacit knowledge.

3.1.2 SCALING RELATIONSHIPS:

In addition to facilitating short – term transactions, some companies have created institutional platforms that focus on building longer – term relationships that sustaining long- term collaboration allows participants to

develop subject knowledge over time and focus more directly on business objectives. The result is that these teams are able to pursue sustained initiatives and develop talent and expertise that help them and SAP. Scaling relationships allows organizations to build trust and access valuable tacit knowledge.

3.1.3 SCALING LEARNING:

As companies begin to leverage scalable transactions and relationships, they realize that the longer-term opportunity is to evolve institutional designs that explicitly seek to accelerate and amplify learning among a growing number of participants – we call these “creation spaces.” Creation spaces represent one of the most promising emerging institutional architectures for promoting scalable learning. We found that these creation spaces from where ever individuals seek to move rapidly beyond the boundaries of existing performance. these creation spaces focus on integrating learnings benefits at two key levels. The first revolves around team effectiveness, and sustained interactions within teams or local work groups.

The development of an effective creation space with deep interactions and broader platforms is both an art and science. Bringing together a large group of people to improve performance and learning requires a delicate balance of deliberate structure as well as organic, participant-driven growth these are three essential elements that should be consider in order to effectively organize a creation space:

- PARTICIPANTS
- INTERACTIONS
- ENVIRONMENTS

3.2 PARTICIPANTS:

The first challenge is to achieve a critical mass of relevant participants. Organizers should keep barriers to entry low to allow a wide range of participants to join the creation space. Additionally, organizers should provide compelling reasons to encourage participation, such as meaningful real – time feedback performance measures.

3.3 INTERACTIONS:

In order to increase learning for participants, organizers should consider two critical forms of interaction: team interactions and looser interactions across a broader range of participants. Creation spaces can become rich sources of serendipity, increasing the probability of chance encounters that lead to important new insights. Overtime, teams become insular, and one of the challenges is creating a second layer of interactions to expose them to new idea and accelerate performance improvement.

3.4 ENVIRONMENTS:

At a foundational level, a creation space organizer should provide the platforms and infrastructures to support the interactions of participants. This environment should support various layers of interaction, including those within teams, among teams, among peers on different teams.

4. CONCLUSION:

The paper provides a conceptual framework for approaching the promotion of technological innovation and its diffusion in developing countries. institutional innovation allows organizations to re architect themselves to scale learning and generate richer innovations at other levels, including products , business models , and management systems. ECONOMIC history to date is primarily a story of “scalable efficiency”. As infrastructures and technology have improved, companies have grown larger to take advantage of the benefits of scale –producing at greater volume to decrease costs and improve margins. to coordinate the efforts of larger groups of people to service larger markets , some companies – and – control hierarchies , rigid soils , and inflexible processes to create consistency and predictability . Unfortunately , these institutional architectures have a downside : the consistency and predictability they create to promote efficiency also limit an organization’s ability to try new things or change . as such , the salable efficiency , model forces a trade - off between efficiency and ability to learn . over the last 40 years , the emergence of new digital infrastructures and a global liberalization of economic policy have increased the pace of change exponentially. However , there is a deeper and more fundamental opportunity for institutional innovation – redefining the rationale for institutions and developing new relationship architectures within and across institutions to break existing performance trade -off and expand the realm of what is possible. Institutional innovation requires embracing a new rationale of “scalable learning” with the goal of creating smarter institutional that can thrive in a world of exponential change though new architecture, Every year, the price / performance of the key technology components – computing, storage and bandwidth- of our digital infrastructures continues to improve at exponential rates. Fortunately, the technologies that are driving disruption are also enabling the institutional architectures that can support this ambitious goal. Institutions are embedded in the cultures, technologies, and infrastructures of their time, and the emergence of new social and technological infrastructures often catalyzes fundamental institutional

innovations. They represented a fundamentally new form of economic organization focused on accelerating and scaling talent development within highly specialized domains of economic activity as a population grew, more robust legal and financial infrastructures began to develop across Europe. In the 1800s, a new wave of infrastructural developments open the door for the next generation of institutions. New institutional architectures evolved, of cased much more vertical integration and consolidation of economic activities within a single entity to reduce transaction costs and achieve even higher levels of efficiency By concentrating economic transactions within a single enterprise, large companies gained efficiencies that trumped the earlier advantage (local knowledge and presents).of smaller, fragmented institutions. The result of engaging in institutional innovation is that we can begin to unlock the unlimited potential of ourselves and our organizations.

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Innovative Technique in ICT - Open Badge

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***Abstract:** The widespread adoption of online education is severely challenged by issues of verifiability, reliability, security and credibility. Open Badges exist to address these challenges, but there is no consensus as to what constitutes best practices regarding the implementation of an Open Badge system within an educational context. In this paper we explained current landscape of Open Badges from educational and technological perspectives, how it is different from digital badge and types of open badge. We analyze a broad set of openly-reported pilot projects and derive a comprehensive best practice framework that tries to capture the requirements for successful implementation within educational institutions. We conclude by how easy it can be achieved and helps make learners count towards job opportunities and lifelong learning.*

***Key Words:** Open Badge, Stackable,*

1. INTRODUCTION:

Learning today happens everywhere, not just in the classroom. But its often difficult to get recognition for skills and achievements that happen outside of school and colleges. The web and other new learning spaces provide exciting ways to gain skills and experience -- from online courses, learning networks and mentorship to peer learning, volunteering and after-school programs.

Any organization or community or vocational institute can offer an after-school program, free online course. Open Badges is working to solve that problem, were course is recognised, making it easy for anyone to issue, earn and display badges across the web through a shared technical infrastructure.

Badge: a special or distinctive mark, token, or device worn as a sign of allegiance, membership, authority, achievement, etc. A badge is a symbol or indicator of an accomplishment, skill, quality or interest; badges have been successfully used to set goals, motivate behaviors, represent achievements and communicate success in many contexts. Open Badges are the new digital tool for mapping, acquiring and valuing skills. Open badges have now reached digital users who can utilise them to create e-portfolios with which they can show their skills to companies. It represent a tool for education, professional growth and lifelong learning. It is a symbol or indicator of an accomplishment, skill, quality or interest. In this paper we explained how new technology of learning works.

2. OBJECTIVES:

- To study the current landscape of Open Badges from educational and technological perspectives,
- To review the differences between digital badge and types of open badge.
- To analyze the broad set of openly-reported pilot projects and derive a comprehensive best practice framework that tries to capture the requirements for successful implementation within educational institutions.

3. DISCUSSION:

3.1 Current Landscape of Open Badges

Open Badges are visual indicators that the recipient has achieved a certain level of knowledge or demonstrated competence in a particular skill. Each badge is composed of an image with additional information invisibly inserted into it, typically the name of the badge, requirements to earn it, links to evidence, the earner's name and email address, and the name of the issuer.

Any organization or community can issue open badges backed by their own seal of approval. Learners can then collect badges from different sources and display them across the web -- on their resumes, websites, social networking profiles, job sites and more. Open Badges are not proprietary — they use free software and an open technical standard. That means that any organization can create, issue and verify digital badges, and any user can earn, manage and display these badges all across the web. Open Badges help knit your skills together. Badges can build upon each other, joining together to tell the full story of your skills and achievement.

Learners can then collect and manage their badges in a **badge backpack**. This makes it easy to display their skills and achievements across a range of different display sites -- from their personal résumé or web site, to social networking profiles, to employment sites and Get recognition for skills that learn anywhere.

Open badges provide a way for learners to get recognition for these skills, and display them to potential employers, schools, colleagues and their community. Individuals can earn badges from multiple sources, both online and offline.

Open Badges is working to solve problems like, making it easy for anyone **to issue, earn and display** badges across the web through a shared technical infrastructure. The result: helping people of all ages gain and display 21st century skills and unlock new career and educational opportunities With Open Badges, every badge is full of information. Each one has important data built in that links back to the issuer, the criteria it was issued under and evidence verifying the credential — features unique to Open Badges.

Open Badges let you take your badges everywhere. Users now have an easy and comprehensive way to collect their badges in a single backpack, and display their skills and achievements on social networking profiles, job sites, their websites and more. An Open Badge is a digital reward which can be stored inside a student's 'digital backpack'. The badges can be achieved by completing tasks and goals set by an issuer, such as a learning provider (awarding badges for achieving soft skills) or a website (for completing an online task), basically anyone who wants to keep a user motivated and interested. The issuer creates the criteria needed for the user to achieve the badge. This is embedded inside the badge in the form of metadata, along with who issued the badge, when it was issued and an expiry date if relevant

Open Badges is an initiative to help recognize and support lifelong learning through a badge ecosystem. It includes development and deployment of the Open Badge Infrastructure (OBI), the underlying technology that supports badge issuing, collection, and display. The OBI is defined by two aspects: (i) the Open Badge specification, which technically describes an Open Badge standard and (ii) a Badge Backpack, which is a service that provides badge earners a way to collect and manage badges.

3.2 Digital Badges vs Open Badges

A “digital badge” is an online record of achievements, tracking the recipient’s communities of interaction that issued the badge and the work completed to get it. Digital badges can support connected learning environments by motivating learning and signalling achievement both within particular communities as well as across communities and institutions.

A digital badge is an online representation of a skill you’ve earned. Open Badges take that concept one step further, and allows you to verify your skills, interests and achievements through credible organizations and attaches that information to the badge image file, hard-coding the metadata for future access and review. Because the system is based on an open standard, earners can combine multiple badges from different issuers to tell the complete story of their achievements — both online and off. Badges can be displayed wherever earners want them on the web, and share them for employment, education or lifelong learning.

Each Open Badge carries all the information needed to understand that badge as it is transferred throughout the ecosystem. This includes how it was earned, where it was earned, who earned it, if and when it expires, etc. The specification ensures that badges are interoperable with other Open Badges and Badge Backpacks. The Open Badges metadata specification is available under a set of open licenses.

Open Badges is a new online standard to recognize and verify learning

3.3 Open Badges are:

Free and open: Open Badges is not proprietary. It’s free software and an open technical standard any organization can use to create, issue and verify digital badges.

Transferable: Collect badges from multiple sources, online and off, into a single backpack. Then display your skills and achievements on social networking profiles, job sites, websites and more.

Stackable: Whether they’re issued by one organization or many, badges can build upon each other and be stacked to tell the full story of your skills and achievements.

Evidence-based: Open Badges are information-rich. Each badge has important metadata which is hard-coded into the badge image file itself that links back to the issuer, criteria and verifying evidence.

3.4 Positive and Negative of Open Badges

Open badges are seen to have both advantages and disadvantages. These are:

On the plus side	On the minus side
Open Badges makes it possible to gain recognition for learning outside the formal accredited assessment that is typical of school/college/university.	Open Badges can be offered by any organization. It is difficult to judge the degree of authority behind a Badge.
Open Badges can be very granular, making it possible to reward learners for small achievements. This type of award is common in gamification and is viewed by many as a powerful motivational force.	It has been argued (for example by Mitchel Resnick) that the motivation is not to learn but to accumulate badges.
Open Badges is an open, free, technical standard so is not proprietary.	Implementing Open Badges based on the technical API is quite a barrier as it requires significant technical skills. This may begin to be overcome as common software supports Open Badges – for example Moodle provides Open Badge support from version 2.5 (May 2013).
Open Badges can be displayed to show all the skills that a person has earned – in a CV, Resume, Portfolio, etc.	For many years accredited qualifications have led the way in providing instantly recognisable and trusted “certificates”. How long will it take to change the currency of qualifications?

4. CONCLUSION:

Open Badges make it easy to...

Get recognition for the things you learn. Open Badges include a shared standard for recognizing your skills and achievements and helps make them count towards job opportunities and lifelong learning.

Give recognition for the things you teach. Anyone who meets the standard can award badges for skills or learning.

Display your verified badges across the web. Earn badges from anywhere, and then share them wherever you want—on social networking profiles, job sites and on your website.

Verify skills. Employers, organizations and schools can explore the data behind every badge issued using Mozilla Open Badges to verify individuals' skills and competencies.

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**INTERNAL QUALITY ASSURANCE CELL (IQAC) - FOR NEW
INNOVATIONS IN HIGHER EDUCATION SYSTEM**

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***Abstract:** IQAC is promoting innovative practices and improve the effectiveness in learning experiences for students and the teaching faculty it promotes learning centric environment in higher education institutions. The IQAC encourages the faculty development program to pursue PhDs and publication of articles and presentations in the seminars and conferences. In the present study primary data is collected through a structured questionnaire and sample size is 20. The respondents responded to the questions and data analysis is done with a table and bar chart and results are executed.*

***Key Words:** IQAC, Education system and Learning environment*

1. INTRODUCTION:

As per the National Assessment and Accreditation Council (NAAC), that every accredited higher education institution should establish an Internal Quality Assurance Cell (IQAC) for the improvement in quality in higher education system. IQAC will be a internal part of evaluating the performance of institution The main objective of the IQAC is to improve and innovate the new things for all round development of institution. The IQAC work towards internalization and institutionalization of quality enhancement initiatives and facilitate the learner-centric environment for a quality education. Every Institution is supposed to maintain the stated composition of members - Head of the Institution (chairperson), Two to seven teaching faculty , Senior faculty in the institution will be coordinator of IQAC and two nominees from students (1 girl student and 1 boy student)

2. OBJECTIVES:

- To focus on the academic improvement of educational institution.
- To study the measures for institutional functioning towards quality enhancement through performance evaluation of the faculty.

3. REVIEW OF LITERATURE:

- AK Gupta (2016) international journal the study focused on IQAC is for the quality enhancement in higher education is for improving and maintain the quality standards.
- Dee Fink (2003) focused on the higher education and concentrated on graduates who don't have required skills in the present scenario.
- Dr.Rupa (2010) Indian journal the study is based on the policy makers and administrators are becoming increasingly aware of the vast importance of changing over to student-centric approach, a realistic assessment of the present situation reveals the relatively low levels of its prevalence in Indian academia.

4 NEED FOR STUDY:

- The integration of modern innovative methods of teaching and learning
- Encourage to participate in faculty development programmes
- To organize the conferences and seminars regularly in the education institution.
- Promotion of learner centric environment for the students and staff that foster the mission and vision of the institution.



Figure 1: Functions of IQAC

4. ADVANTAGES OF IQAC:

- Self-appraisal by the teaching faculty and evaluation of academic performance.
- Redressal of students grievances
- Evolution and updating of curriculum
- Conduct of faculty development programmes
- Encouragement to the faculty members to pursue PhD program and publication of research articles at national and international seminars and conferences.

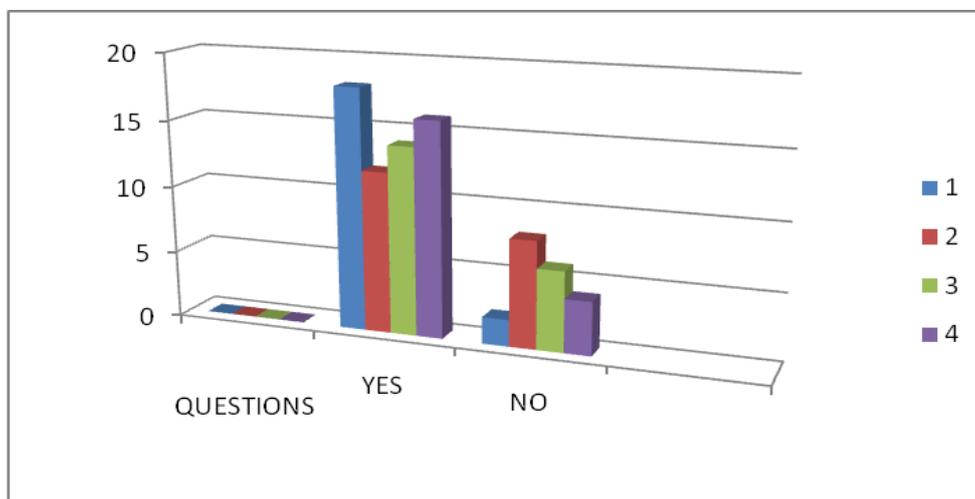
5. ROLE OF IQAC COORDINATOR:

The role played by the IQAC coordinator is very important for an educational institution in proper and effective functioning. The IQAC coordinator will be a senior most faculty in the educational institution.

6. RESEARCH METHODOLOGY:

The study on IQAC data collected through structured questionnaire with a sample size is 20 the respondents responded to the questions YES or NO. The evaluation is done through bar diagram.

QUESTIONS		YES	NO
1	IQAC encourages and promotes co-curricular activities in asserting quality in teaching	18	2
2	IQAC coordinator works under the pressure of principal and management	12	8
3	Do you need more administrative and academic for smooth and better functions of	14	6
4	IQAC contribute in maintaining standards in teaching and learning evolution	16	4



(SOURCE: PRIMARY DATA)

7. DATA ANALYSIS:

From the question no 1 the number of respondents say yes is 18 and no 2. the second question the responses are yes 12 and no 8. for the third question the responses are 14 for yes and 6 for no and the last question responses from respondents are 16 say yes and 4 responses were no. By analyzing the data it is very clear that IQAC encourage co-curricular and other activities for quality teaching and this IQAC will definitely improve the standards in teaching and evaluation of educational institution.

8. CONCLUSION:

The IQAC will promote learner centric environment for the students and staff that fasters the mission and vision of the higher education institution and improves the learning experiences of the students and the staff and hence encourages faculty development programmes in the educational institutions.

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