IQAC ACTIVITY REPORT 2019-20

FACULTY: Dr N Latha COMMITTEE: IQAC IQAC ACTIVITY No: SVC/ 2019-2020/ IQAC /1

NAME OF THE ACTIVITY: National Seminar on Quality in Higher Education: Current Priorities and Future Challenges			
DATE	**FACULTY**	**DEPARTMENT**	**COORDINATORS**
Oct 18 - 19, 2019	IQAC	IQAC	Dr N. Latha IQAC Coordinator Dr Nitika Kaushal Assistant Professor Dept of Biochemistry, Sri Venkateswara College
TIME	**VENUE**	**NUMBER OF PARTICIPANTS**	**NATURE: Outdoor/Indoor**
9:30 am – 5:00 pm	SP Jain Auditorium, University of Delhi South Campus (UDSC)	102	Indoor in S P Jain Auditorium (Offline mode)
SUPPORT/ASSISTANCE:	Internal Quality Assessment Cell (IQAC) of Sri Venkateswara College organized the seminar with financial assistance from National Assessment and Accreditation Council (NAAC)		
FUNDING SUPPORT	NATIONAL ASSESSMENT & ACCREDITATION COUNCIL (NAAC), INDIA		

BRIEF INFORMATION ABOUT THE ACTIVITY (**CRITERION NO. VI**):

TOPIC/SUBJECT OF THE ACTIVITY	**Seminar on "Quality in Higher Education: Current Priorities and Future Challenges"**
OBJECTIVES	The seminar was aimed at being a congregation of education policy makers, leaders and passionate educators at a single platform to discuss various aspects which govern quality in higher education, what measures could be adopted to attain quality and how to make quality education available to one and all.
METHODOLOGY	• Lectures by distinguishes educationists • Oral presentations by selected participants
OUTCOMES	• The seminar helped the participants to understand various parameters which govern the quality in higher education. • The seminar also involved discussions on the draft policy of NEP 2019. • Participants were introduced to Quality assurance framework of NAAC • Participants were also introduced to the role of digitization of education by talks on Learning Management Systems.

PROOFS & DOCUMENTS ATTACHED (Tick mark the proofs attached):

Notice & Letters √	**list of participation √**	**Activity report √**	**Photos √**	Feedback form
Feedback analysis	News clip with details	Certificate √	Any other	

IQAC Document No:	Criterion No: VI	Metric No:
Departmental file no	IQAC file No: SVC/2019-20/IQAC	

NAME OF TEACHER & SIGNATURE	NAME OF HEAD/ COMMITTEE INCHARGE & SIGNATURE	IQAC COORDINATOR (SEAL & SIGNATURE)
Nitika Kaushal	N. Latha	N. Latha

For Reference

Criterion I	Curricular Aspects (planning & Implementation)		Criterion V	Student Support & Progression
Criterion II	Teaching Learning & Evaluation		Criterion VI	**Governance, Leadership & Management**
Criterion III	Research, Innovations & Extension		Criterion VII	Institutional Values & Best Practices
Criterion IV	Learning Resources and Infrastructure			

ACTIVITY:

Date: Oct 18 - 19, 2019 **Time**: 9:30 am – 5:00 pm **Venue:** SP Jain Auditorium (UDSC)

Criterion No: VI

N. Latha Nitika Kaushal

Name of the Coordinators and signature

(Dr N. Latha)
(Dr Nitika Kaushal)

N. Latha

Dr. N. Latha
Coordinator, IQAC

Coordinator, IQAC
Sri Venkateswara College
(University of Delhi)
Dhaula Kuan, New Delhi-110021

"TEACHERS LAY THE FOUNDATION FOR CREATING ENLIGHTENED CITIZENS FOR THE NATION"

- Dr. A.P.J Abdul Kalam

Who can Attend

IQAC coordinators, Senior Faculty, Administrative Officers, Educationists, Policy Makers

Registration

- Registration can be done online at **www.svc.ac.in**
- Registration Fee : Rs 1500/-

Call for Papers

Full length original paper should not exceed more than 3000 words. Papers will be published in the Proceedings and selected papers will be invited for oral presentations.

The abstract should not exceed more than 500 words. The abstract should be in Microsoft Word File with the title, author/s name, affiliation and contact details mentioned at the top of the page.

Font : Times New Roman , Font Size : Title : 14 Bold, Text: 12

Alignment : Justified, Keywords : 3 to 5

The authors should mail their submissions (abstract and full - length paper) at svceducationseminar2019@svc.ac.in by October 05, 2019.

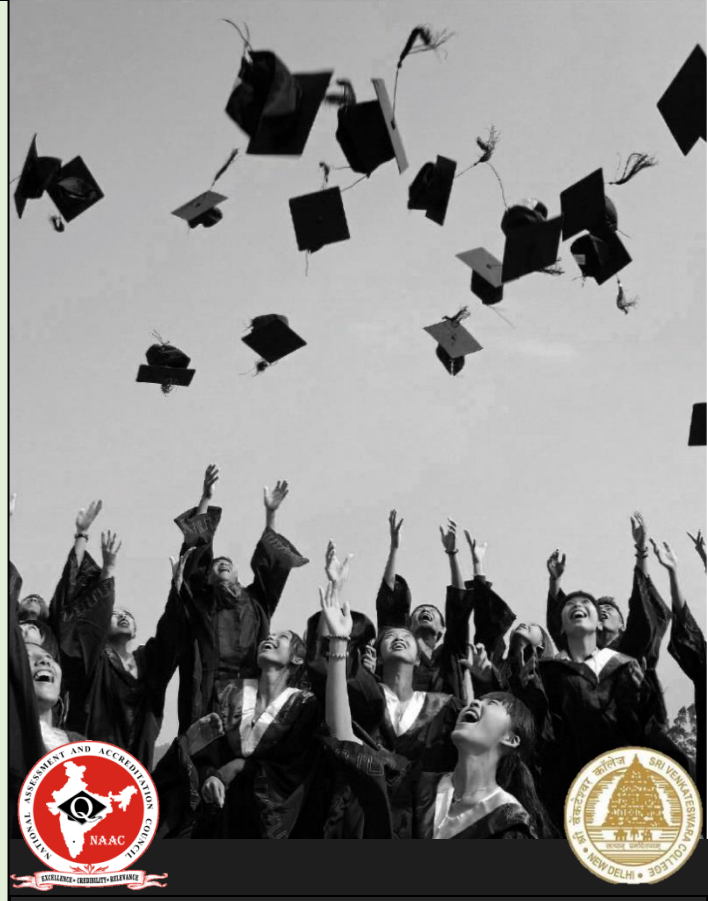
Important Dates

- **REGISTRATIONS START: SEPTEMBER 7, 2019**
- **On the spot registration can be done by paying a draft in favor of "PRINCIPAL, SRI VENKATESWARA COLLEGE"**

Participants are requested to arrange their own accommodation

CONTACT DETAILS

INTERNAL QUALITY ASSURANCE CELL
SRI VENKATESWARA COLLEGE
Benito Juarez Road, Dhaula Kuan
New Delhi 110021
MAIL : svceducationseminar2019@svc.ac.in
PHONE : Dr. N. Latha : 9891900122
Dr. Nitika Kaushal: 9810302719



NAAC –Sponsored

NATIONAL SEMINAR ON

QUALITY IN HIGHER EDUCATION:

Current Priorities & Future Challenges

OCT 18 - 19, 2019

Venue: S P Jain Auditorium, South Campus

Organized by

IQAC

SRI VENKATESWARA COLLEGE

(UNIVERSITY OF DELHI)

About the seminar

India will be amongst the youngest nations in the world by 2030 with nearly 140 million people in the college-going age group. It has been estimated that one in every four graduates in the world will be a product of the Indian higher education system. In the present context, education policies and strategies have to reckon with emerging challenges and opportunities that come from increasing globalization. These need to be addressed in schools, colleges and universities. The access to quality education for all will create an environment whereby the fruits of development and growing opportunities are available to all sections. Faced with the complexity of current and future global challenges, institutions of education have the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them The right to education is not only the right to access education but also the right to receive an education of good quality. Education should not only be available and accessible but also acceptable and adaptable. Quality in higher education involves discussions on roles of several parameters that include curriculum development, teaching-learning practices, research & innovations, student support & progression, governance & leadership and best practices. These parameters are of paramount importance in today's context of higher education in India.

This seminar hopes to focus on these parameters through presentations by experts and interactions with the stakeholders. Hence this seminar aims to provide a platform where the latest trends for quality in higher education can be presented and discussed in a friendly environment with the aim to learn from each other.

Themes of the seminar

The major themes of the paper/ seminar will be in the following areas:

- Highlights of National Education Policy 2019
- Teaching-Learning & Evaluation Practices
- Research, Innovations & Entrepreneurship in HEIs
- Gap Between Education & Future workforce
- Methods of Accreditation
- Digital Transformation of higher education
- Inclusive Education & Technologies
- Effective Pedagogical Methods in Teaching
- Student Participation in Quality Enhancement
- Best Practices in Higher Education

ABOUT SRI VENKATESWARA COLLEGE

A premier educational institution under the aegis of the University of Delhi and the Tirumala Tirupati Devasthanams, Sri Venkateswara College has a proud history and a reputation to be reckoned with in the contemporary academic world. The college has been accorded the status of being among the best colleges across the various streams of science, humanities and commerce. Sri Venkateswara College boasts of state of art technologies, dedicated faculty, and innovative teaching - learning modules that provide a completely new dimension to the academic experience of our students. The College believes in bridging the gulf between the research in our labs and the industry requirements, giving our students a firm foothold through placements and an alumni association that we are proud of. Sri Venkateswara is also very sensitive to the larger responsibilities that rest on the shoulders of an educational institution. It offers a host of new courses which cater to the new trends in academics and are tailored to the industry requirements and incubation centers to mentor the students. Sri Venkateswara has a green campus, being conscious of the environmental challenges that we are facing and also a campus which is sensitive to the needs to our differently abled students. Firmly rooted in our culture and taking on the future with all its challenges through indigenous knowledge, Sri Venkateswara's zeal can be summed up with the words of the Father of the Nation, Mahatma Gandhi - "I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet."

DISTINGUISHED SPEAKERS

Shri R Subrahmanyam
Secretary, Department of Higher Education
MHRD, Govt. of India
Prof. Surendra Prasad
Former Chairman, National Board of Accreditation (NBA) & Former Director, IIT Delhi
Prof. N V Varghese
Vice Chancellor
NIEPA, New Delhi
Prof. R. C. Kuhad
Vice Chancellor
Central University of Haryana (CUH)
Prof A. K. Bakhshi
Vice Chancellor
PDM University, Haryana
Prof P D Jose
Indian Institute of Management, Bangalore
Prof. Rupamanjari Ghosh
Vice Chancellor
Shiv Nadar University
Dr. Meenakshi Gopinath
Former Principal
Lady Shri Ram College
Dr. Pratibha Singh
Deputy Adviser, NAAC
Prof. Anita Rampal
Department of Education
University of Delhi
Prof. Dhruv Raina
School of Social Sciences
Jawaharlal Nehru University
Prof. Dasyam Venkateshwarlu
School of Education, IGNOU
Dr. Vimal Rarh
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University of Delhi

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Current Priorities & Future Challenges

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INTERNAL QUALITY ASSURANCE CELL (IQAC)
SRI VENKATESWARA COLLEGE
University of Delhi

EXCEL INDIA PUBLISHERS
New Delhi

First Impression: October, 2019

National Seminar on Quality in Higher Education: Current Priorities & Future Challenges

DISCLAIMER

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PREFACE

India will be amongst the youngest nations in the world by 2030 with nearly 140 million people in the college-going age group. It has been estimated that one in every four graduates in the world will be a product of the Indian higher education system. In the present context, education policies and strategies have to reckon with emerging challenges and opportunities that come from increasing globalization. These need to be addressed in schools, colleges and universities. The access to quality education for all will create an environment whereby the fruits of development and growth opportunities are available to all sections of society. Faced with the complexity of current and future global challenges, institutions of education have the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them The right to education is not only the right to access education but also the right to receive an education of good quality. Education should not only be available and accessible but also acceptable and adaptable. Quality in higher education involves discussions on roles of several parameters that include curriculum development, teaching-learning practices, research & innovations, student support & progression, governance & leadership and best practices. These parameters are of paramount importance in today's context of higher education in India. This seminar hopes to focus on these parameters through presentations by experts and interactions with the stakeholders and aims to provide a platform where the latest trends for quality in higher education can be presented and discussed in a friendly environment with the aim to learn from each other. The speakers include education policy makers, passionate educationists, educational institution administrators, faculty from Universities and Colleges to cover the wider aspects of quality assurance in higher education in India. This book of Seminar Proceedings covers the biography and the vast experience of the eminent speakers in a nutshell; papers that bring into sharper focus the many issues and themes underpinning teaching, learning, curriculum, and assessment in higher education and provides an overview of some of the initiatives in higher education by the Government of India. We acknowledge the support and funding from NAAC for the seminar.

IQAC
Sri Venkateswara College
University of Delhi

Dr. P. Hemalatha Reddy
Principal

శ్రీ వేంకటేశ్వర కళాశాల
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Message

A premier educational institution under the aegis of the University of Delhi and the Tirumala Tirupati Devasthanams, Sri Venkateswara College has a proud history and a reputation to be reckoned with in the contemporary academic world. The college has been accorded the status of being among the best colleges across the various streams of science, humanities and commerce. Sri Venkateswara College boasts of state of art technologies, dedicated faculty, and innovative teaching - learning modules that provide a completely new dimension to the academic experience of our students. Sri Venkateswara College has committed to ensure the students their own space to learn, grow and broaden their horizon of knowledge by indulging into diverse spheres of learning.

In the context of globalization, the scope and demand for higher education is increasing day by day and this demand can only be fulfilled by the quality higher education. Quality in higher education is a multi-dimensional, multilevel, and dynamic concept. Over the years, various developments have taken place relative to the improvement of the quality of different components of higher education such as curriculum design, teaching-learning process, evaluation, pedagogical tools, process of accreditation, digital initiatives to name a few.

We realize that every educational institution need to strive to achieve excellence through adopting the highest measures of quality as ongoing basis as fostering quality in higher education is a continuous journey.. In this context, IQAC, Sri Venkateswara College is organizing this two day seminar on "**Quality in Higher Education:Current Priorities and Future Challenges" .** There are various pillars of the Education System in a nation. We have invited eminent dignitaries from different sectors to get a better understanding of these pillars of the Education System and the several strategies involved.

On behalf of Sri Venkateswara College, I welcome you all and hope that this seminar will act as a medium for all of us to ponder upon the topic of discussion, challenge us to strive towards it and inspire us at the same time.

Thank you!

(P. HEMALATHA REDDY)

Organizing Committee

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Prof. Yogesh K. Tyagi
Vice Chancellor, University of Delhi

Shri Anil Kumar Singhal, IAS
Executive Officer, TTD

Patron

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Department of Sanskrit, Sri Venkateswara College

The National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council (NAAC) is an organisation that assesses and accredits higher education Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. It conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognized institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being and student services.

It works with the 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. NAAC arranges for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects. It works towards stimulating the academic environment for promotion of quality of teaching-learning and research in higher education institutions and to encourage self-evaluation, accountability, autonomy and innovations in higher education. NAAC undertakes quality-related research studies, consultancy and training programmes and constantly collaborates with other stakeholders of higher education for quality evaluation, promotion and sustenance.

NAAC constantly endeavors to promote the following core values among the HEIs of the country: contributing to national development, fostering global competencies among students, inculcating a value system among students, promoting the use of technology and quest for excellence.

Sri Venkateswara College, University of Delhi

Sri Venkateswara College is a premier educational institution under the aegis of the University of Delhi and the Tirumala Tirupati Devasthanams. The College has been NAAC accredited with A grade in 2016 and has been awarded DBT Star College Staus in the year 2015. In a recent survey of institutions nationwide, the College has been ranked one of the best colleges across the various streams of science, humanities and commerce. Sri Venkateswara College boasts of state of art technologies, dedicated faculty, and innovative teaching - learning modules that provide a completely new dimension to the academic experience of our students. The College believes in bridging the gulf between the research in our labs and the industry requirements, giving our students a firm foothold through placements and an alumni association that we are proud of. Sri Venkateswara is also very sensitive to the larger responsibilities that rest on the shoulders of an educational institution. It offers a host of new courses which cater to the new trends in academics and are tailored to the industry requirements and incubation centers to mentor the students. Sri Venkateswara has a green campus, being conscious of the environmental challenges that we are facing and also a campus which is sensitive to the needs to our differently abled students. Firmly rooted in our culture and taking on the future with all its challenges through indigenous knowledge, Sri Venkateswara's zeal can be summed up with the words of the Father of the Nation, Mahatma Gandhi - "I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet."

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Programme Schedule

OCTOBER 18, 2019 (DAY 1)	
8.30 -9.30 AM	**Registration**
INAUGURAL SESSION	
9.30 AM	**Welcome Address by Dr. N. Latha** **IQAC Coordinator, Sri Venkateswara College**
9.35 AM	**Opening Remarks by Dr. P. Hemalatha Reddy** **Principal, Sri Venkateswara College**
9.45 AM	**Inauguration by** **Shri. R. Subrahmanyam, I.A.S** ***Secretary, Department of Higher Education*** ***MHRD, Govt. of India***
10.45 AM	**Invited Talk by Prof. Surendra Prasad** ***Former Director, IIT Delhi*** ***& Chair, National Board of Accreditation (NBA)***
11.25 AM	**Invited Talk by Prof. N.V. Varghese** ***Vice Chancellor*** ***National Institute of Educational Planning &Administration (NIEPA), New Delhi***
12.05 PM	**Invited Talk by Dr. Meenakshi Gopinath** ***Former Principal*** ***Lady Shri Ram College, University of Delhi***
LUNCH	
2.00 PM	**Invited Talk by Prof. Rupamanjari Ghosh** ***Vice Chancellor*** ***Shiv Nadar University*****, Gautam Buddha Nagar, Uttar Pradesh**
2.40 PM	**Invited Talk by Prof. R. C. Kuhad** ***Vice Chancellor*** ***Central University of Haryana, Mahendragarh, Haryana***
TEA BREAK	
3.30 PM	**Invited Talk by Prof Anita Rampal** ***Department of Education*** ***University of Delhi***
4.10 PM	**Invited Talk by Dr. Pratibha Singh** ***Deputy Adviser*** ***NAAC, Delhi***

OCTOBER 19, 2019 (DAY 2)	
9.35 AM	**Invited Talk by Prof Dhruv Raina** ***Zakir Husain Centre for Educational Studies*** ***Jawaharlal Nehru University (JNU), Delhi***
10.15 AM	**Invited Talk by Prof. A.K. Bakhshi** ***Vice Chancellor*** ***PDM University, Bahadurgarh, Haryana***
TEA BREAK	
11.15 AM	**Invited Talk by Prof. P.D. Jose** ***IIM Bengaluru***
11.55 AM	**Invited Talk by Prof. Dasyam Venkateshwarlu** ***Director, School of Education (SOE)*** ***Indira Gandhi National Open University (IGNOU), Delhi***
12. 35 PM	**Invited Talk by Dr. Vimal Rarh** ***Project Head & Joint Director, Guru Angad Dev Teaching-Learning Centre of MHRD*** ***SGTB Khalsa College, University of Delhi***
LUNCH	
2.30-3.30 PM	**Oral Paper Presentations**
VALEDICTORY SESSION	
4.00 PM	**Chief Guest: Prof. J.P. Khurana** ***Pro-Vice Chancellor, University of Delhi***
VOTE OF THANKS	

Contents

Invited Speakers

Paper Presentations

Initiatives in Higher Education

INVITED SPEAKERS

Shri. R. Subrahmanyam, I.A.S
Secretary, Department of Higher Education
MHRD, Govt. of India
E-mail: secy.dhe@nic.in

Mr. R. Subrahmanyam, IAS (AP:85) is Secretary in the Department of Higher Education. He is entrusted with the responsibilities of shaping the overall policy issues in Higher and Technical Education. Prior to this, Mr. Subrahmanyam joined this Department as Additional Secretary in the year 2015 and was looking after the Technical Education Bureau.

Prior to his assignment in Department of Higher Education, Mr. Subrahmanyam worked with Department of Rural Development, Ministry of Rural Development as Joint Secretary, where he was in-charge of Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGA), an employment scheme which providing social security by guaranteeing paid work per year to all the families whose adult members opt for unskilled labour-intensive work. He also worked as Director in the Ministry of Textiles.

He served in the Government of Andhra Pradesh (undivided) as Principal Secretary in the Rural Development and Panchayati Raj Department and was instrumental in implementing INDIRAMMA, a massive programme for providing pucca houses to all the urban and rural poor. He also held the posts of Managing Director, A.P. State Housing Corporation and A.P. Sports Authority of India and the Collector and District Magistrates of Hyderabad and East Godavari Districts.

Mr. Subrahmanyam is BA Economics from Madras Christian College, Chennai and MA, M Phil in International politics from JNU, New Delhi. He did MBA in International Business from Indian Institute of Foreign Trade and further studied MSc in macro-economics from University of Bradford, UK on Commonwealth Fellowship.

Prof. Surendra Prasad
Former Director, IIT Delhi & Chair,
National Board of Accreditation (NBA)
E-mail: sprasad@ee.iitd.ac.in

Some Thoughts on Purposeful College Education

Abstract

College education in India is at cross-roads today. There is obviously a great need to gear up for the massive increase in the student enrollment required for the mass empowerment of our youthful population. In the process, however, there is the danger of losing sight of the basic purpose and some key tenets of college education. Academic excellence is the underlying motto of every higher education institution. While measures like accreditation and ranking will remain important objective pointers of the quality of education, even more important is the teaching-learning process and culture, which no quantitative measures can easily capture. It is this culture that determines true academic excellence. I shall talk about a few features of such an academic environment – that are self-evident, but often not easy to come by. The general theme will be some important aspects of Academic Excellence with a genuine concern for the students' education and welfare – or academic excellence with a soul.

BRIEF BIODATA

Prof. Surendra Prasad is Former Director, IIT Delhi and Former Chairman, National Board of Accreditation. Prof Prasad is a communications engineer, and an Usha chair professor of the Indian Institute of Technology, Delhi. He is also an emeritus professor of Bharti School of Telecommunication Technology and Management, a joint venture of IIT Delhi and is known for developing new techniques, algorithms and hardware in signal processing. He is an elected fellow of all the three major Indian science academies viz. Indian Academy of Sciences, Indian National Science Academy and the National Academy of Sciences, India as well as the Indian National Academy of Engineering. He was awarded the Shanti Swarup Bhatnagar Prize for Science and Technology by Council of Scientific and Industrial Research for scientific research for his contributions to Engineering Sciences in 1988. Some of the Awards include Vikram Sarabhai Research Award (1987) , Shanti Swarup Bhatnagar Prize (1988), Om Prakash Bhasin Award (1994), VASVIK Industrial Research Award (2006), Rajkumar Varshney Award for lifetime achievement in systems theory by Systems Society of India (2007), Distinguished Alumnus Award by IIT Kharagpur (2007), elected as a fellow by the Indian National Science Academy (1994), elected as a fellow by the Indian Academy of Sciences (1997) and elected as a fellow of the National Academy of Sciences (2009).

Prof. N.V. Varghese
Vice Chancellor
National Institute of Educational Planning & Administration (NIEPA), New Delhi
E-mail: vc@niepa.ac.in

Managing Quality in a Massifying Higher Education Sector

Abstract

The fast expansion of higher education is a recent global phenomenon. India is not an exception to this global trend. The Indian higher education transited from a slow growing and low enrolment sector to a fast growing massified system in this century. Between 2000 and 2018, the growth rates accelerated, enrolment ratios trebled, the number of universities more than trebled, the number of colleges more than quadrupled and student enrolment increased by more than 4.5 times. Indian higher education sector became massified and it surpassed the USA to become second largest in the world. The massive expansion also poses challenges – the major challenge being improving quality in an expanding system.

India has set up external quality assurance (EQA) mechanisms to accredit institutions and established internal quality assurance cells (IQAC) to monitor quality at institutional levels. Despite continued efforts a large share of higher education institutions in India remains unaccredited. The draft new policy on education (NEP 2019) envisages expanding facilities for accreditation by establishing multiple accreditation institutions in different part of the country

Indian institutions rank low globally. According to the latest QS rankings, nine Indian institutions have figured in Top 500 rankings and three institutions ranked within top 200. India established its own national rankings. The National Institutional Ranking Framework (NIRF) is implemented from 2016. The country is also in the process of establishing world class universities/institutions of eminence. The NEP 2019 envisages that the standard setting functions will be carried out by the PSSBs to be established in the coming years.

The poor quality of higher education also results in declining employer confidence on the competencies of the higher education graduates. To improve quality and employability skills, the NEP envisages restructuring the higher education sector into research universities, teaching universities and colleges. The universities are expected to revise their curricula based on the National Higher Education Qualification Framework (NHEQF). The NEP 2019 envisages setting up of a General Education Council (GEC) for specifying learning outcomes and graduate attributes.

BRIEF BIODATA

Professor N.V. Varghese is the Vice-Chancellor of the National Institute of Educational Planning and Administration (NIEPA), New Delhi. He holds a doctoral degree in Economics with specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/ UNESCO), Paris till October 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Masters programme in educational planning and management. In the 1990s he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has been closely associated with educational planning at the federal and decentralised levels and with the design and development of externally funded education projects in India. While in NIEPA, he was responsible for managing an Asian regional network - the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) and was editor of its Newsletter. While in IIEP, he was the Secretary General and responsible for the Secretariat of the International Working Group on Education (IWGE), which is a network of funding agencies in education. He has directed several research projects; published more than 20 books and research reports, and nearly 150 research papers and articles in areas related to educational planning, financing and higher education.

Prof. R.C. Kuhad
Vice Chancellor
Central University of Haryana
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E-mail: vc@cuh.ac.in

BRIEF BIODATA

Prof Kuhad currently is the Vice Chancellor, Central University of Haryana and Professor at Department of Microbiology, University of Delhi South Campus. He has more than 29 years of teaching experience and 32 years research experience in the field of Environmental and Industrial Microbiology. He has guided more than 24 Ph.D., 5 M.Phil. and 24 M.Sc. students. His research interests lie in the field of Plant Residue Biotechnology. He has earlier served as the Joint Director, Institute of Life Long Learning (ILLL), University of Delhi South Campus, Dean, Faculty of Interdisciplinary and Applied Sciences University of Delhi and Head, Department of Microbiology, University of Delhi South Campus, New Delhi. Prof Kuhad has served as the editor of various national and international journals of repute such as Scientific Reports (Nature Publishing Group), Advances in Biology, Journal of Fungal Biology and Biotechnology, Journal of Sustainable Bioenergy Systems and Indian Journal of Microbiology. He has several Awards and Honors to his credit. He is the Fellow of Biotech Research Society of India (FBRS), Fellow of National Academy of Agricultural Sciences (FNAAS), Fellow of National Academy of Sciences (FNAS). He has been bestowed with Association of Microbiologists of India (AMI)- Prof. G.S. Rangasamy Award (2017), Association of Microbiologists of India (AMI)- Dr. G.B. Manjrekar Award (2014), Association of Microbiologists of India (AMI) Platinum Jubilee Life Time Achievement Award (2013), Association of Microbiologists of India (AMI) Titan Biotech Award (2011), Short Term Biotechnology Overseas Research Associateship Award Department of Biotechnology, Ministry of Science and Technology, (Govt. of India). (2002-2003) and Association of Microbiologists of India (AMI)- Alembic Award (1999).

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Prof Rupamanjari Ghosh is the present Vice-Chancellor of Shiv Nadar University. She is also the former Director of School of Natural Sciences and Dean of Research & Graduate Studies at Shiv Nadar University, and a Professor of Physics and former Dean at the School of Physical Sciences, Jawaharlal Nehru University, New Delhi. She serves as an expert in the Department of Science and technology (DST), Government of India committees in Physical Sciences; and in many central and state universities and institutes. Having contributed to science research and training from the university to the school level, she has also served as the Chief Advisor for the National Council of Educational Research and Training (NCERT) Science textbooks for Classes IX and X, developed afresh under the National Curriculum Framework - 2005. She has held several visiting faculty/scientist positions on invitation abroad and delivered numerous invited research seminars. Her research interests include Experimental and Theoretical Quantum Optics' Laser Physics; Nonlinear Optics and Quantum Information. As a researcher; teacher; orator and an academic administrator par excellence, Dr. Ghosh is well known for her stand and efforts to support the cause of gender justice and environment consciousness in the higher education system. She has been awarded with Streeshakti Science Samman (2008).

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Undergraduate Education: The Need for Creative Spaces

BRIEF BIODATA

Dr. Meenakshi Gopinath is the former principal, Lady Shri Ram College and also the Founder and Honorary Director of WISCOMP (Women in Security Conflict Management and Peace) an initiative begun in 1999 to promote the leadership of South Asian women in the areas of international politics, peace, security and diplomacy. WISCOMP provides a unique space for collaborative action research and peace building networks in the South Asian region and works at the interface of theory and practice; academia and the NGO sector. She has piloted and fostered confidence building measures through regular conflict transformation workshops and collaborative projects among intellectuals of the SAARC region and especially between Pakistani and Indian young influentials. An innovative program in Kashmir, which networks and trains women for dialogue and peacebuilding envisioned by her is today recognized as an innovative model for recovering women's agency in areas of protracted conflict. Meenakshi Gopinath is a member of multi track peace initiatives such as the longest sustaining Track II Neemrana Initiative between India and Pakistan and the Pakistan India People's Forum for Peace and Democracy. As part of her contribution to facilitate efforts to foster a culture of peace, she has written and lectured extensively on issues of Conflict Transformation, Peace building and Education for Peace in South Asia and internationally. She has authored Pakistan in Transition, (1975) and co-authored Conflict Resolution – Trends and Prospects, (2003) and Transcending Conflict: A Resource book on Conflict Transformation (2004) and Dialogic Engagement (2005). She has also contributed chapters to edited volumes and several articles on issues of Gandhian thought, Security, Gender, Peacebuilding and Indian politics. Dr. Gopinath was the first woman to serve on the National Security Advisory Board of India. She has been awarded the prestigious Padma Shri Award, Indira Priyadarshini Gandhi Award,

Rajiv Gandhi Award for Excellence in Education, Mahila Shiromani Award, International Lifetime Achievement Award – 2009 for her outstanding work in the field of justice, Equity, Peace and Progress, M. Singhvi Fellowship Award at the David Davies Memorial Institute of International Studies (DDMI), University of Wales, Aberystwyth, Award of Honorary Doctorate Degree for significant contribution to the education of women and the commitment to fostering global peace through Conflict Resolution, La Trobe University, Australia. Her interests also include classical art forms, Buddhist philosophy, and theatre in education. Dr. Gopinath remains an active participant in national and international civil society initiatives on fostering coexistence between communities, women's engagement in building peace and sustained dialogue processes. Her work in the area of enhancing excellence and equity in education spans over three decades.

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Prof. Anita Rampal is a professor of Elementary and Social Education at Department of Education, University of Delhi. Prof Rampal holds a PhD in Physics from University of Delhi and has previously worked with Jamia Millia Islamia and Nehru memorial Museum and Library. Her research interests include curriculum studies, curriculum development for formal and nonformal education systems with a focus on critical pedagogy; policy analysis for equity in education; science studies; cognition and culture in science and mathematics education; teacher education; elementary education; literacy and human development. Prof Rampal has authored more than 25 books and 6 papers in peer reviewed journals. Prof Rampal has served as a member to various committees such as Executive Committee, International Commission on Mathematical Instruction (ICMI); ICMI East Asia Regional Conference on Mathematics Education (EARCOME8) Taiwan 2018; Steering Committee and Advisory Board Meeting for National Multilingual Resource Centre, JNU; HRD Minister's Round Table on School Education; Sub-Group on Feasibility of the Indian Education Service; NCTE Committee on Guidelines for the Conduct of Teacher Eligibility Test; Member National Literacy Mission Authority, MHRD; Advisory Committee on Children's Literature, National Book Trust • Visitor's nominee, Tezpur University; Committee on the Scheme for National Innovation Scholarships, Office of the Adviser to the PM, Public Information, Infrastructure and Innovations, Planning Commission; Advisory and Implementation Committee for CTET, CBSE; Departmental Advisory Committee, Department of School and Non-Formal Education, NUEPA; Joint Review Mission on Implementation of the Centrally Sponsored Scheme on Teacher Education; National Programme Committee, National Initiative on Mathematics Education; Planning Commission Steering Committee for Elementary Education and Literacy; NAC RTE Task Force on Curriculum and Pedagogy; General Body, Indian National Commission for Cooperation with UNESCO (INCCU). Prof. Rampal has also served as Coordinator of various projects like Developing a Masters Course on Education for Sustainable

Development with the University of Teacher Education, Vaud, Switzerland; 'Quality Education Project' supported by UNICEF, hosted by the Centre for Science Education and Communication, Delhi University; Development of the 'Sourcebook on Assessment of Children's Learning in EVS', as part of an NCERT collaboration with MHRD. She has been a member of International Research Network on Theorizing Children's Participation; an Advisor of DAAD Student Exchange Programme in collaboration with Freie University, Berlin and she has been awarded the UKIERI Staff Exchange Project hosted by Queen's University Belfast.

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Quality Assurance Framework of NAAC

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Dr. Pratibha Singh is the Deputy Adviser, NAAC Office, Delhi. Dr Pratibha is an Engineer by training and has done her PhD in area of Pattern Recognition and Image Processing. She has taught in State University Engineering College and has a teaching and research experience of over 15 years. She has published more than 35 articles in Journals and Conference Proceedings. She joined NAAC in 2017. After joining NAAC, she was a member of various internal Committees such as CWG, DVV, ICT etc. She was deputed to coordinate the activity of newly opened NAAC office at Delhi as in charge in 2018. Dr Pratibha is the member of Soft computing Society and Indian Unit of Pattern Recognition. She is also a member of Core Working group for ITI Grading and NCTE for developing Performa for Assessment and Accreditation.

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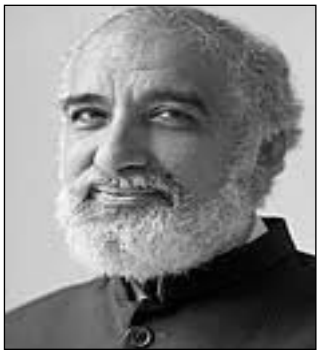

BRIEF BIODATA

Prof. Dhruv Raina is Professor of History of Science Education at the Zakir Husain Centre for Educational Studies (ZHCES), Jawaharlal Nehru University. He had been a scientist at the National Institute of Science, Technology and Development Studies (NISTADS), New Delhi from 1991 to 2002. He was the first Heinrich Zimmer Chair for Indian Philosophy and Intellectual History, Ruprecht-Karls-Universität Heidelberg, Germany (2010–11). His basic training is in physics (MSc Physics, IIT Bombay), and he completed his doctoral studies from the University of Gothenburg, Sweden. His research interests include History and Philosophy of Science; Science, technology and development policy; Studies on science and social movements in India, Research programmes on the institutionalisation of the modern scientific and technological research system in late nineteenth and twentieth century India, Studies on the social epistemology of models and theories of the history of sciences: the historiography of sciences, Historiography of mathematical proof, Ongoing research programmes on the cultural reception of modern science and the dialogue with other knowledge systems, Scientometric studies on the institutionalisation of physics research in India, Preparation of archives and databases for the hisory of sciences and technology in India, Social history of knowledge and higher education in Modern India. He has contributed as a Scientist in National Institute of Science Technology and Development Studies, New Delhi (1991-2002) He has been awarded the prestigious Heinrich Zimmer Chair for Indian Philosophy and Intellectual History, Ruprecht-Karls-Universität Heidelberg, Germany, Adjunct Professor of History of Science, Indian Institute of Science Education and Research, Chandigarh, Fellow, Wissenschaftskolleg zu Berlin, Institute of Advanced Study, Berlin (2007-2008). He is the Member, Advisory Board and Research Council, National Commission for History of Science, Indian National Science Academy, Member of the Advisory Board, National Book Trust of India and on the Editorial Board, Indian Journal for the History of Science and Editorial Board of VEST:Tidskrift for Vetenskapsstudier, Sweden. He was a Visiting Professor, Maison de Sciences de l'Homme, Paris; 2001:2002; 2003

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Changing Face of Higher Education in India: Challenges and Opportunities

Abstract

The importance of higher education for national development hardly needs any emphasis. It is perhaps one of the most important tools for the growth of any nation as it provides specialized knowledge and skilled manpower for a variety of professions. India has at present the third largest system of education in the world next only to USA and China. However despite tremendous growth of higher education sector since 1950s, we are still faced with many challenges such as low gross enrolment ratio (GER), acute shortage of competent and trained faculty, poor infrastructure and insufficient laboratories, heavy and outdated syllabi, over-crowded classrooms etc. which affect the quality of education imparted to the students. India's education system still emphasizes heavily on rote learning and scoring high marks rather than encouraging thinking, innovation and creativity amongst students. Exams have become just "mugging up" and memory tests. One must understand that good marks don't necessarily equate to proper learning and the onus of education is being defeated in this competitive race for high marks. One cannot expect state of the art research from students coming out of such an educational system which does not nurture out of box thinking. It is also therefore not difficult to comprehend why no Indian scientist while working in India has been able to get a Nobel Prize after CV Raman in 1930. Nobel Prize is not a life time achievement award but is for a breakthrough which is the result of constant endeavors by a highly creative mind. The result is that in respect of advancements in science and technology we have largely become followers and not leaders.

This talk will focus on various steps being taken in the country to obviate the various problems affecting higher education sector in India with special reference to digital transformation of higher education so as to ensure high quality education to the learners.

BRIEF BIODATA

Prof. A K Bakhshi is Founder Vice-Chancellor of PDM University, Bahadurgarh, Haryana. He was Executive Director of Tertiary Education Commission (TEC), Mauritius Prof. Bakhshi held the prestigious Sir Shankar Lal Chair of Chemistry at University of Delhi and was also Head, Department of Chemistry, University of Delhi during 2010–2011. He has also been a Visiting Professor at GGSIP University, Delhi during 2007. Prof Bakhshi is also presently Chairman of National Resource Centre of Chemistry (NRCC) of the MHRD, Guru Angad Dev Teaching – Learning Centre of the MHRD and Centre for e-Learning, all the three centres located at SGTB Khalsa College, University of Delhi. He is one of the leading e-learning experts of India. Prof. Bakhshi has also been Member of the Standing Committee of the National Mission on Education through ICT (NMEICT) of the Govt. of India (2009-2011). He was Chairman of the National Science Digital Library (NSDL) projects of the CSIR in both Chemistry and Polymer Science (2005-2006). He was also the Chairman of the Content Advisory Committee for Chemistry for SAKSHAT portal of the MHRD, Govt. of India which was launched on 30th October 2006 by the then President of India Dr. APJ Abdul Kalam. Prof. Bakhshi has also been the Director of the Institute of Lifelong Learning (ILLL) as well as of Centre for Professional Development in Higher Education (CPDHE) of University of Delhi during 2008-2010. Prof. Bakhshi's research interests include theoretical polymer chemistry with special reference to electrically conducting polymers and biopolymers. He is the author/coauthor of more than 170 research and education articles etc., and one patent. He has to his credit 11 books as author/co-author, 51 e-Books/Books as editor/chairman/ convener of the working group and 49 e-modules as author/coauthor for PG chemistry courses. Prof. Bakhshi has also been a Member of various professional / Academic Bodies / Committees of MHRD, UGC, NAAC, DST, CBSE, NCERT, various universities, colleges etc. He has been awarded the prestigious World Education Award (2017), Haryana Ratan award (2016), Bharat Jyoti Award (2016), India Didactics Association (IDA) 2014 Special Award for excellence in Digital Content in Education, National Education Award by Headlines Today News Channel (2012), Bioved Honorary Fellowship (2012), Dr. R. D. Desai Award of the Indian Chemical Society (2009), Prof. P.K.Bose Memorial Award of the Indian Chemical Society (2008), Fellowship of the National Academy of Sciences (FNASc) (1997), JSPS Fellowship of Japan (1995), C.S.I.R Visiting Associateship (1991) to name a few. He is Former Sir Shankar Lal Professor of Chemistry, Department of Chemistry, University of Delhi; Former Vice-Chancellor, UPRTOU, Allahabad and former Executive Director, Tertiary Education Commission (TEC), Mauritius.

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Reimagining Learning in a Digital World

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Prof. Dasyam Venkateshwarlu is a Professor of Education (Special Education) at IGNOU. He holds Master's Degrees in Science and Education. From Master's Degree in Education, he is working with children with special needs. He worked with Intellectually Disabled for his M.Phil Degree, Centre of Advanced Studies in Education, M.S University of Baroda and Mathematical Learning Disabilities for his PhD Degree, MJP Rohilkhand University, Bareilly. His areas of interest are Special Education, Inclusive Education and Teaching-Learning Process. He is a Certified Rehabilitation Professional as well as Expert Member, Rehabilitation Council of India, New Delhi. He is also associated with NAAC as Assessor, NIOS as Member Academic Council, NIEPID, Secunderabad as Expert Member Academic Committee and Member, BOS Department of Teacher Training and Non-Formal Education, Faculty of Education, Jamia Millia Islamia, New Delhi and Department of B.Ed./ M.Ed. (IASE), Faculty of Education and Allied Sciences, MJP Rohilkhand University, Bareilly (UP). He has published one book, one source book and 15 chapters in books. He has 37 research publications in journals and presented 32 Papers at International/ National Conferences. Nine research scholars have completed PhD under his supervision. He is coordinator of the programme Post Graduate Certificate in Information and Assistive Technologies for the Instructors of Visually Impaired (PGCIATIVI) and course coordinator of two courses of B.Ed programme.

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MOOCs and ARPIT: Government of India Initiatives

Abstract

Indian Higher Education is presently undergoing a big transformation and one of the agents responsible for this is Information and Communication technology (ICT). ICT has impacted all facets of education including teaching, learning and assessment. e-Learning, blended learning and flipped classrooms have become buzz words. One major technological initiative on higher education front by the MHRD, Govt. of India is the development of MOOCs uploaded on SWAYAM portal. MOOCs is an acronym for *Massive Open Online Courses*. MOOCs are useful for different types of learners to earn certificates and credits. MOOCs in Chemistry are being developed for all UG and PG level courses and they are changing the face of chemistry education in the country. Another game-changing digital initiative launched by the MHRD in November 2018 is the Online Refresher Programs for professional development of HE faculty in different disciplines under ARPIT scheme. ARPIT stands for Annual Refresher Program in Teaching and under this scheme many National Resource Centres (NRCs) have been created in various disciplines under PMMMNMTT scheme. Through such Online Courses, it is possible to empower all teachers in their respective domains of knowledge in one lot. These courses also help teachers to earn points and make them eligible for promotion under Career Advancement Scheme(CAS) of UGC.

BRIEF BIODATA

Dr. Vimal Rarh is an Assistant Professor at Department of Chemistry, Shri Guru Teg Bahadur Khalsa (S.G.T.B. Khalsa) College, University of Delhi since Jan 2006. Dr. Rarh is a Post-Doctorate from IIT Delhi and Ph.D. in Chemistry from University of Delhi. Dr Rarh has served as the Academic Secretary, ICT at Institute of Lifelong Learning, University of Delhi from 2009 – 2011. Dr Rarh has more than eleven years of teaching at IIT Delhi and various DU colleges for B.Tech, B.Sc courses. Dr Rarh has more than 10 years of experience in developing and coordinating the preparation of e-Learning Material for various e-learning portals for class IX to XII, IIT-JEE and Medical aspirants. She has participated

in many National and International conferences and workshops for understanding and delivering talks on many aspects of e-Learning Technologies like Instructional designing, Web and LAN hosting, Learning and Content Management Systems, online assessments etc. She was the Incharge for Delhi University's first ever online examination. She has made several contributions at Institute of Lifelong Learning, University of Delhi. She has coordinated various ICT workshops. Dr. Rarh has published papers in international peer reviewed journals and has a patent to her credit.

PAPER PRESENTATIONS

QHE 101: NAAC Accreditation Methods

Dr. Himani [1] and Dr. Ajay Arya [2]

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Abstract

This paper aims to provide easy understanding of Accreditation Methods for HEI. Every faculty in HEI now have to take responsibility of Accreditation and have to adopt methods of accreditation to sustain in this new era of Technology and Research. UGC-NAAC have made NAAC Accreditation Mandatory for TEI . Accreditation is a process of quality assurance and improvement, whereby a programme in an approved Institution is critically appraised to verify that the Institution or the programme continues to meet and exceed the Norms and Standards prescribed by appointed bodies from time to time. Accreditation does not seek to replace the system of award of certificates or degrees/diplomas by the Universities/autonomous Institutions. Accreditation provides quality assurance that the academic aims and objectives of the Institution are honestly pursued and effectively achieved by the resources currently available.in this paper Consideration is given to the methods of accreditation that are used by government to improve quality of education . The paper ends by suggesting that question.

Keywords: Accreditation, NAAC Accreditation, Methods of Accreditation, Quality Assurance, HEI

INTRODUCTION

WHAT IS ACCREDITATION?

Accreditation is a term used to describe the process that institutions of higher education undergo to confirm they meet the strictest educational standards. Accreditation is earned through accrediting bodies, which are private, nongovernmental organizations that have been created specifically to review higher education institutions and programs.The purpose of accreditation is to create a set of standards for all institutions of higher education. Further, accreditation aims to ensure accountability of educational programs in order to boost public trust and confidence. When an institution or degree program is properly accredited, students are able to gauge its overall quality without conducting a detailed analysis on their own. https://www.worldwidelearn.com/accreditation/index.html

SCOPE OF ACCREDITATION

It is heartening that National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation. This has been attempted as a

continuance of the NAAC's concern for ensuring that its processes are in tune with local, regional and global changes in higher education scenario. The revised process is being adopted from July 2017. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It also has reduced duration of accreditation process. Higher Education Institutions (HEIs) desirous of seeking accreditation from now on will need to understand the changes made in the process. Keeping this in mind, the Manuals have been revised separately for Universities, Autonomous Colleges and Affiliated/Constituent Colleges. The Self-Study Report (SSR) forms the backbone of the entire process of accreditation

ACCREDITATION: QUEST FOR EXCELLENCE

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

BENEFITS OF ACCREDITATION

- Institution to know its strengths, weaknesses, and opportunities through an informed review process
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus
- Funding agencies look for objective data for performance funding
- Institutions to initiate innovative and modern methods of pedagogy
- New sense of direction and identity for institutions
- The society look for reliable information on quality education offered
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Intra and inter-institutional interactions

METHODS OF ACCREDITATION

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable

number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continue to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed in making appropriate revisions in the process so as to accelerate the process with greater quality rigor. NAAC's instrument is developed to assess and grade institutions of higher education through a three-step-process and make the outcome as objective as possible. Though the methodology and the broad framework of the instrument is similar, there is a slight difference in the focus of the instrument depending on the unit of Accreditation, i.e., Affiliated / Constituent colleges / Autonomous colleges / Universities / Health Science / Teacher / Physical Education.

Institutional Accreditation

- University: University Central Governance Structure along with all the Under Graduate and Post Graduate Departments.
- College: Any College - affiliated, constituent or autonomous with all its departments of studies.

Department Accreditation

- Any department/School/Centre of the University.
- Presently, NAAC is undertaking only institutional accreditation. Experts groups have been constituted to work on Program Accreditation.

REVISED ASSESSMENT AND ACCREDITATION (A&A) FRAMEWORK

The Revised Assessment and Accreditation Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- From qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency
- Towards extensive use of ICT confirming scalability and robustness
- In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks

- Introducing Pre-qualifier for peer team visit, as 30% of system generated score
- Introducing *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- In introducing the element of *third party validation* of data
- In providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- In revising several metrics to bring in enhanced participation of students and alumni in the assessment process

THE NEW METHODOLOGY

The New Methodology of Institutional Assessment and Accreditation of NAAC, has been designed with a view to overcome some of the limitations of its earlier methodology, and to enhance its rigour, reliability and validity. Besides envisaging significant reduction in inter-team assessment variations, the New Methodology, which is user-friendly, is also expected to enable NAAC to conduct the assessment of large numbers of institutions effectively and in a short time. 2.1 The New Assessment Instrument Considering the wide variations in quality levels of Affiliated/Constituent Colleges and their large numbers in the country, the Assessment Instrument has been redesigned to provide a two-step approach for such institutions. However, a single step approach will continue to be applicable to Universities, Autonomous Colleges and Colleges with Potential for Excellence, as before. The Assessment Instrument has also been fine-tuned for greater objectivity and validity, for a more effective assessment by the following processes: Š Identification of Key Aspects under each Criterion and appropriate Assessment Indicators under each Key Aspect; Š Provision of Key Aspect-wise differential weightages under each Criterion; Š Changing the Grading Pattern from the earlier 9- point scale to the new 3 letter grades, viz., "A, B and C" for accredited institutions and "D" for those which are not accredited. Š Shifting the institutional overall scoring pattern from the earlier percentages to the Cumulative Grade Point Average (CGPA) System on a 4-point scale. The new Instrument has been designed to bring into operation the seven assessment Criteria into Criterion-wise Key Aspects. Each Key Aspect is further differentiated into Assessment Indicators, to be used as guidelines/ probes by assessors to capture the microlevel quality pointers. The Key Aspect-wise grade points yield Criterion-wise grades, by making use of Key-Aspect-wise and Criterion-wise weightages. This can lead to a more accurate measurement of the quality of an institution. The process is shown in the flow chart: QUALITY ASSESSMENT Criteria Curricular Aspects TeachingLearning & Evaluation Research, Consultancy & Extension Infrastructure & Learning Student Support & Progression Governance & Leadership Innovative Practices Key Aspects Peer Team Visit 2. 3. 1 Validate the Self Study Report Assessment Indicators 2.2 Assessment & Accreditation of Affiliated and Constituent Colleges In order to cater to the large numbers of institutions in this category and the widely varying quality levels of

such institutions which are seeking Assessment and Accreditation for the first time, NAAC has now introduced a two-step process for these institutions, as explained below: 2.2.1 The First-Step: 'Institutional Eligibility for Quality Assessment" (IEQA) In the first step, "Institutional Eligibility for Quality Assessment" (IEQA) is required to be obtained by an applicant institution at the beginning, while it is still in the planning stage for assessment. The benefits of this step for an applicant institution are: Š To get recognized as eligible to apply for the second stepComprehensive Assessment and Accreditation process; Š To get feedback from NAAC if it does not qualify in the first step, about specific improvements to be made for reaching the required quality level; Š To receive assistance and suitable mentoring from NAAC in the latter case, for enabling it to qualify for IEQA in due course of time. 2.2.2 The Methodology for First-Step This Instrument consists of a Format to be filled by the applicant institution giving its organizational profile and providing specific quantitative information about the institution, relating to its performance requirements. The analysis of this Format will be used for determining its "IEQA status" or otherwise. Appropriate essential attributes are included in this Format which, will be evaluated using a predetermined scoring guideline. There are 10 probes included therein, which are expected to elicit 'Yes' or 'No' type of responses and also another 15 probes, which will elicit quantitative information about the applicant institution. (Annexure-4) As the Instrument is expected to be administered on-line, once a filled-in Format is received by NAAC, the responses given therein are subjected to computer analysis based on a set of predetermined scoring guidelines, and the scores obtained by the applicant institution are presented to the appropriate Committee of NAAC for deciding on its eligibility for the next step, i.e., Comprehensive Assessment and Accreditation by NAAC. Only those institutions which satisfy the minimum requirements of quality as set by NAAC through the minimum scores obtained at this stage, are given the IEQA status for undergoing the second step, which is more rigorous. It is expected that an applicant institution getting the IEQA status has to demonstrate basic compliance with the minimum requirements necessary for the teaching learning processes, to achieve the educational outcome. This means that the institution should have adequate human, financial and physical resources put in place and the potential to attain its goals. 2.2.3 Procedure for Seeking IEQA Status Š Submit a Letter of Intent (LOI) to NAAC, on-line, as per Format (Annexure-1); Š Fill-in and submit the Format for seeking IEQA status, on line (Annexure- 4); Š Remit a non-refundable Bank Draft of Rs. 2,000/- (Rupees Two thousand only) as application fee, payable to NAAC at Bangalore, along with the Formats; Š Await declaration/ intimation on your "IEQA status" or otherwise from NAAC, normally within two months of your application; Š Put yourself in communication with NAAC for any further clarifications. 2.2.4 Declaration of "IEQA Status" Once the applicant institutions have gone through the first step process as above, NAAC shall declare the status of the institution as follows: 1. —— Institution has earned the 'Institutional Eligibility for Quality Assessment (IEQA)' status of NAAC. A self-study report (SSR) may be prepared as per the specific NAAC Assessment and Accreditation Manual applicable to Affiliated/Constituent Colleges and

submitted to NAAC, within six months from this Declaration. OR 2. —— Institution has not earned the 'Institutional Eligibility for Quality Assessment (IEQA)' status of NAAC. The suggestions for improvement made by the NAAC Committee, are enclosed along with this Declaration. Should you desire to seek guidance from NAAC for improving your quality parameters, you may approach your Regional Coordinator at NAAC. An institution will normally be eligible to seek the IEQA status again, only after one year from the date of this Declaration. 2.3 The Second-Step: Assessment and Accreditation of Affiliated/ Constituent Colleges This second step - Assessment and Accreditation is similar to the Assessment and Accreditation methodology as practiced by NAAC hitherto. It is common to both, Affiliated Colleges and Constituent Colleges, (which have earned the IEQA status through the first step process), as well as Universities, Autonomous Colleges and institutions recognized by the UGC as Colleges with Potential for Excellence (CPEs), seeking Assessment and Accreditation by NAAC for the first time. Each category of these institutions shall prepare their appropriate documents for Assessment and Accreditation, by following the institution - specific NAAC Manuals.

THE NEW GRADING SYSTEM

In the New Methodology, the institutions will be graded for each Key Aspect under four categories, viz. A, B, C and D, denoting Very Good, Good, Satisfactory and Unsatisfactory levels respectively. The summated score for all the Key Aspects under a Criterion is then calculated with the appropriate weightage applied to it and the GPA is worked out for the Criterion. The Cumulative GPA (CGPA), which gives the final Assessment Outcome, is then calculated from the seven GPAs pertaining to the seven Criteria, after applying the prescribed weightage to each Criterion. This can be seen clearly in the serial methodology depicted below: Deriving the Institutional CGPA on a four-point scale, from the weighted a verages of Criterion- wise GPAs incorporating the criterion-wise differential weightages (CR-GPAs) Determination of Criterion- wise GPA (CR-GPA) from Key-Aspect- wise GP (KA-GP) after incorporating the Key Aspect- wise differential weightages Determination of Key-Aspect-wise GP (KA- GP) using Key Aspect-wise assessment indicators as guidelines / probes Serial methodology for arriving at the Institutional Cumulative Gragde Point Average At the end, each applicant institution will be awarded a Letter Grade to represent its quality level, along with its Performance Descriptor and Accreditation Status, based on the CGPA earned by it through the assessment process, as per the following Table: Cumulative Grade Point Average (Range) Letter Grade Performance Descriptor Interpretation of Descriptor 3.01 - 4.00 A Very Good (Accredited) High level of academic accomplishment as expected of an institution 2.01 - 3.00 B Good (Accredited) Level of academic accomplishment above the minimum level expected of an institution 1.51 - 2.00 C Satisfactory (Accredited) Minimum level of academic accomplishment expected of an institution < 1.50 D Unsatisfactory (Not Accredited) Level of academic accomplishment below the minimum level expected of an institution. Note: 1. To declare an institution

accredited as “Very Good”, the institution should have a minimum CGPA of 3.01, and fall in the CGPA range of 3.01-4.00; 2. To declare an institution accredited as “Good”, the institution should have a minimum CGPA of 2.01, and fall in the CGPA range of 2.01-3.00; 3. To declare an institution accredited as “Satisfactory”, the institution should have a minimum CGPA of 1.51 and fall in the CGPA range of 1.51-2.00; 4. Any institution that secures a CGPA of < 1.50 shall not be accredited (D: Unsatisfactory).

CONCLUSION

Methods of Accreditation are simply classified as Self Accreditation and Accreditation by Third Party Accreditation Agency authorized by Government with set standards who adopts some structural guidelines for accreditation. However Third party assessment and accreditation of Institute depends upon Self Study Reports which we make by self so Accreditation is the main part of Quality Improvement in Instructional and Infrastructural Improvements in H.E.I. Every HEI must go for Accreditation by adopting easy methods of self assessment, self-appraisal reports .

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QHE 102: Holistic Education: The Way Forward

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"Educating the mind without educating the heart is no education at all"

—Aristotle

Nature has a concept of metamorphosis that allows living beings to become the best versions of themselves. Sadly, humans have restricted their own transformation and evolution by self-defined boundaries for intelligence and limitations for creativity. Humans with their evolved brains have defied nature and probably the challenges we face as a race are a result of it. Our pre-determined and narrowly interpreted concepts of brilliance and excellence have created an ambiguous and distorted spiral of human development. There is no denying that humans have made several astonishing and significant contributions to the betterment and upliftment of human species. But, one can't overlook the trail of destruction left behind. Be it the irreparable damage to the ecosystem or equally alarming if not more, degradation of human values and an overall lack of well-being. Growing incidence of crimes, breaking up of social institutions to mental health concerns (depression, suicides, anxiety, stress, etc.) especially among adolescents and young adults makes for a very grim scenario.

The idea is not to paint a sorry picture alone. But, to highlight the urgency for a change. We all are aware of the various factors which can be attributed to the current state of affairs. However, equally important if not more is to find what can help us undo/restrict the damage along with providing alternate solutions for the betterment and overall growth. Education is one such tool that has an immense potential of bringing desired and lasting changes. What we require is a paradigm shift. Education needs to go beyond curriculum learning and academic achievements; it needs to be multi-faceted with a thrust on the holistic development of the pupil. Moving from felicitating a career to enabling the younger generation to lead a fulfilling life should be the revised goal of education.

The current education system has elements of the pre-independence era regime. For a nation trying to find its feet after centuries of being ruled, it did provide a skeletal system to work upon. But, unfortunately, even after more than 70 years of being an independent nation, the system has not evolved in accordance with the enormous changes (political, social, technological and economic) that have come about not just in the country but across the world. We lag far behind in providing the impetus that the youth needs to take off successfully into their respective careers and live more fulfilling lives. It is no wonder that some of the following statistics reflect a very sorry state of affairs:

One in four children in the age group of 13-15 years in India suffers from depression, which affects 86 million people in the South-East Asia region. India has the highest suicide rate among the ten South-East Asian countries. The estimated suicide rate per one lakh people in India, (in the age group of 15-29 years) was reported to be 35.5. (WHO, Mental Health Status of Adolescents in Southeast Asia: Evidence for Action, 2012)

- Every hour, one student commits suicide in India. One of the most common reasons to be found was academic failure or stress. (National Crime Records Bureau, 2015) 2.
- According to the National Mental Health Survey (WHO, 2015)3, 1 in 20 people in India suffer from depression and the incidence of mental disorders in the 13-17 age group was 7.3%.
- National Institute of Mental Health and Neuro-Sciences (2015)4 in their survey, reported mental morbidity of 10.6% among those who are aged 18 and above and 7.5%, among the youth (18 – 29 years).
- Lokniti-CSDS Youth Survey (2016)5 suggests that 4/10 students have experienced regular or occasional depression in the last couple of years. 30% of the subjects reported feeling bouts of loneliness.
- Recent research (Sibnath *et. al.,* 2016)6 carried out on 700 university students found that almost half of them (53%) were suffering from either a moderate or severe form of depression.
- A World Health Organization report (2017) 7 estimated that more than 56 million individuals in the country face depressive disorder.

The above-mentioned statistics are unfortunately just a tip of the iceberg as they are only the reported cases. Millions of cases due to stigma, apathy, ignorance, lack of facilities and other factors do not get even reported. The alarming aspect of these statistics is the major causes that led to these illnesses, academic stress, parental pressure, cut-throat competition, and unemployment are just to name a few.

Globalization and information technology have revolutionized not just professional but personal lives as well. The pace at which science and technology are evolving, it is imperative to keep abreast with the progress lest we shall be left behind. Global education and employment industry are both non-linear and youth needs to constantly grasp, update, appraise and apply acquired knowledge to emerging contexts. Sadly, the Indian education system has not been able to keep up with the growing demand for new skills; expertise and knowledge required for competing and succeeding globally. This “slip between cup and lip” needs to be mended as the first step towards damage control.

Hence comes the question, what can be done? An oft-repeated practice, in this case, is to pass the buck on several agencies like family, society, schools and the government and its policies. Ideally, if each agency performed its role well, these statistics would not have grown to this proportion. However, the current scenario does highlight the need for

transformational reforms in the education system. Since what is accepted and practiced across the country in terms of the curriculum will be able to homogenize the concerns and reduce the stress on all the other stakeholders as well.

When I say changes, I don't wish to just suggest modifications in curricula only to make it more "global" and "market-friendly"; we also need to shift the focus from in pursuit of academic excellence (alone) to holistic personality development and a sense of overall well-being. Recent government policies do emphasize "skill development" to make the youth employable. Though it's a very welcome step as one of the causes of mental health and psychosocial concerns is lack of employability. As per the theme of the seminar, one of the priorities should be a greater emphasis on 'life skills' and 'moral and value education' beside the other initiatives. If we go by the number of gender crimes (victim could be an infant to an octogenarian), road rage, traffic violations, accidents, divorces, teenage pregnancies, substance abuse, juvenile delinquent crimes, etc. It does point the needle at the deteriorating moral fabric of the society. Similarly, accidental deaths while taking a selfie, obsession with body image, body shaming, eating disorders, family breakdowns, general apathy towards others plights is a reflection that somewhere the younger generation urgently needs help and guidance.

We can conveniently point fingers at one another and maybe rightly so. But, that doesn't change anything at ground zero. Thankfully, despite varied differences that our diverse nation may have, education can be a unifying force and an equalizer. A relatively recent addition in Psychological research emphasizes the importance of "positive education" in order to support the all-round growth of the younger ones. The sooner we start, the earlier individuals, families, society and the nation can reap the benefits. Research has shown promising results when principles of positive education were applied to different populations. To further highlight the efficacy of this model, two examples, "Health Promoting School" (an initiative by WHO, 1996)8 and "Positive Education" (Seligman, 2009, 2018)9, 10 are shared here.

Health Promoting School: The emphasis on this type of schooling is to provide an effective platform for capacity building amongst students for living, learning and working. These are the distinguished by six key characteristics (Taken from the WHO's Information Series on School Health):

1. Engages health and education officials, teachers and their representative organizations, students, parents, and community leaders in efforts to promote health, with:
    i. Families and community groups involved in the school.
    ii. Community services, businesses, and organizations linked to the school.
    iii. School/community projects and outreach.
    iv. Health promotion for school staff.

2. Strives to provide a safe, healthy environment, including:
   i. Sufficient sanitation and water.
   ii. Freedom from abuse and violence.
   iii. A climate of care, trust, and respect.
   iv. Social support and mental health promotion.
   v. Safe school grounds.
   vi. Opportunities for physical education and recreation.
3. Provides skill-based health education, with:
   i. Curricula that improve students' understanding of factors that influence health and enable them to make healthy choices and adopt healthy behaviors throughout their lives.
   ii. Urricula that include critical health and life skills, a focus on promoting health and well-being as well as preventing important health problems, and information and activities appropriate to children's intellectual and emotional abilities.
   iii. Training and education for teachers and parents.
4. Provides access to health services, with:
   i. Services (screening, diagnosis, monitoring growth and development, vaccination, selected medications or procedures) that may be most efficiently provided in the school setting, depending on school resources and mandates.
   ii. Partnerships with local health agencies that will provide services.
   iii. Nutrition and food safety programs.
5. Implements health-promoting policies and practices, such as:
   i. An overall policy supported by school administration and management as well as teaching practices that helps create a healthy psychosocial environment for students and staff.
   ii. Policies on equal treatment for all students.
   iii. Policies on drug and alcohol use, tobacco use, first aid and violence that help.
   iv. Prevent or reduce physical, social and emotional problems.
6. Strives to improve the health of the community by:
   i. Focusing on community health concerns.
   ii. Participating in community health projects.
   iii. Fundamentally, a health-promoting school uses its full organizational potential to promote health among students, staff, families and community members.

As the above guidelines suggest, it is not just a government alone that can bring about change, the inclusion of all stakeholders is crucial for its success. Also, taking and promoting healthy schooling outside the classroom is the key factor here. If we can to create a societal system that embodies and resonates what the classroom suggests, we could expect lasting reforms and more capable pupils.

Positive Education: Positive education can be defined as, "the development of educational environments that enable the learner to engage in established curricula in addition to knowledge and skills to develop their own and others' wellbeing" (Oades, Robinson, Green, & Spence, 2011) 11. Martin Seligman (2018)12 is considered to be the father of Positive Psychology. He was the first to suggest a curriculum revision on the principles of positive psychology to ensure a more holistic and fulfilling life ahead of children. One of his much-acclaimed models; PERMA could be adapted to the Indian education system as well to reap its rich benefits.

P – ***Positive Emotions***: Experiencing positive emotions such as joy, gratitude, interest, hope.

E – ***Engagement:*** Being completely engrossed in activities that include the skill sets yet meaningfully challenge at the same time.

R – ***Relationships***: To form and sustain positive relationships.

M – ***Meaning:*** A sense of belongingness and to working for a cause one believes in and is bigger than personal goals.

A – ***Accomplishment:*** Pursuing success, the positive achievement of goals and learning mastery in the area of interest.

Positive Psychology has a huge potential in revolutionizing the education system by bringing in the concepts of well-being, happiness and core strengths of each individual. It can be started from elementary school and carried up till graduation. Some of the educational institutions have successfully endorsed it and have found positive results as well. The importance of holistic learning cannot be over- emphasized. Adapting similar concepts like the above-mentioned models of education to ground realities and Indian sensibilities shall surely help in improving the quality of education. It shall also enable the character building of our youth and aid in incorporating and inculcating the right skill set with the correct value system. Let us allow our youth to decide what the future would look like… Do we want them to thrive and flourish as individuals or do we want to churn out robots and clones with no individual differences to celebrate…? Academicians, social-workers, philosophers, and policymakers have to take the reins in their hands and change the current education system. "One size fit all" notion needs to pave way for a more holistic, personalized and meaningful learning experience so that everyone gets a chance to bloom as per their capabilities and aspirations.

"Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

—Albert Einstein

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QHE 103: Limitations and Recommendations of the National Educational Policy 2019

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Abstract

The National Educational Policy 2019 draft report proposes an education policy, which seeks to address the challenges of (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system. The draft policy seeks to revamp all aspects of the education sector and suggests bold new ideas. The idea that lifelong education is based on four pillars learning to know, learning to do, learning to live together and learning to be — has inspired the committee to cover every aspect of the education sector: school, higher, vocational and adult education. However there should be deliberation on its limitations before its implementation. We recommend improvement in some broad areas based on our experience.

Keywords*:* National Education Policy, Equity, Lifelong Education, Vocational Education

INTRODUCTION

The National Educational Policy 2019 (Chair: Dr. K. Kasturirangan, NEP 2019) was drafted by the committee and submitted to the Ministry of Human Resource Development on May 31, 2019. The report proposes an education policy, which seeks to address the challenges of (i) access, (ii) equity, (iii) quality, (iv) affordability, and (v) accountability faced by the current education system. The draft Policy provides for reforms at all levels of education from school to higher education. It seeks to increase the focus on early childhood care, reform the current exam system, strengthen teacher training, and restructure the education regulatory framework. It also seeks to set up a National Education Commission, increase public investment in education, strengthen the use of technology and increase focus on vocational and adult education, among others. In this paper key observations and recommendations of the draft Policy have been discussed and also we as academicians have found some limitations which will cause hurdles in its implementations. We recommend some steps which can be undertaken to overcome these problems. There are around eleven broad areas which need improvement.

LIMITATIONS AND RECOMMENDATIONS FOR VARIOUS AREAS OF CHANGE IN NEP 2019

Curriculum Framework

The Committee noted that the current education system solely focuses on rote learning of facts and procedures. Hence, it recommends that the curriculum load in each subject should be reduced to its essential core content. This would make space for holistic, discussion and analysis-based learning.

Limitations

If the teachers themselves are not trained in discussion and analyses, then they will not be able to train students in this direction.

Recommendations

Thus, teachers should be first trained to meet this requirement.

School Exam Reforms

The Committee noted that the current board examinations: (i) force students to concentrate only on a few subjects, (ii) do not test learning in a formative manner, and (iii) cause stress among students. To track students' progress throughout their school experience, the draft Policy proposes State Census Examinations in classes three, five and eight. Further, it recommends restructuring the board examinations to test only core concepts, skills and higher-order capacities. These board examinations will be on a range of subjects. The students can choose their subjects, and the semester when they want to take these board exams. These board examinations may replace the in-school final examinations.

Limitations

Today's marking system in education has become so lenient that so many students are scoring 90% and above. These students are not as competent as the marks they score.

Recommendations

There should be a better system of evaluation which can show the overall capability of the student.

School Infrastructure

The draft Policy recommends that multiple public schools should be brought together to form a school complex. A complex will consist of one secondary school (classes nine to twelve) and all the public schools in its neighborhood that offer education from pre-primary till class eight.

Limitations

Any school with secondary education may not necessarily be of the desired standard

Recommendations

The guidelines should be clear which school can be chosen as the leader of the school complex.

Teacher Management

Teachers will not be allowed to participate in any non-teaching activities (such as cooking mid-day meals or participating in vaccination campaigns) during school hours that could affect their teaching capacities.

Limitations

Teachers should not be deputed on non-teaching activities. It wastes their time and energy.

Recommendations

There are lots of unemployed graduates in our country. A pool of such educated youth should be maintained and utilized at the time of need.

Restructuring of Higher Education Institutions

Higher education institutions will be restructured into three types: (i) research universities focusing equally on research and teaching; (ii) teaching universities focusing primarily on teaching; and (iii) colleges focusing only on teaching at undergraduate levels. All such institutions will gradually move towards full autonomy - academic, administrative, and financial.

Limitations

Restructuring may not be very easy as this will involve the cooperation of various stakeholders like management, faculty and non-teaching staff and the sharing of resources. Moreover, as regards the idea of merging of institution, it is not clear whether merging of institutions will be academic-based or vicinity based i.e whether science colleges will be merged with another humanities college or colleges in the vicinity will be merged together. We also need to introduce a larger variety of courses as we are producing more graduates in limited areas of study. These are more in number than actually required and also they lack skills which will help them to be employed. The autonomous institutes are working more like private institutes which are not paying their faculty and staff well. Conferring complete autonomy in institutions is like privatization of education

Recommendations

Proper guidelines should be framed, which will direct the merging of various institutions and colleges. There should be a five-year plan to recommend that how many students should be trained in a particular area of study. There should be proper in house skill enhancement program. Institutions should be given partial autonomy only where they design unique curriculum but payment of salaries should reside with the government.

Moving Towards a Liberal Approach

Students will be required to choose an area of specialisation as 'major', and an optional area as 'minor'.

Limitations

This makes some teachers overworked and others may lose jobs as there is no workload. The workload of teachers does not remain constant, and it varies from year to year. Some courses are top-rated, but others have very poor popularity.

Recommendations

Proper guidelines should be made in implementation of this aspect. It should be adapted in such a manner that every course gets a minimum group of students.

Optimal Learning Environment

It recommends that all higher education institutions must have complete autonomy on curricular, pedagogical and resource-related matters.

Limitations

Some courses may not have the desired quality.

Recommendations

The regulatory body must pass these courses before they are implemented.

Financing Education

The draft Policy seeks to double the public investment in education from the current 10% of total public expenditure to 20% in the next 10 years.

Limitations

This will increase the interference of private bodies in education.

Recommendations

The public grants should be given to the national authority which can distribute evenly across the country.

Technology in Education

The Mission will encompass virtual laboratories that provide remote access to laboratories in various disciplines.

Limitations

The use of computer and wifi need constant maintenance for their proper functioning. There is also a need to provide workforce and annual maintenance contracts to keep them in best of condition. Unfortunately, we have inadequate expertise in this area of specialization.

Recommendations

Funds should be provided adequately to meet these needs.

National Committee for the Integration of Vocational Education

The Committee will be set up to work out the steps that need to be taken towards achieving the above goals. A separate fund will be set up for the integration of vocational education into educational institutions. The Committee will work out the modalities for the disbursement of these funds.

Limitations

Some vocational courses may be more popular than others. So many students will be trained in the same area of specializations**.**

Recommendations

We should make a five-year plan that will help to guide how many students should be trained in a particular vocational course in a year.

Education and Indian Languages

The Committee observed that a large number of students are falling behind since classes in schools are being conducted in a language that they do not understand. Therefore, it recommended that the medium of instruction must either be the home language/ mother tongue/local language until grade five and preferable until grade eight, wherever possible.

Limitations

The students who study in Indian language will have employability in India only. Till now the Indian students are spread all over the world because many of them are well versed in English.

Recommendations

The course can be explained in the local language, but otherwise they should continue to be taught in English /Hindi. Then they will find better employability in India and abroad and will not be confined to one corner of the country.

CONCLUSION

The National Education Policy 2019 should be able to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. However, the National Education Policy 2019, needs far greater scrutiny than it has received so far, and that a hasty implementation will have grave consequences, diluting if not reversing the earnest and painstaking attempts that have been made to democratise the contexts, and contents of education for decades. Government of India is embarking on a time-bound grassroots consultative process, which will enable the Ministry of HRD to reach out to individuals across the country through over 2.75 lakh direct consultations while also taking input from citizens online, through workshops, seminars and conferences etc. Thus NEP, 2019 is envisioned as a comprehensive blueprint to steer the change in paradigm and touching new horizon of India's education ecosystem in the coming decades.

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QHE 104: Uses of Assistive Technologies in Inclusive Classroom: A Way to Encourage Inclusion

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Abstract

All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. With the passage of the persons with Disabilities Act in 1996, India has joined the few countries that have legislation to promote integrated education. Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express potentialities in a divergent way. The present paper tries to explore the usefulness of innovative technology in inclusive classroom setting and how they are useful for dealing with key issues of access, equity, and quality, by offering enhanced services and lead to the democratization of education.

Keywords: Inclusive Classroom, Disabilities, Diverse Needs

INTRODUCTION

Inclusion aims to change school by increasing all pupils' participation within the culture and curricula of school, and minimizing their exclusion from school culture and curricula (Booth 1996). Inclusive education promotes that all children should be educated together, apart from of ability. Bartolo (2003) defines 'inclusive education' as full-time integration with proper accommodations and supports of students with disabilities in general education classrooms located in their neighborhood schools. Same proposal was given by Stainback and Stainback (1984) that, merger of regular and special education. Persons with disabilities form the world's largest minority group. Around 10% of the total world's population, or roughly 650 million people, live with some disability. And the situation is worse in the so called developing countries, who according to UNDP, house 80% of persons with disabilities **(**United Nations, 2010). There is a vicious circle or two-way link between disability and poverty; poor people are more at risk of acquiring a disability because of lack of access to good nutrition, health care, sanitation, as well as safe living and working conditions. Once this occurs, they face barriers to education, employment, and public services that pushes them further into poverty.

The history of the inclusion movement began in India with the National Policy on Education, 1968 (MHRD, 1998), which along with an emphasis on education of girls and backward groups of children envisaged the expansion of educational facilities for children with

disabilities through integration in regular schools. This policy was followed by the Integrated Education for Disabled Children programme (MHRD, 1974) to promote education, and ensure retention of children with mild to moderate disabilities in regular schools. According to UNESCO (1994), regular schools with an inclusive orientation are most effective in combating discriminatory attitudes, building an inclusive society and achieving education for all. In India, the shift of the educational model from integration of children with disabilities to inclusion of all can be observed in the National Curricular Framework (NCERT, 2005), and the National Curricular Framework for Teacher Education, (NCTE, 2009), which emphasized the need of making learning environment appropriate not only for children with disabilities but also for all children with diverse backgrounds and needs.

Table 1: School Reform Needed Which Facilitating Learning of Every Child

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective teaching	Individualized teaching
Learning in segregated areas	Learning in integrated areas
Emphasis on teaching subject-orientated	Emphasis on learning child-centered
Diagnostic/prescriptive	Holistic
Opportunities limited by exclusion	Equalization of opportunities for all
Disability view	Curricular view
Labels children disability wise	Planning is made on ability levels and opposes all kinds of labelling

INCLUSIVE CLASSROOM PRACTICES

Some of the specific observed classroom practices are:

- More experimental, inductive, hands-on learning
- More active learning
- More enacting and modeling the principles of democracy in school
- More choice for students
- More time devoted to reading full, original, books
- More deep study of a smaller number of topics
- More emphasis on higher order thinking skills when learning key concepts and principles of a subject
- More cooperative and collaborative activity
- More delivery of special help to students in general education classrooms
- More varied and cooperative roles for teachers, parents, administrators, and community members when teaching and evaluating student performance

Table 2: Assistive Technology for Inclusive Classroom

Category/Area of Function	Assistive Technology Applications	Need and Relevance in Class-room Learning
Reading	Electronic books, Book adapted for page turning, Single word scanners, Predictable texts, Tabs, Talking electronic devices/ software, Speech Software	For students having difficulty in reading and understanding written text and in paying attention to the reading assigned
Writing	Pen/Pencil grips, Templates, Word processors, Word card/book/wall, software, Spelling/Grammar checker, Adapted papers	For students having problem in writing or composition
Mathematics	Calculators, Talking Clocks, Enlarged Worksheets, Voice Output Measuring Devices, Scientific Calculators	For students having computational problems and confusions, and finding it difficult to perform well in Math lessons
Vision	Eye glasses, Magnifier, Screen Magnification, Screen Reader, Braille Large Print Books, CCTV, Audio Lesson Tapes	For students who have difficulty in seeing or lack complete vision
Hearing	Hearing Aids, Pen and paper, Signaling Devices, Closed Captioning	For students who have difficulty in hearing or are absolute hearing impaired
Computer Access	Word prediction, Alternative Keyboards, Pointing Option, Switches, Voice recognition software	For students finding it difficult to access the computer in its standard form and have difficulty in performing academic tasks
Augmentative/ Alternative Communication	Communication Board, Device with speech synthesis for typing, Eye gaze board/frame, Voice output device	For students having problems in comprehension of language, and lacking the ability to express it, or are unclear in speech and demonstrate delayed expressive language
Learning Disability and Attention Deficit Hyperactivity Disorder (ADHD)	Use of applications/devices depending upon the degree of disability/difficulty, in the area of reading and writing (Dyslexia), hand eye coordination, written expression and composition (Dysgraphia), difficulty in fine motor skills, Coordination (Dyspraxia),Math (Dyscalculia) and Attention (ADHD) like -Talking electronic devices, Calculators, Electric Organizers, Highlighters, Pencil Grips, Post-its, Computers, Spelling/Grammar Checker, Electronic Organizers, Recorded materials, Hand held Scanners, Print or picture schedule, Electronic Diaries etc.	For Students having problem in language development, reading and writing (Dyslexia), hand-eye coordination, written expression and composition (Dysgraphia), difficulty in fine motor skills, Coordination (Dyspraxia), Math (Dyscalculia), and ADHD.

The success and applicability of an assistive technology device is measured by its actual usage, ease in accessibility by its users and in their satisfaction in interaction with their environment. It is essential to ensure that the assistive devices are need-based, inexpensive to produce, purchase and maintain, easy to use, and effective, which can be ensured by the direct involvement of the potential users at each stage of designing and development.

- **Suitability to Users and Their Environment:** The devices should be compatible with the users' aspirations, emotional needs, and ways of life, and with their culture and local customs; unobtrusive by local standards, and physically comfortable from users' perspectives. It should assure user safety, be useful in a variety of situations and be durable, dependable and reliable especially in rural areas, remote areas and rugged conditions, and compatible with the ground surface and other conditions of a user's physical environment.
- **Inexpensive and Easy to Purchase:** The devices should be low in purchase price. Government and/or NGOs can also support in the provision and purchase of the devices, free of charge or at subsidized rates. The devices should be easy and affordable to assemble or produce and maintain, so that keeping the devices in working order would require minimal resources and can be repaired with the use of locally available materials and technical skills.
- **Easy-to-Use:** The devices should be easily understandable by users with limited exposure to technology, portable (easy to move from one place to another), and easy to operate without prolonged training or complex skills. Depending upon the differential abilities of the learners, and the context and feasibility of the approach, assistive provisions in education can help assist students with disabilities in learning, and a collaborative effort in the use of assistive devices, assistive technology, resource room support and innovative educational.

CONCLUSION

Traditional teaching methods are often ineffective for learners outside of the majority culture establishing a classroom tone that is friendly, caring and supportive, and that lets students explore the relationship between course material and personal and social experiences enhances, rather than undermines, students' learning. Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express potentialities in a divergent way. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. However, inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. Introduction of assistive technology in inclusive classroom will be able cater and helpful for dealing with key issues of access, equity, management, efficiency, pedagogy, quality, by offering enhanced services to students and faculty, driving greater efficiencies and creating enriched learning experiences and enabled education will ultimately lead to the democratization of education.

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QHE 105: Transition from Government to Governance: Decoding Administrative Dimensions, Managerial Challenges and Alternate Proposals in Indian Higher Education

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Abstract

Governance refers to the formal and informal exercise of authority under laws, policies and rules that articulate the rights and responsibilities of various actor including the rules by which they interact. Thus it encompasses the framework in which an institution pursues its goals, objectives and policies in a coherent and coordinated manner thereby addressing the larger question of who is in charge and what are the sources of legitimacy for decision making. This paper initiates to comprehend the whole paradigm of governance in relation to the structures and processes involved in higher education. It also seeks to evolve a comprehensive analogy aiming to understand external as well as internal dimensions, issues and challenges of higher education governance. The aim is to conceptualize the notion of governance framework thereby interrogating the multidimensional, interrelated and interdependent nature of government and governance as an approach to policy implications. The paper would then elucidate a critical analysis of the prevalent Clark's model leading to the evolution and incorporation of new public management, thereby understanding the ambiguities and crisis in governance. Lastly, the paper seeks to identity the idea of shared governance as an essential binding tool and a potential alternative to delimit the precedence of the neoliberal era. Thus, reinvigorating the various linkages and gaps in the governance of higher education. In this established framework the paper addresses how the governance and objectives of Indian higher education have evolved and whether changes in governance are consistent with changes in the system's social objectives and reforms.

Keywords: Higher Education, Governance, New Public Management, Policy, Reforms

INTRODUCTION

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. India's higher education system is under pressure from the State and an increasingly educated youth population to achieve multiple objectives, such as growth, quality and equitable access. To reach these political targets, national and provincial policymakers take an activist approach, such as providing adequate resources, enabling private provision of higher education, and so forth. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to have governance in higher education.

CONCEPTUALIZING GOVERNANCE

Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs.

International agencies such as UNDP, the World Bank, the OECD Development Assistance Committee (DAC) and others define governance as the exercise of authority or power in order to manage a country's economic, political and administrative affairs. The 2009 Global Monitoring Report sees governance as 'power relationships,' 'formal and informal processes of formulating policies and allocating resources,' 'processes of decision-making' and 'mechanisms for holding governments accountable.'

As this paper concentrates on how higher education frameworks make their actors responsible for nationally defined aims, a narrow definition of governance would be inadequate. This would suggest supporting one higher education system against another (for example, ―good governance‖ would describe a co-operative higher education system). So, this paper uses the notion of governance in its broader sense: Governance encompasses the structures, relationships and processes through which, at both, national and institutional levels, policies for tertiary education are developed, implemented and reviewed.

WHY GOVERNANCE HAS BECOME A CRUCIAL ISSUE IN HIGHER EDUCATION

Higher education has been facing dramatic changes over recent decades, including: expansion of tertiary education systems: in 2004, 132 million students enrolled in tertiary education, up from 68 million in 1991 (OECD, 2008).

A number of trends are evident in tertiary education funding arrangements as institutions have been under pressure to diversify their revenues and reduce their dependence on public funding. Firstly, there has been a diversification of funding sources. Secondly, public funding for tertiary education is increasingly characterised by greater targeting of resources, performance based funding and competitive procedures. Between 1998 and 2005, the proportion of total public expenditure on tertiary education allocated to student aid (via scholarships and loans) increased significantly. In some countries, loans have gained ground over grants in overall financial aid packages (OECD, 2007a; OECD, 2001b). The effects of these challenges on governance are diverse. Institutions of tertiary education, as recipients of public funds, are experiencing new pressures to adjust rapidly, efficiently and fairly to the expanding and changing demands of society and the labour market.

A major issue for institutional governance and research funding is to make the latter more relevant to society and the economy. Paradoxically, institutions are no longer the sole key player in higher education since the main change, as far as universities are concerned, is that knowledge production and dissemination research and teaching are no longer self-contained, quasi monopolistic activities, carried out in relative institutional isolation. Today universities are only one amongst many actors involved in the production of knowledge. (Gibbons, 1998).

Autonomy that allows institutions to manage their resources capably and to quickly respond to the demands of a rapidly changing global market is essential, though not alone sufficient to establish and maintain world class universities. Other crucial governance features are needed, such as inspiring and persistent leaders, a strong strategic vision of institutional direction, a philosophy of success and excellence and a culture of constant reflection, organizational learning and change. Institutional governance therefore becomes a vital element that will permit them to anticipate, design, implement, monitor and appraise effective and efficient policies.

HIGHER EDUCATION GOVERNANCE – TRANSITION FROM GOVERNMENT TO GOVERNANCE

There is a shift from 'government to governance', suggesting that coordination originally exercised from one actor (state authority) has moved to the coordination by 'various actors at various system levels' (de Boer, Enders, & Schimank, 2008, p. 35). This 'multi-level governance' implies that for example agenda setting, policy development, and policy determination are coordinated through 'interconnected policy levels with a substantial number of actors' (Leisyte, 2007, p. 28). At the same time market type coordination in HE, which emphasis competition between universities, academics, and performance based steering, may play an increasing role in regulating, steering and the organization of higher education institutions (HEIs) (Leisyte, 2007, p. 31). This shift from 'government to governance' shows that supra-national actors and competition has become more important, which leads to a general interest of scholars in studying shifts in governance. Furthermore, there is a general interest of scholars in converging or transforming governance modes and harmonization of national HE policies.

Governance in this study refers to the setting in which HEIs are governed and govern themselves. A distinction between external and internal governance is made, where formal governance suggests the 'relations between individual institutions and their supervisors' and internal governance compromises the 'lines of authority within institutions' (Leisyte, 2002, p. 2). The HE governance models are based on the famous Clark triangle (1983), using the idea of internal and external governance when it is looked at 'patterns of control, coordination, and the allocation of autonomy among three levels - the state, the professoriate and university management' (Dobbins & Knill, 2009, p. 399).

THEORETICAL FRAMEWORK- CLARK'S TRIANGLE

Clark was among the first to establish a typology of governance systems in 1983. By positioning the university within the borders of a triangle, the partial influence of three determining dimensions could be shown. Depending on the set-up of the higher education system and, in particular, of the university, the strength of state authority, market forces and academic oligarchy were variables and opened the way to different modes of co-operation in higher education (Clark, 1983). Given the New Public Management administration reforms, a distinction within the different categories became necessary. In 1997, Clark added a fourth element to his triangle which he described as the hierarchical self-guidance of university leaders (Clark, 1998).All of these elements are present in the Indian case, but as mentioned, despite a growing tendency for the market axis of Clark's triangle to play a major role in the Indian university system, and the increased impact of the globalizing economy on higher education through the labor market rapidly increased demand for engineering and business graduates, and the boom in private college provision in those field the government still dominates the shape of higher education governance.

CONCEPTUALIZATION: HIGHER EDUCATION GOVERNANCE AND IDEAL MODELS

Broad literature suggests that there is a transition towards new processes in terms of governance modes from 'traditional state-centered governing models' towards 'alternative modes of governance'.

The 'Triangle of Coordination' developed by Clark (1983, p. 143) is looking at the relationship between 'state authority, the academic oligarchy and the market' or according to Dobbins & Knill (2009, p. 399) it comprises 'patterns of control, coordination, and the allocation of autonomy among three levels – the state, professoriate, and university management'. The three central actors can be defined as follows: 'universities as organisation and their inter-organisational relations, the academic communities as professional communities, the state as the actor with the greatest power to shape the governance regime' (Kehm & Lazendorf, 2006, p. 15).

The 'Triangle of Coordination' introduces three ideal types of HE governance being 'state system, market system, and professional system' (Clark, 1983, p. 136). The three models state control model, academic self-rule model, market oriented model are useful to address the 'direction of policy change' (Dobbins & Knill, 2009, p. 399) and make the 'national systems' comparable (Clark, 1983, p. 136).

OPERATIONALISATION: DIMENSIONS OF GOVERNANCE

A set of five governance dimensions help to indentify and compare changes, which makes it a valuable tool for the research project, as the main question is concerned with investigating the governance modes in HE systems. In this study we compare governance changes at two different points in time:

The following typology of the governance dimensions is used:

- State regulation describes the traditional notion of top-down authority, which is vested in the state. The state has a regulatory role, exercised mainly through legal rules, describing the conditions under which activities may be undertaken. The actor's behaviour is controlled through mechanisms like monitoring, standard setting, inspection, warranty approval, arbitration (Leisyte, 2007, p. 58).
- Academic self-governance is concerned with the role of professional communities within the universities. Academics control their own work with institutionalised mechanisms like collegial decision-making and peer review-based self-steering of academic communities. Academics play a main role in running the university, which is exercised through the senate or faculty boards, where they participate in the decision-making, e.g in the financial policy of the university (Leisyte, 2007, p. 58).
- Managerial self-governance is a dimension with the central element of hierarchical steering within the universities and the roles of institutional leadership outside the universities. University leadership is represented by rectors or presidents on the top level and deans on the intermediate level (de Boer, Enders, & Schimank, 2007, p.4). Examples for managerial self-governance are elected or appointed management positions, management oversight of the budget allocation to academics and the strategic planning of research coming from the management (Leisyte, 2007, p.58).
- Stakeholder guidance concerns activities that direct universities through goal setting and advice. The government is likely to be an important stakeholder in public university systems, but is certainly not the only player in this respect. Certain powers can be delegated to other stakeholders (national agents) regulated by the state law (Leisyte, 2007, p. 59). Students in this context can be stakeholders as well.
- Competition for scarce resources is seen as a tool for achieving order in a system. These resources are money, personnel, and prestige, which are, e.g. competition for university funding to attend conferences, competition for external grants, competition for a permanent posititon, and competition for publications in top quality journals (Leisyte, 2007, p. 58). Deregulation and the establishment of a new powerful leadership result in a greater competition for resources between and within universities (Leisyte & Kiziene, 2006, p. 379).

AMBIGUITIES OF MANAGERIAL AND ADMINISTRATIVE GOVERNANCE: ANALYZING THE CURRENT CRISIS

Governance breakdowns may be procedural, in the sense that rules have been broken or governance norms have been ignored, but we should not delude ourselves into ignoring the fact that such actions are the product of acts of omission or commission by individuals, of failures of judgment, of professional competence or simply of lack of thought for the likely consequences. Governance and management are always closely interlocked and management failure is as often the trigger for governance failure as the other way round.

Thus management and governance go hand in hand, and since universities do not have relatively simple and universally recognizable measures of comparison such as profitability, shareholder value or return on capital, any slippage of performance is difficult to identify within the governance structures even if it is recognized very clearly by some sections of the management.

There is no doubt that well-understood governance structures, defined terms of reference for committees and agreed delegations of powers bring clarity to decision-making because they impose a process and a timetable to the conduct of university business and an assurance that there has been an appropriate level of consideration of important issues. At the same time the interrelationship between governance and management requires that managers and administrators have clear lines of communication and reporting, both horizontally as well as vertically. It is also imperative that the governance culture imposes on professional officers a responsibility to express themselves positively or negatively on issues at decision-making bodies if they feel obliged on professional grounds to do so.

NEW PUBLIC MANAGEMENT & GOVERNANCE EQUALIZER

Since 1980s, the New Public Management (NPM) has been the dominant paradigm in public administration theory and practice. NPM could be viewed as a simple terms with the application of business-management tools in the public sectors (Ziegele, 2008). When it comes to the employment of NPM in the field of higher education, the term 'management' involves both the state management of higher education institutions and the management of decentralized levels within a single institutions, e.g. faculties, institutes, central units, by a particular management level (Ziegele, 2008). The reform from old public management to new public management in higher education, is a shift of management from 'government to governance', or more accurate, to be 'less government and more governance' (Leisyte, 2007; De Boer *et al.,* 2007; Ziegle, 2008). The shift from old public management to the new was further depicted into four aspects : from input-oriented to output-oriented, from process-political single interventions to regulatory policy framework, from ex-ante management to ex-post management, and from precision management to macro management (Ziegele, 2008). The analysis of higher education and research governance system has been at the center of higher education research for decades. Several efforts have been contributed to develop the analytical framework on the issue (Leisyte, 2007; De Boer *et al.,* 2007).

SHARED GOVERNANCE: A CRITICAL APPRAISAL

Shared governance is a fundamental principle of inclusion in key areas of institutional responsibility and decision making. It provides the context for meaningful engagement and decision making in virtually every private and public college or university. It strengthens institutions by providing the means of aligning priorities and including key constituents in mission-related decision making. Effective shared governance, focused on open

communication, shared responsibility, a commitment to accountability, and alignment of institutional priorities, is broadly seen as advantageous but is less commonly achieved. The alignment of priorities for all three groups administrators, faculty and students in shared governance can result from an effective, engaging planning process as well as regular opportunities for inclusive conversations about strategic goals and challenges, new markets and academic programs, and other critical topics.

CONCLUSION

For improved governance system role of political leaders in power is critical. Visionary and committed political leaders who command support and respect of people across the political spectrum will be needed to devise appropriate strategies and courses of action premised on transparency, accountability, and participation to face an uncertain yet challenging future. Shared governance is vital and an emergent need to maintain the academic integrity of our colleges and universities, to prevent the pressures of commercialization from distorting the institution's educational mission or eroding standards and quality, and to uphold the ideals of academic freedom and democratic practices.

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QHE 106: Effective Assessment Practices in Higher Education

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Abstract

Assessment is the process to identify the difficulties in learning and to measure the progress of student's learning in specific subject as well as overall academic progress. The assessment of student's progress in learning of a particular subject can be observed through the formal and informal way by the teacher in the classroom. Besides this, after completion of the teaching –learning process in that particular subject, student's progress is assessed through term end examinations. For effective assessment of student's learning progress in higher education, it should be mandatory for each teacher to assess the student's knowledge before the teaching-learning process starts, during the teaching-learning process and after the completion of teaching learning process. The first important aspect of effective teaching-learning is the assessment of student's previous knowledge that should be done by the teacher before starting his teaching the particular content and this type of assessment is called placement assessment. When the teacher assess the progress of student's learning or try to identify the difficulties of students in their learning during the teaching-learning process by the use of formal weekly or monthly tests, quizzes, seminar presentations, individual or group performance on a given task and this type of assessment is called formative assessment. In this process, it is also necessary to diagnose the problem and weakness of the students in learning. As the teaching-learning process completes, the assessment of learning is done by the use of formal examination in the form of term end examinations and this type of assessment is called summative assessment. The assessment should be based on the learning outcome. The learning objectives (general objectives, specific objectives and instructional objectives during teaching-learning) should be taken into consideration for assessing the learning progress of the students in a particular content. After the assessment, there must be proper feedback of results in a constructive way.

Keywords: Assessment, Placement Assessment, Formative Assessment, Summative Assessment, Diagnostic Assessment, Learning Outcome, Feedback

QHE 107: A Study of Levels of Reflection Among the Trainee Teachers

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Abstract

The present study has been undertaken to identify level of reflection of the trainee teachers. The purpose of this study was to better understand about the level of reflection amongst the trainee teachers. This study investigated 30 trainee teachers level of reflection during 2nd year of their teacher education program. It is sought to analyze the level of reflection among the trainee teachers from Amity University. This study makes use of questionnaires and reflective journals to study the level of reflection of student teachers. Analysis of qualitative data in the form of reflective journals was collected and analyzed to answer the research questions. A modified version of the tool to assess teacher's level of reflective practice (Larrivee, 2008). The close ended questions on the survey provided the qualitative data. It is clearly evident from the results of the questionnaire that, 21 percent of the teachers belong to the pre reflection level. 30 percent of the teachers belong to the surface level of reflection. 48 percent of the trainee teachers belong to the pedagogical level of reflection. 46 percent of the trainee teachers belong to the critical level of Reflection. Interpretations of the results are presented and recommendations are discussed within the context of the study.

Keywords: Reflective Practice, Trainee Teachers, Reflection

INTRODUCTION

In 1933, John Dewey was the first to write about "Reflective Practice". According to John Dewey, "Reflective thinking involves a systematic, scientific process of describing experience and taking intelligent action to test hypothesis." He responds to learning as a reflective process. He started the discussion by asking the beliefs of the teachers as well as the students.

In 1983, it has been evidenced that the word "Reflective practice" was coined and has been made popular by David Schon first time in his book "The Reflective Practitioner" in 1983, according to him reflection and reflective practice is the critical step which is essentially required for the professional development of the teahers as well as the students so as to create a opportunity by creating self awareness and self realization among the teacher educators as well as the for all the professionals involved in the teaching and learning process as it is necessary for their professional growth.

According to Bright in (1996) reflective practice enhances learning processes. Most of the teacher educators who lack the educational heat towards teaching cannot shape the development of the individual's body, mind and spirit.

According to Diezman and Walters (2006), according to him reflective practice is a means of ascertaining the effectiveness of teaching and learning activities.

TOOLS AND TECHNIQUES FOR REFLECTIVE PRACTICE

There are different tools and techniques which are most commonly used for reflective practice, which are as follows:

Reflective Journals

Reflective journals are one of the most commonly used tool for the purpose of reflective practice. The reflective journals are to be prepared by the teacher educators in which they write about the complete event or a situation that has happened in detail and in the descriptive manner. The teacher educator may also analyze the situation of events and the sequence of events the way they happened.

By reading the reflective journals the teacher educators get to know about the problems and areas those needs to be checked and analysed. Reflective journals are important tools when used by the teacher educators helps them in analyzing their behavior so that they can modify themselves accordingly and make the changes wherever required.

Portfolios

Portfolios are modern tools used these days by the teachers educators in assessing themselves. Portfolios are the collection of accumulated ideas, thoughts as well as knowledge about teaching so as to improve the teaching methodology. The portfolios may be paper based or electronic portfolios. Portfolios are regarded as a modern technique of showing up the level of analytical, cognitive and inquisitive ability of the student teachers.

Mentoring

Mentor teachers undoubtedly play a outstanding role in the development of reflective practitiioners. By sharing their ideas, views, experiences teacher gain a lot of insight about the events that have already occurred in the past. Mentors guides the student teachers by helping them in solving the issues, providing them right direction, telling them about the strategies to solve the problem and issues which they are not able to solve themselves. A experienced teacher always have better ideas about how to sort out the situation and their suggestions are always meaningful for the novice teachers. Hence, by discussions, sharing of ideas, thoughts and views teachers can practice reflection.

Critical Incident

A critical incident is any unplanned event that occurs during class or outside class or during a teacher's career but is vividly remembered. Acritical incident is the incident that has already happened in the past. They provide a rich source of methodology and techniques on how to conduct practice, how to solve problems and improve their past and current practices.

PURPOSE OF THE STUDY

To identify the level of reflection perceived by trainee teachers during teacher education programme.

RESEARCH QUESTIONS

What is the level of reflection perceived by the trainee teachers during teacher education program?

RESEARCH METHODOLOGY

The purpose of this study was to better understand about the level of reflective practice. Based upon the tradition of research techniques commonly used within educational research, to explore the nature of human experience and awareness in order to understand their conceptions of reality (Marton and Booth, 1997), this study makes use of questionnaires and reflective journals to study the level of reflection of student teachers.

The study the study has been undertaken in Amity Institute of Education, Amity University, Uttar Pradesh.

Population: All teacher trainees

Sampling Technique

Convenient sampling method has been used for the purpose of analyzing assessing the level of reflection among the trainee teachers. The level of reflection has been on a population of teacher trainees of B.Ed. Department. 30 student teachers belonging to 2nd Year B.Ed. (4th Semester) have been taken.

Table 1

Subjects/Sample	Age Group	Gender	Educational Background			Level of Education	
30 Teacher Trainees	21-25 yrs	Female	Arts	Science	Commerce	Undergraduate	Masters
			10	4	16	15	05

Sources of Data Collection

For the purpose of analyzing the level of reflection in the trainee teachers a questionnaire which has been adapted by Larrivee (2008) has been used. It is a standardized tool that has been adopted.

Administration of Questionnaire

Data collected from student teachers were undertaken, from the B.Ed. 2nd year students just after their completion of an extended 14-week final school teaching period.

Description of the Tool

Table 2

Level	Item No.	Total No. of Item	Maximum Score	Minimum Score
Pre-Reflection level	1-10	10	50	10
Surface Reflection Level	11-20	10	50	10
Pedagogical Reflection Level	21-30	10	50	10
Critical Reflection Level	31-40	10	50	10

ANALYSIS OF DATA AND INTERPRETATION

Analysis of qualitative data was collected and analyzed to answer the research questions. A modified version of the tool to assess teachers level of reflective practice (Larrivee, 2008).

Pre-reflection Level of the Trainee Teachers

This part aims at assessing the interpretation of teacher's classroom situations Beliefs and positions about teaching practices and about the perspective of the teacher.

Table 3

No.	Questions	Response	Frequency	Marks
1.	I am willing to take things for granted without questioning.	Usually	3	12
		Never	8	8
		Rarely	12	24
		Sometimes	4	12
		Often	3	15
2.	I am preoccupied with classroom management, control and student compliance.	Sometimes	7	21
		Never	8	8
		Rarely	3	6
		Often	8	40
		Usually	4	16

Table 3 (Contd.)...

...Table 3 (Contd.)

No.	Questions	Response	Frequency	Marks
3.	I ignore the interdependence between teacher and students actions.	Sometimes	7	21
		Never	8	8
		Rarely	9	18
		Often	1	5
		Usually	5	20
4.	I view student and classroom circumstances as beyond my control.	Sometimes	9	27
		Never	12	12
		Rarely	9	18
5.	I dismiss students perspectives without due consideration.	Sometimes	8	24
		Never	10	10
		Rarely	10	20
		Often	1	5
		Usually	1	4
6.	I see no need for thoughtfully connecting teaching actions with student learning or behavior.	Sometimes	5	15
		Never	9	9
		Rarely	9	18
		Often	2	5
		Usually	5	20
7.	I discuss problems simplistically or unidimensionally.	Sometimes	5	15
		Often	8	40
		Usually	13	52
		Never	2	2
		Rarely	2	4
8.	I do not see beyond immediate demands of a teaching episode.	Usually	2	8
		Sometimes	4	12
		Never	13	13
		Rarely	10	20
		Often	1	5
9.	I fail to consider differing needs of learners.	Often	1	5
		Usually	1	4
		Sometimes	4	12
		Never	12	12
		Rarely	12	24
10.	I see myself as a victim of circumstances.	Usually	2	8
		Sometimes	1	3
		Never	17	17
		Rarely	10	20

Surface Level of Reflection

At this level the teacher's examination of teaching methods related to tactical issues is determined. This level explores the beliefs and positions about teaching practices and the teacher's view about the learners.

Table 4

No.	Questions	Response	Frequency	Marks
1.	My analysis of teaching practices is limited to technical questions about teaching techniques.	Often	1	5
		Usually	2	8
		Sometimes	2	6
		Never	10	10
		Rarely	15	30
2.	I modify teaching strategies without challenging underlying assumptions about teaching and learning.	Usually	5	20
		Sometimes	11	33
		Never	2	2
		Rarely	1	2
		Often	11	55
3.	I do not connect specific methods to underlying theory.	Usually	1	4
		Sometimes	6	18
		Never	10	10
		Rarely	11	22
		Often	2	10
4.	I support beliefs only with evidence from experience.	Often	1	5
		Usually	2	8
		Sometimes	10	30
		Never	2	2
		Rarely	15	30
5.	I provide limited accommodations for students different learning styles.	Usually	1	4
		Sometimes	2	6
		Never	12	12
		Rarely	14	28
		Often	1	5
6.	I adjust teaching practices only to current situation without developing a long-term plan.	Usually	1	4
		Sometimes	2	6
		Never	12	12
		Rarely	15	30

Table 4 (Contd.)...

...Table 4 (Contd.)

No.	Questions	Response	Frequency	Marks
7.	I implement solutions to problems that focus only on short-term results.	Sometimes	12	36
		Never	12	12
		Rarely	3	6
		Often	2	10
		Usually	1	4
8.	I make adjustments based on past experience.	Usually	10	50
		Sometimes	10	30
		Never	1	1
		Rarely	1	2
		Often	8	40
9.	I provide some differentiated instruction to address students' individual differences.	Usually	1	4
		Sometimes	5	15
		Never	12	12
		Rarely	12	12
10.	I tend to follow orders rather be innovative because I do not want to get in trouble.	Usually	12	46
		Sometimes	13	39
		Never	3	3
		Rarely	2	4

Pedagogical Level of Reflection

At this level of reflection, teacher thinking about how teaching practices are affecting students learning and how to enhance learning experiences are analysed. The teacher's view of teaching and learning and connecting such events within a broader framework is determined.

Table 5

No.	Questions	Response	Frequency	Marks
1.	I analyze relationship between teaching practices and student learning.	Never	1	1
		Sometimes	4	13
		Usually	10	40
		Often	15	75
2.	I strive to enhance learning for all students.	Never	1	1
		Rarely	6	12
		Sometimes	3	9
		Often	9	45
		Usually	11	44

Table 5 (Contd.)...

...Table 5 (Contd.)

No.	Questions	Response	Frequency	Marks
3.	I have genuine curiosity about the effectiveness of teaching practices, leading to experimentation and risk-taking.	Usually	13	52
		Often	12	60
		Sometimes	4	12
		Rarely	1	2
4.	I engage in constructive criticism of one's own teaching.	Usually	3	12
		Often	10	50
		Sometimes	12	36
		Never	2	2
		Rarely	3	6
5.	I adjust methods and strategies based on students relative performance.	Rarely	5	10
		Never	8	8
		Often	2	10
		Sometimes	10	30
		Usually	5	20
6.	I analyze the impact of task structures, such as cooperative learning groups, partner, peer or other groupings, on students learning.	Sometimes	10	30
		Rarely	06	12
		Often	4	20
		Usually	2	8
		Never	8	8
7.	I have commitment to continuous learning and improved practice.	Sometimes	4	13
		Rarely	1	2
		Often	12	60
		Usually	12	48
		Never	1	1
8.	I identify alternative ways of representing ideas and concepts to students.	Usually	12	46
		Often	10	50
		Sometimes	6	18
		Rarely	1	2
		Never	1	1
9.	I acknowledge what students bring to the learning process.	Sometimes	4	12
		Usually	12	48
		Often	10	50
		Rarely	1	2
		Never	3	3
10.	I consider students perspectives in decision making.	Never	5	5
		Sometimes	12	36
		Usually	3	12
		Often	10	50

Level 4: Critical Reflection Level

At this level, the trainee teachers are analyzed if they have developed critical inquiry concerning teaching actions as well as thinking processes. Aim of this level is to assess whether the trainee teachers have philosophical ideologies and teaching practices for continuous examination and verification or not. At this level, the critically reflective teacher is concerned with promoting democratic ideals and weighs the ethical and social implications of classroom practices.

Table 6

No.	Questions	Response	Frequency	Marks
1.	I view practice within the broader sociological, cultural, historical, and political contexts.	Sometimes	1	3
		Rarely	3	6
		Often	6	20
		Usually	14	56
		Never	6	6
2.	I address issues of equity and social justice that arise in and outside of the classroom.	Usually	3	12
		Sometimes	3	9
		Never	12	12
		Rarely	12	24
3.	I challenge status norms and practices, especially with respect to power and control.	Usually	2	8
		Sometimes	10	30
		Never	2	2
		Rarely	16	32
4.	I observe myself in the process of teaching.	Usually	10	40
		Sometimes	12	36
		Never	3	3
		Often	5	25
5.	I am aware of incongruence between beliefs and actions and takes action to rectify.	Never	1	1
		Rarely	1	2
		Sometimes	9	27
		Often	19	95
6.	I am an active inquirer, both critiquing current conclusions and generating new hypotheses.	Sometimes	12	36
		Rarely	14	28
		Often	1	5
		Usually	2	8
		Never	1	1

Table 6 (Contd.)...

...Table 6 (Contd.)

No.	Questions	Response	Frequency	Marks
7.	I challenge assumptions about students and expectations for students.	Sometimes	1	3
		Rarely	16	32
		Often	1	5
		Usually	1	4
		Never	11	11
8.	I suspend judgments to consider all options.	Sometimes	3	6
		Rarely	21	42
		Often	1	5
		Usually	1	4
		Never	4	8
9.	I call commonly-held beliefs into question.	Sometimes	1	3
		Rarely	12	24
		Often	2	10
		Usually	3	12
		Never	12	12
10.	I acknowledge that teaching practices and policies can either contribute to, or hinder, the realization of a more just and humane society.	Sometimes	1	3
		Rarely	11	22
		Often	2	10
		Usually	3	9
		Never	13	13

Range of Score at Every Level of Reflection

Pre-reflection Level

Table 7

Score Range	Number of Students
10-20	13
21-30	14
31-40	03
41-50	0

Surface Level Reflection

Table 8

Score Range	Number of Students
10-20	06
21-30	15
31-40	09
41-50	0

Pedagogical Level Reflection

Table 9

Score Range	Number of Students
10-20	0
21-30	03
31-40	07
41-50	20

Critical Level Reflection

Table 10

Score Range	Number of Students
10-20	0
21-30	03
31-40	13
41-50	14

Data Interpretation of Questionnaire with the help of Mode

Table 11

Level	Mode	Interpretation
Pre-Reflection level	21	The mode of scores of 30 students at Pre-reflection level is **21**.
Surface Reflection Level	30	The mode of scores of 30 students at Surface level of Reflection is **30**.
Pedagogical Reflection Level	48	The mode of scores of 30 students at Pedagogical level of Reflection is **48.**
Critical Reflection Level	46	The mode of scores of 30 students at Critical level of Reflection is **46.**

FINDINGS AND CONCLUSION

The present study has been undertaken to identify level of reflection of the trainee teachers. The analysis of the trainees reflective development along the three levels of reflection during the overall training period reveals the following findings and conclusions mentioned below. However, this study has revealed that their reflection did not reach critical levels.

Research Question: What is the Level of Reflection Perceived by the Trainee Teachers During Teacher Education Program?

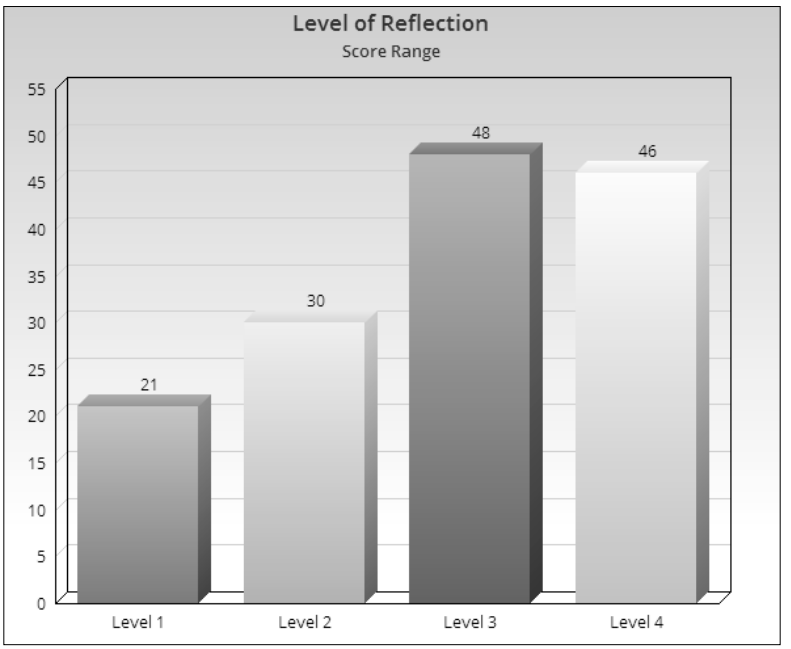

Fig. 1

The present study has been undertaken to identify the level of reflection among the trainee teachers.

The results and findings according to the questionnaire clearly indicates the following:

1. 21 percent of the teachers belong to the pre reflection level.
2. 30 percent of the teachers belong to the surface level of reflection.
3. 48 percent of the trainee teachers belong to the pedagogical level of reflection.
4. 46 percent of the trainee teachers belong to the critical level of Reflection

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QHE 108: World University Rankings and India Rankings of National Institutional Ranking Framework: Issues and Challenges

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Abstract

World University Rankings became subject matter of big debate and discussion across the world in the middle of current decade of 21st century. There are various ranking organizations/agencies involved in assigning World Rankings to universities and other higher education institutions at global level. Most popular among them include QS World University Rankings® (QSWUR), the Times Higher Education World University Rankings (THEWUR) and the Academic Ranking of World Universities (ARWU). However, these organizations/agencies follow different criteria or performance indicators and methodologies in ranking of universities and other HE institutions. As a result, the world rankings assigned to these universities/institutions by different global ranking agencies differed a lot, due to lack of uniformity in their criteria or performance indicators. On the other hand, the non-participant universities / institutions view the criteria or performance indicators adapted by these ranking agencies/organisations as incompatible vis-à-vis their own priorities, practices, commitments and contributions. Added to this, different countries too disagreed with various criteria or performance indicators used by these agencies / organizations in their ranking frameworks.

Sequel to such World University Rankings, India has come up with its own India Rankings with National Institutional Ranking Framework (NIRF), which has become an annual exercise initially accepted and launched by Ministry of Human Resource Development on 29th September 2015. Accordingly, India Rankings 2016, 2017, 2018 and 2019 have been released. Yet, the criteria or parameters followed and their respective weight(age)s in NIRF are different in comparison with those of the global ranking agencies/organizations. Thus, these criteria, parameters or performance indicators differ across the levels and the ranking agencies/ organizations. Nevertheless, in the market driven economy, the universities and other higher education institutions, public and private, with and without rankings do make difference in the minds of the stakeholders and others when they are particularly lured by the considerations of these rankings, subject to the criteria and processes thereof. Such considerations of stakeholders and others will have their short-term and long-term consequences on the universities/institutions without rankings or with poor rankings, amongst others.

It is this context that calls for the need to harmonize the criteria or performance indicators across the ranking frameworks through proper mechanism, which of course is not an easy task. The paper therefore sets the following objectives:

i. To identify and compare the criteria or parameters used in World University Rankings by the global agencies in their ranking frameworks and those used in India Rankings of NIRF at national level:

ii. To analyze the issues, consequences and challenges of these rankings in respect of the universities/institutions with and without rankings at global and/or national levels: and

iii. To set an agenda for debate on the need for a mechanism that can serve as a harmonizer of the criteria or parameters adopted by the ranking agencies at global and national levels.

Keeping in view the above objectives, the paper will focus its discussion on the relative significance and implications of the criteria, performance indicators or parameters followed by three world university ranking agencies namely QSWUR, THEWUR and ARWU, plus those of NIRF of MHRD in India Rankings.

Keywords: World University Rankings, India Rankings, Global Ranking Agencies, NIRF

CONTEXT

World University Rankings became subject matter of a big debate and discussion across the world in the middle of current decade of 21st century. There are various ranking agencies involved in assigning World Rankings to universities and other higher education institutions at global level. Most popular among them include the QS World University Rankings (QSWUR), the Times Higher Education World University Rankings (THEWUR) and the Academic Ranking of World Universities (ARWU). However, these agencies follow different criteria or performance indicators and methodologies in ranking of universities and other HE institutions. As a result, the world rankings assigned to these universities/ institutions by different global ranking agencies differ a lot; due to lack of uniformity in their criteria, parameters or performance indicators. On the other hand, the non-participant universities / institutions view the criteria or performance indicators adapted by these ranking agencies as incompatible vis-à-vis their own priorities, practices, commitments and contributions. Added to this, different countries too disagreed with various parameters or performance indicators used by these agencies in their ranking frameworks.

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institutions, public and private, with and without rankings, do make difference for all the stakeholders when they are particularly lured by the considerations of these rankings. Such considerations of stakeholders will have their short-term and long-term consequences on the universities/institutions without rankings or with poor rankings, amongst others.

OBJECTIVES

This context calls for the need to harmonize the parameters or performance indicators across the ranking frameworks through proper mechanism, which of course is not an easy task. The paper therefore sets the following objectives:

i. To identify and compare the parameters or performance indicators used in World University Rankings by the global agencies in their ranking frameworks and those used in India Rankings of NIRF at national level:

ii. To analyze the issues, consequences and challenges of these rankings in respect of the universities/institutions with and without rankings at global and/or national levels: and

iii. To set an agenda for debate on the need for a mechanism that can serve as a harmonizer of the parameters adopted by the ranking agencies at global and national levels.

Keeping in view the above objectives, the paper discusses the performance indicators used in the ranking methodologies of the three world university ranking agencies namely QSWUR, THEWUR and ARWU as well as the NIRF of MHRD in India Rankings along with their relative significance and implications for universities and other higher education institutions. The discussion is presented under the following heads.

Comparison of Methodologies Followed in World University Rankings

A comparison of the methodologies followed by different global ranking agencies in assessing Universities and other higher education institutions for assigning rankings to them is very important because each of these agencies uses a different methodology, and thus their rankings too vary. Sometimes, it may be confusing also, as it's not always easy to see why a university is ranked differently, or why its order within a country or at global level changes depending on which table is viewed at. Therefore, an attempt is made here to compare the methodologies of the three well-known Rankings namely the *QS World University Rankings,* the *Times Higher Education World University Rankings*, and the *Academic Ranking of World Universities (ARWU)* with a view to find the differences in parameters or performance indicators that formed the basis for their rankings.

QS World University Rankings: The QS World University Rankings assesses universities on *six performance indicators* relating to research, teaching, employability and internationalization. To be eligible for inclusion, institutions must teach at both

undergraduate and postgraduate level, and conduct work in at least two of five broad faculty areas (arts and humanities; engineering and technology; social sciences and management; natural sciences; and life sciences and medicine). The six performance indicators used by it along with their respective weights in the overall scores are as follows (https://www.topuniversities.com/university-rankings-articles/world-university-rankings/world-university-ranking-methodologies-compared).

- ***Academic reputation*** (40% of the overall score): Based on a global survey of academics, who are asked to identify the leading institutions in their field.
- ***Employer reputation*** (10%): Based on a global survey of graduate employers, who are asked to identify the institutions producing the best graduates in their sector.
- ***Student-to-faculty ratio*** (20%): An indication of commitment to high-quality teaching and support.
- ***Research citations per faculty member*** (20%): This is normalized by subject area, and reflects the impact of an institution's research.
- ***Proportion of international faculty*** (5%): A measure of an institution's success in attracting faculty from overseas.
- ***Proportion of international students*** (5%): A measure of an institution's success in attracting students from overseas.

The interactive results are filtered to show the scores for each of these six indicators, showing where each institution's comparative strengths and weaknesses lie.

The inaugural ranking was published in October 2014. *QS World University Rankings* is an annual publication of university *rankings* by Quacquarelli Symonds (*QS*). In 2019 Rankings (See https://www.topuniversities.com/subject-rankings/2019) the QSWU Rankings by Subject identifies the world's strongest universities in 48 individual subject areas too.

Times Higher Education World University Rankings: The Times Higher Education World University Rankings uses *13 performance indicators*, grouped into *five categories*. Institutions are excluded if they do not teach at undergraduate level, or if their research output is below a certain threshold (https://www.topuniversities.com/university-rankings-articles/world-university-rankings/world-university-ranking-methodologies-compared).

- ***Teaching*** (***30% of the overall score***)
  - Based on a reputation survey (15%)
  - Staff-to-student ratio (4.5%)
  - Doctorate-to-bachelor's ratio (2.25%)
  - Doctorates-awarded-to-academic-staff ratio (6%)
  - Institutional income (2.25%)

- **Research** (30%)
  - Based on a reputation survey (18%),
  - Research income (6%)
  - Research papers published per faculty member (6%)
- ***Research citations (30%)*** - Based on the number of citations a university's research obtains, normalized by subject area.
- ***International outlook (7.5%)***
  - Based on international-to-domestic-student ratio (2.5%),
  - International-to-domestic-staff ratio (2.5%)
  - International research collaborations (2.5%).
- ***Industry income (2.5%)*** - Based on income earned from industry, relative to the number of academic staff employed, and adjusted for PPP.

Beginning with 2011, its Rankings too are published annually. The published results can be sorted to show universities' scores for each of the five categories, but not for the individual indicators within each category.

Academic Ranking of World Universities (ARWU): The Academic Ranking of World Universities (ARWU) was first published in June 2003 and updated on an annual basis (http://www.shanghairanking.com/aboutarwu.html). Also widely known as the Shanghai Ranking, the ARWU uses six performance indicators, ***all relating to research excellence.*** The ranking considers all institutions with Nobel Laureates, Fields Medalists, highly cited researchers, papers published in Nature or Science, or a significant number of papers indexed by the Science Citation Index-Expanded (SCIE) or Social Science Citation Index (SSCI) (https://www.topuniversities.com/university-rankings-articles/world-university-rankings/world-university-ranking-methodologies-compared).

- ***Alumni*** (10% of the overall score): Based on the number of alumni of an institution who have won Nobel Prizes and Fields Medals, with greater weight given to more recent recipients.
- ***Awards*** (20%): Based on the number of staff affiliated with an institution who have won Nobel Prizes in physics, chemistry, medicine and economics, and Fields Medals in mathematics, with greater weight given to more recent recipients.
- ***Highly cited researchers*** (20%): Based on an institution's number of highly cited researchers, according to the latest list published by Thomson Reuters.
- ***Papers in Nature and Science*** (20%): Based on the number of papers published in these two influential journals, drawing on a four-year period. For institutions specialized in social sciences and humanities, this category does not apply.
- ***Papers indexed*** (20%): Based on the number of papers indexed in the Science Citation Index-Expanded and Social Science Citation Index in the preceding calendar year, with a double weighting for papers indexed in the Social Science Citation Index.

- ***Per capita performance*** (10%): The weighted scores of the other indicators, divided by the number of full-time equivalent academic staff.

Table 1 presents the comparative picture of performance indicators and their respective weights as used in the three World University Ranking Methodologies.

Table 1: World University Ranking Methodologies: Performance Indicators and their Respective Weights

Sl. No.	QS World University Rankings		Times Higher Education World University Rankings		Academic Ranking of World Universities	
	Indicator	**Weight**	**Indicator**	**Weight**	**Indicator**	**Weight**
1.	Academic reputation	40%	Teaching	30%	Alumni	10%
2.	Employer reputation	10%	Research	30%	Awards	20%
3.	Student-to-faculty ratio	20%	Research citations	30%	Highly cited researchers	20%
4.	Research citations per faculty member	20%	International outlook	7.5%	Papers in Nature and Science	20%
5.	Proportion of international faculty	5%	Industry income	2.5%	Papers indexed	20%
6.	Proportion of international students	5%	--	--	Per capita performance	10%
	Total Score	**100**		**100**		**100**

The weight given to 'teaching' decreases from 40% in QS World University Rankings to 30% in Times Higher Education World University Rankings to zero in Academic Ranking of World Universities. On the other hand, the weight given to 'research' ranges from 100% in Academic Ranking of World Universities to 30% in Times Higher Education World University Rankings to 20% in QS World University Rankings. Thus, the parameters or performance indicators used by the three global ranking agencies vary widely. There is not a single and exactly common parameter/indicator with equal weight figuring in these three Rankings. Moreover, applying same parameters for comparing any institution which is purely research-oriented with any institution which is involved in both teaching and research is improper for their institutional objectives, commitments and achievements are different. In addition to over all rankings, there have been *subject-based / discipline-based* and also parameter-wise world rankings of the universities / institutions too, which together add both to clarity on one hand and to confusion on the other, with year-wise fluctuations in their overall, subject-based and parameter-wise rankings both within the same global ranking agency and across the agencies. For example, the University of Minnesota College of Education and Human Development (CEHD) has been recognized as the top public school of education in the Academic Ranking of World Universities' 2017 college rankings. CEHD was ranked third overall, behind prestigious private universities Harvard and Stanford (https://cehdvision2020.umn.edu/blog/cehd-top-public-education-college-rankings/).

Indian Position in World University Rankings

Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions and Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. The sector boasts of 45 Central Universities of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and four Institutions (established under various State legislations). The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2013. (http://mhrd.gov.in/university-and-higher-education). However, not a single University / Institute could find a place in top 400 ranks in the Global Rankings. What does it indicate? What a deplorable transition from the glorious history of Universities like Takshashila, Nalanda and Vikramshila to the current situation!

Experts have voiced concern over not a single Indian higher educational institution figuring in the coveted top 200 list of the Times Higher Education World University Rankings 2016-17. India aced the rankings as far as South Asia was concerned, but only two universities from the country – the Indian Institute of Science-Bangalore (201-250 group) and the Indian Institute of Technology-Bombay (351-400 group) – could be seen in the top 400 of the 980-institution list. While the premier Bangalore institute moved up significantly in the list (it was in the 251-300 group last year), other establishments like IIT-Delhi, IIT-Kanpur and IIT-Madras figured somewhere between ranks 401 and 500. IIT-Kharagpur and IIT-Roorkee, for their part, appeared in the 501-600 band. India has 19 institutes in the top 800, two more than last year, and 12 others between 801 and 980. Though we may pat ourselves on the back because a record 31 Indian educational institutions – including 14 new names – have made it to the list, the picture does not look as rosy when we take the total area and population of India into consideration. (http://www.hindustantimes.com/education/experts-worried-about-lack-of-indian-representation-in-global-university-rankings/story-PnB8AeIYbrAEUxobloFpiP.html).

Indian Response: India Rankings

Given the context, MHRD, Government of India initiated National Institutional Ranking Framework (NIRF) as the national level process in 2015 for ranking the Indian Universities and other higher education institutions. Sequel to the efforts, Department of Higher Education, MHRD published NIRF India Rankings 2016 as a pioneering report, followed by India Rankings 2017, 2018 and 2019 of Higher Education Institutions on performance.

This framework (NIRF) outlines a methodology to rank institutions across the country. The parameters broadly cover "Teaching, Learning and Resources," "Research and Professional Practices," "Graduation Outcomes," "Outreach and Inclusivity," and "Perception". Based

on this framework, India Rankings – 2016 were announced for Universities / Institutions and also for the specific disciplines of Engineering, Management and Pharmacy. For India Rankings 2017, though the main ranking parameters remained the same, there were a few significant changes in a few sub-parameters. Eevery large institution was given a common overall rank as well as a discipline-specific rank as applicable. (https://www.nirfindia.org/About). While continuing these themes NIRF added rankings to the fields of law, medicine and architecture in 2018. (https://www.nirfindia.org/2018/ flipbook/index.html#p=14). However, data for India Rankings 2019 under category-specific and domain-specific ranking covered five broad generic parameters and 16-18 sub-parameters. Moreover, data on publications, citations and patents was taken from Scopus (Elsevier Science), Web of Science (Clarivate Analytics) and Derwent Innovation. Besides using this data for ranking of institutions, the combined collection of data for nearly 4,867 institutions offers a unique opportunity for analysis and to get interesting and useful insights, such as rank order correlations across parameters and also the regional outlook. (https://nirfcdn.azureedge.net/2019/pdf/Report/IR2019_Report.pdf).

The parameters on the basis of which universities have been ranked by NIRF in 2017 are given in Table 2, which cover five parameters with 21 sub-parameters.

Table 2: Parameters of NIRF-MHRD India Rankings 2017

Sl. No.	Parameter	Sub-parameters (with distribution of marks)	Marks	Weight
1.	Teaching, Learning and Resources (TLR)	A. Student Strength including Doctoral Students (SS): 20 Marks	100	0.30
		B. Faculty-student ratio with emphasis on permanent faculty (FSR): 30 Marks		
		C. Combined metric for Faculty with PhD (or equivalent) and Experience (FQE): 20 Marks		
		D. Financial Resources and their Utilisation (FRU): 30 Marks		
2	Research, Professional Practice & Collaborative Performance (RPC)	A. Combined metric for Publications (PU): 30 Marks	100	0.30
		B. Combined metric for Quality of Publications (QP): 40 Marks		
		C. IPR and Patents: Filed, Published, Granted and Licensed (IPR): 15 Marks		
		D. Footprint of Projects, Professional Practice and Executive Development Programs (FPPP): 15 Marks		
3.	Graduation Outcome (GO)	A. Combined metric for Placement, Higher Studies, and Entrepreneurship (GPHE): 40 Marks	100	0.20
		B. Metric for University Examinations (GUE): 15 Marks		
		C. Median Salary (GMS): 20 Marks		
		D. Metric for Graduating Students Admitted into Top Universities (GTOP): 15 Marks		
		E. Metric for Number of PhD Students Graduated (GPHD): 10 Marks		

Table 2 (Contd.)...

...Table 2 (Contd.)

4.	Outreach and Inclusivity (OI)	A. Percent Students from other states/countries (Region Diversity RD): 30 Marks	100	0.10
		B. Percentage of Women (Women Diversity WD): 25 Marks		
		C. Economically and Socially Challenged Students (ESCS): 25 Marks		
		D. Facilities for Physically Challenged Students (PCS): 20 Marks		
5.	Perception (PR)	A. Peer Perception: Employers and Research Investors (PREMP): 25 Marks	100	0.10
		B. Peer Perception: Academic Peers (PRACD): 25 Marks		
		C. Public Perception (PRPUB): 25 Marks		
		D. Competitiveness (PRCMP): 25 Marks		

Source: https://www.nirfindia.org/Docs/Ranking_Methodology_And_Metrics_2017.pdf

The above parameters and sub-parameters used in NIRF, besides encompassing most of the performance indicators used in QS World University Rankings and Times Higher Education World University Rankings, include other relevant sub-parameters that have greater relevance to universities and other higher education institutions.

India Rankings 2016 prepared under National Institutional Ranking Framework (NIRF), MHRD announced the ranks of Top 100 universities. Indian Institute of Science (IISc), Bengaluru was ranked as the first amongst them with a weighted score of 91.81 closely followed by Institute of Chemical Technology, Mumbai, formerly University Department of Chemical Technology (UDCT), University of Mumbai, which stands at rank 2 with a weighted score of 87.58. Ranks 3 to 8 are occupied by the traditional, multi-disciplinary universities led by Jawaharlal Nehru University (rank 3) followed by University of Hyderabad (rank 4), Tezpur University (rank 5), University of Delhi (rank 6), Banaras Hindu University (rank 7) and Indian Institute of Space Science and Technology (rank 8) with weighted scores ranging from 86.46 (JNU) to 78.83 (IISST). Birla Institute of Technology and Sciences (BITS, Pilani) was at rank 9 with a weighted score of 76.85 closely followed by Aligarh Muslim University at rank 10 with a weighted score of 6.62. (https://university.careers360.com/articles/mhrd-rankings-2016-top-universities-in-india). Like in the case of World University Rankings, in India too, NIRF-MHRD India Rankings 2016 announced rankings not only for Universities but also for three subjects / disciplines – Engineering, Management and Pharmacy (See https://www.nirfindia.org/ranking).

NIRF-MHRD India Rankings 2017 announced different rankings – overall, universities, colleges, engineering, management and pharmacy -- thus expanded the categories of rankings further. In NIRF-MHRD India Rankings 2017 too IISc, Bangaluru continued to top the list. However, because of the changes made in the parameters in India Rankings 2017, as compared to that released in 2016, except a few, many of the Universities / institutions which were ranked in the top 30 in 2016 have not found a place for themselves in the 2017

rankings (https://www.nirfindia.org/ranking2017.html). In NIRF-MHRD India Rankings 2018 too Bangaluru continued to top the list, followed by Indian Institute of Technology (IIT) Madras, IIT-Mumbai, IIT-Delhi, and IIT-Kharagpur (https://www.nirfindia.org/2018/OverallRanking. html). However, IIT-Madras stood first in India Rankings 2019 pushing IISc-Bangaluru to second position, followed by IIT-Delhi, IIT-Mumbai and IIT-Kharagpur to 3rd, 4th and 5th ranks respectively (https://nirfcdn.azureedge.net/2019 /pdf/Report/IR2019_Report.pdf).

Issues and Challenges of World University Rankings and India Rankings

World University Rankings and India Rankings indicate that the Universities / institutions of higher education need to positively adapt to the parameters of World and India Rankings and strive hard to sustain and upgrade their rankings at the national and international levels. This is so because, in the market-driven world, these rankings will have their impact on the stakeholders of educational systems. Firstly, all the career-minded students intend to seek admission into the prominent universities in the world. In the process they are bound to be driven by the world rankings and also the India rankings before they finally select their prospective universities / institutions for their admission. In doing so, the students are guided by performance of concerned universities / institutions in respect of relevant indicators/parameters. Secondly, these rankings would also affect the attitude of the potential employers toward the products of the concerned universities / institutions. As a result, acceptability or credibility of their products (graduates) among the public at large too will be impacted accordingly. The reputation of the universities among employers, students and public at large will thus depend upon their respective rankings. Lastly, above all, the situation of universities / institutions with poor or no rankings becomes vulnerable in their competition to attract the students and also for getting research funding from Government and other funding agencies.

Primary issues are the parameters used, the extent of their applicability to participating universities/institutions., and the periodicity of ranking process. Questions that center around these issues are: Whether the rakings should be done annually, or once in two, three, four or five years? Whether there should be same periodicity for World Rankings and National Rankings of different nations or should it be different for both the Rankings and, if so, why? Whether there should be comparable parameters in both these rankings? Whether the participation of all the eligible universities / institutions in the ranking processes of both world and national rankings should be made mandatory and simultaneous?

The challenges include: Which is the agency that can be globally accepted by different countries / institutions to be the one qualified for carrying out the process of world university rankings? How independent, fair, objective and successful can it be in accomplishing its task within the given periodicity? What is the statutory and financial modality under which such an agency can be established and made functional?

Towards Single Acceptable Agency or Mechanism for World University Ranking?

If the purpose of world university rankings is to provide trusted performance data on universities for students and their families, university/institutional leaders and teachers/ academics, and governments and industry, then deciding upon who should do such ranking and what is the acceptable mechanism / methodology is very essential. Only single acceptable agency and methodology at global level which can simultaneously work with the respective national agencies of different countries can provide meaningful solution for the issues and challenges related to the ranking of universities/institutions at global and national levels. This would minimize the risks or threats involved for the universities / institutions participating at both global and national levels. To be realistic or pragmatic, acceptability of a single institution at national level in every country may be possible. However, agreeing upon a single ranking agency at global level is nearer to impossibility.

Assuming that a single global agency and single national agency in each country for university/institutional rankings has become a reality, still the challenge will not be over. For example, in India, NIRF is done by MHRD. On the other hand, the National Assessment and Accreditation Council (NAAC) conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognised institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well-being and student services (http://naac.gov.in/index.php/about-us#vision). Now, the question is, given the NAAC, is there any need for India Rankings of NIRF-MHRD or vice-versa? What is the significance of A++, A+, A, B++, B+, B, and C for accredited status, though D clearly is for not accredited? How to negotiate the rankings of NIRF and grading of NAAC with regard to any particular university / institution? If such negotiation is possible at national level, then what about similar situation at global level vis-à-vis the negotiated position of NIRF and NAAC? These are the questions answers to which are very hard to find! However, any meaningful solution would be helpful in building required resilience in the universities and other institutions of higher education across the globe for raising their educational standard or quality to the expected benchmarks at national and global levels.

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QHE 109: Effective Pedagogical Methods in Teaching at Higher Educational Institutions

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Abstract

Higher Education System faces a great variety of challenges due to rapid changes of modern world. Therefore, it is a necessity to train more eager, thoughtful individuals in interdisciplinary fields. Thus, research and exploration to figure out useful and effective teaching and learning methods have become one of the most important requirements of educational systems. Professors play a determining and prominent role in training such people in the mentioned field. A university can be considered as a place where new ideas germinate; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge and where creative minds converge, interact with each other and construct visions of new realities. It is a place where established notions of truth are challenged in the pursuit of knowledge. In order to make these happen, getting help from experienced teachers can be very useful and effective.

No doubt, teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of learning output. It is found from a study that there are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. The students who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Franklin, 2001). This same criterion was also put forth by Thomas Angelo. According to him, "teaching in the absence of learning is just talking" Doyle.T. (n.d.). A teacher's effectiveness is again related to student's learning. In this paper, the focus is given to the effective pedagogical methods in teaching at higher educational institutes.

Keywords: Pedagogical Methods; Higher Education; Student's Learning

INTRODUCTION

Attention to student's education as a main product that is expected from education quality system is of much greater demand in comparison to the past, given the education quality. There has always been emphasis on equal attention to research and teaching quality in educational institutions and establishing a bond between these two before making any decision. However, research studies show that the already given importance to research in universities does not meet the educational quality requirements. Attention to this task in higher education is considered as a major one. Therefore, educators must pay attention to learners and learning approach in their instruction. Along with these two factors, the

educators should move forward to adopt new teaching approaches according to the student's needs and interests. In the past, instruction was teacher-centered and the student's needs and interests were not considered. So, that approach was called traditional. A new approach should be taken into account when instruction must change into a method in which student's needs are considered and as a result of the mentioned method active behavior change occurs in them. Moreover, it is found that a large number of graduated students especially bachelor holders do not feel ready enough to work in their related fields. Therefore, there is a need of making decisions to improve it require much research and assistance from the experts and pioneers of any institute.

There are various literatures on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. Not only is this it equally filled with suggestions of what not to do in the classroom. But it is a true fact that there is no rule book on which teaching methods match up best to which skills and/or content that is being taught. Students often have little expertise in knowing if the method selected by a teacher was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable. According to Doyle.T. (n.d). "Research indicates that students are the most qualified sources to give feedback on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of teachers or course effectiveness, they are legitimate indicators of student satisfaction, and there is substantial research linking student satisfaction to effective teaching (Theall and Franklin, 2001)." According to Murray, 1994, research on student evaluation of teaching generally concludes that student rating can be considered as reliable, valid, relatively unbiased and useful. Most universities emphasize on a process by which students provide anonymous feedback at the end of each course they complete. These ratings have been a hot topic since they were first employed in mid 1920's (Chang, 2001) and they create an enormous challenge for nearly every institution that uses them (Hoyt & Pallett, 1999). Over the years student evaluation of teachers has changed significantly especially in the fields of the purpose and methodology. They are useful to assist students in the selection of courses, to helping faculty members further develop and improve their teaching skills and in assisting administrators with respect to personnel decisions (Ory, 2000). Nowadays, student ratings of instruction are widely used for the purpose of making personnel decisions and faculty development recommendations (Scriven, 1995). For administrators, the information derived from ratings helps them in making both summative and formative judgments which deals with faculty retention, tenure, and promotion, hiring, selecting faculty for teaching awards and honors, and in assigning teachers to courses (Franklin, 2001; Kulik, 2001). Braskamp (2000) suggests that teachers should use the data formatively to develop and improve their teaching effectiveness. Student-ratings are in fact used in over 90 percent of all educational institutions in the United States and represent the most frequently used strategy for evaluating teachers and courses (Cuseo, n.d.). According to Braskamp, and Ory (1994), there is much debate within the

higher education community on how teaching or teaching effectiveness may be defined. For an example, Centra (1993), defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures" (p. 42). Apart from this, Braskamp and Ory, (1994, p. 40) defined effective teaching as the "creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively". Many researchers have debated upon whether or not students are legitimate judges of teaching effectiveness. Though there are debates across the world, the general sense is that students are both rational and reliable sources of evidence (Arreola, 1995; Braskamp & Ory, 1994; Pratt, 1997), because while in class, students are exposed to all sorts of instructional experiences (lectures, instructional materials and aids, readings, exams). According to Theall, M. (n.d.) students can answer questions about the quality of lectures, the value of readings and assignments and the clarity of the teacher's explanations. Students are certainly able to express their satisfaction or dissatisfaction with the experience. They have a right to express their opinions about the quality of teaching in any case, and no one else can report the extent to which the experience was useful, productive, informative, satisfying, or worth while.

THERE ARE VARIOUS TEACHING METHODS AS INTERESTING AND BEST TEACHING METHODS

Lecture Method

It not only creates new ideas but also is good for large class. Since teacher is experienced and has mastery on subject, can explain all points and can answer all questions raised by students. In this method students can ask if they need any clarification. Teacher discuss whole topic in the class in easy language so students can easily understand the topic and provides all knowledge related to topic. It is time saving as teacher is supposed to finish lecture in time. Students give their views at the end of lecture. Students can ask question if they have any problem to understand lecture. Students attentively take notes during lecture as the teacher asks questions at the end of lecture. The method help students know and understand basic concepts. Teacher knows all the students so he/she can use suitable strategies for the class to make them understand. Teacher shares different day to day experiences and examples with students so it creates interest in students.

Group Discussion

In this method, there is more participation of students. Students listen to other's opinion & express their own opinion. They discuss with teachers the points that were missed during discussion. Students are provided with the opportunity to learn on their own & find out key points. Students exchange their ideas and get point of view of all and not only those who always speak. After discussion when students give their presentation, teacher corrects their

mistakes. Students are encouraged to make their own notes. The learning is more effective as they don't have to rely on rote learning. It develops creativity among students. It not only evokes thinking among students but also gives them ample time for the preparation of topic. Students should have material and knowledge before discussion.

Individual Presentation

A presentation motivates listeners to accept a new idea, alter an existing opinion, or act on a given premise. Students first thoroughly understand the topic before giving presentation i.e. mastery on topic which increases confidence among students. It is a good way to learn for only one student who is presenting. Students search lot of books to collect material. In this method, teacher's supervision is very important.

Assignment

It enhances the ability of research on any topic as the students search topic from different books, websites etc. It encourages active learning of the students.

Seminars

It gives chance to the students to meet other people of same profession. It not only motivates and makes student active in learning but also is an interesting method of learning. It helps in the development of student's personality.

Workshops

It gives chance to meet other people of same profession and work with them. They get to learn a lot of things from workshops. It increases their self esteem and practical knowledge as well.

Conferences

It provides the students with the opportunity to meet other people of same profession and networking with other institutions and professionals. They learn various things in conferences. They get the opportunity of presenting on a particular topic and have a discussion on the same. It gives confidence to the students and encourages them to learn more.

Brain Storming

It is more interesting and more informative. The students stay active and gain knowledge by participating in it. Therefore, learning is effective. Students give their opinion on the concerned topic. Here creative thinking is encouraged. Students are encouraged to think beyond their knowledge. In this method, everyone gets the chance to express their thoughts. In this method of learning, simple topics can be learnt through different angles.

Role Play

It is an interesting method of learning new things. Creative thinking is encouraged. Students are encouraged to think beyond their knowledge. It interest students because they enjoy the situation. It is an active learning by the students. In this way topics can be learnt easily.

Case Study

The students remain active during the whole process of study. Creative thinking is encouraged. Teachers motivates students think beyond their knowledge.

MAKING TEACHING METHODS MORE INTERESTING

Faculties in Higher education strive to become more effective teachers so that students can learn better, and many explore methods to improve their teaching practice. There are different methods teachers are using in the classroom depending on the nature of subject, number of students, and the facilities available. Certain tips and techniques for improving these methods are given below (Sajjad, S.1997).

Lecture Method

A talk or verbal presentation given by a lecturer, trainer or speaker to an audience is known as lecture. With all the advancement of training systems and computer technology and even if lecture method is called as traditional method of teaching, it is still a backbone widely used in teaching and training at higher level of education. This method is used by the faculties because it is economical, can be used for a large number of students, material can be covered in a structured manner and the teacher has a great control of time and material. A study conducted by Benson, L., Schroeder, P., Lantz, C., and Bird, M (n.d.) revealed that students place greater emphasis on lecture material than on textbooks by providing evidences. Simply a matter of standing in front of a class and reciting what you know is not lecturing. The classroom lecture is a special form of communication. It includes voice, gesture, movement, facial expression, and eye contact which can either complement or detract from the content. (Davis.1993). McCarthy, P.(1992) in their article "Common Teaching Methods" stated that the strengths of lecture method is it presents factual material in direct, logical manner, contains experience which inspires, stimulates thinking of the students to open discussion, and useful for large groups. Some of the findings also revealed that lecture is considered as the best method by the students because according to opinion of students. This is because it creates new ideas, it is good for large class, develops creativity among students, teacher is experienced and has mastery on subject, explain all points and can answer all questions by students. Sullivan & McIntosh (1996) said that the lecture can be a highly effective and interactive method for transferring knowledge to students if it is done with planning and effective presentation techniques.

TIPS AND TECHNIQUES FOR IMPROVING LECTURE METHOD

1. Faculties should use lecture material which are stimulating and thought provoking.
2. Faculties should deliver information dramatically by using example to make it memorable.
3. Faculties need to use questions throughout the lecture to involve students in the learning process and to check their comprehension.
4. They can reinforce learning by using visual supports like transparencies, flip charts, whiteboard/ black board etc.
5. They should take feedback of students to improve lecture method.

Discussion

A free verbal exchange of ideas between group members or teacher and students is known as discussion. The students should have prior knowledge and information about the topic to be discussed in order to make it an effective discussion. McCarthy, P. (1992) emphasized the strengths of class discussion and stated that it pools ideas and experiences from group, and allows everyone to participate in an active process. Kochhar (2000, p.347) stated that; when there is a difference of opinion over a problem, an issue, a situation, it is suitable for discussion method of teaching. Some of the studies also revealed that the students rated group discussion (class discussion) as the second best method by giving reasons that; it has more participation of students, the learning is more effective, the students don't have to rely on rote learning, every student give his/ her opinion, and this method develops creativity among students.

TIPS AND TECHNIQUES FOR IMPROVING DISCUSSION METHOD

1. Faculties should spend sufficient time in preparing the process and steps of discussion.
2. Different aspects of the topic and the parameters should be selected by the faculties for the focused discussion in the classroom.
3. Faculties should allot sufficient time to discuss all the issues. At the same time, the time limit to reach a conclusion should be known to the students.
4. The faculty in the beginning should introduce the topic, the purpose of discussion, and the students participating in discussion.
5. Before the start of discussion, background information about the topic should be provided by the faculty.
6. There is a need to include questions in the process of discussion to provide direction to the students.
7. Relaxed environment should be created by the faculty to foster the process of discussion.

8. After opening the discussion, the faculty should play the role of a facilitator involving every one and at the end should summarize the discussion.
9. He/she should encourage students listen other's point of view and then evaluate their own.
10. He/she should give value to all students' opinions and try not to allow his/her own difference of opinion, prevent communication and debate.

Role Play

Role play occurs when participants take on differentiated roles in a simulation and these may be highly prescribed, including biographical details, and even personality, attitudes and beliefs; or loosely indicated by an outline of the function or task. These techniques are applicable to a wide range of learners, subjects and levels (Singh, and Sudarshan, 2005, p 238, 239). It can be a memorable and enjoyable learning method. In order to gain maximum benefits from this method, the incidents selected for enactment should be as realistic as the situation allows.

TIPS AND TECHNIQUES

1. Before the role play, the faculty should brief participants about the roles they will play, give them time for preparation, confirm confidentiality of role play, and ask participants to behave naturally.
2. He/she should select & brief observers about their roles.
3. During the role play, he/she must keep quiet, listen & take notes, avoid cutting role play short, but give time warning if previously agreed. The faculty should be prepared for some action if participants dry up and can intervene as a last resort.
4. After the role play, the faculty should thanks participants, ask for feedback from lead participants, take comments from observers, ask other participants to comment.
5. He/she should use role names not those of participants, summarize, drawing out learning points, leaving the participants with positive comments and feelings.

Case Study

Primarily developed in business and law contexts, case method teaching can be productively used in many subjects like liberal arts, engineering, and education. This method is basically used to develop critical thinking and problem-solving skills of the students, as well as to present students with real-life situations. The students are presented with a record set of circumstances based on actual event or an imaginary situation and they are asked either to diagnose particular problem(s) only or to diagnose problem(s) & provide solution(s) or to give reasons & implications of action after providing both problem & solution.

ROLE OF FACULTY WHILE CONDUCTING CASE STUDY

1. The faculty should read the case and determine the key problems faced by the student,
2. He/she should determine the data required to analyze the problems and for a synthesis into solutions,
3. He/she should develop, analyze, and compare alternative solutions, and recommend a course of action.
4. Tips and techniques
5. It is important that the cases should be brief, well-written, reflect real issues, and open to a number of conflicting responses.
6. Students should be encouraged to work in group to prepare a written report and/or a formal presentation of the case.

Brainstorming

Loosely structured form of discussion for generating ideas without participants embroiled in unproductive analysis is called brainstorming. It is one of the very essential techniques for problem solving, decision making, creative thinking and team building. It develops listening skills in students.

TIPS AND TECHNIQUES

Ground rules for running brainstorming session include:

1. There should be no criticism and the wild ideas of the students should be encouraged and recorded without evaluation by the faculty.
2. Emphasis should be placed on quantity of ideas given by the students and not the quality.
3. There is a need of equal participation of all students.
4. It can be unfocused so faculty should know how to control discussion and facilitate issues.
5. It works well with small group of students.

Assignment Method

Written assignments given by the faculty help in organization of knowledge, assimilation of facts and better preparation of examinations. It not only emphasizes on individual student's work but also the method that helps both teaching and learning processes (Kochhar, 2000, p.358).

TIPS AND TECHNIQUES

1. The parameters of the topic of assignment should be well described before the students.
2. Faculty should explain the assignments fully and briefly so that students know how to be best prepared. When the inevitable question, "Will we be tested on this?" arises, make sure that the faculty's answer includes not only a "yes" or "no," but a "because "Shea, A. (2009).
3. Davis (1993) suggests that faculty should give assignments that recognize student's diverse backgrounds and special interests. For example, a faculty member teaching a course on medical and health training offered students a variety of topics for their term papers. It may include one on alternative healing belief systems. A faculty member in the social sciences may give students an assignment asking them to compare female-only, male-only, and male-female work groups.

RECOMMENDATIONS

- In order to evaluate teaching effectiveness different methods can be used including: peer review, self-evaluation, teaching portfolios, student achievement and students' ratings of teaching methods used by their faculties.
- Students must be assured that the information they are giving is welcomed by the faculty and they will be used to improve the teaching and learning in the course; otherwise they are unlikely to take the rating process seriously (Doyle.T. n.d.).
- A faculty needs to educate students about effective ways of giving precise feedback that addresses specific aspects of their learning experience.
- He/she needs to continually assure students throughout the semester that the ratings will be used for productive changes in teaching/ learning process and that there will be no chance of retribution to the students.
- Various studies have been conducted about new teaching methods. For example, studies by Momeni Danaie, Noroozi , and Zarshenas, have shown various required methods of teaching and they have also concluded that pure lecture, regardless of any feedback ensuring the students learning, have lost their effectiveness. They have also found out that the problem-oriented approach in addition to improving communication skills among students not only increased development of critical thinking but also promoted study skills and an interest in their learning.

SOME OF THE STUDIES FOUND THAT THERE ARE SOME BARRIERS TO EFFECTIVE TEACHING THAT ARE MENTIONED BELOW

1. The requirements defined curriculum and resources in the teaching, the large number of students in classes, and High volume theoretical principles as to the use of new methods of training such as problem-based methods or project based approach.

2. The lack of motivation in students and the lack of access to educational assistants are considered the reasons for neglecting these methods. If each professor could attend crowded classes with two or three assistants, they could divide the class into some groups and assign more practical teamwork while they were carefully supervise.
3. Having a successful and effective teaching that creates long-term learning on the part of the students will require certain feelings and attitudes of the faculties. These attitudes and emotions strongly influence their behavior and teaching. In this section, the attitudes of successful teachers are discussed. Teaching effectively makes sense if the efforts of the professors are aligned with the goals of university.
4. When an individual begins to learn, according to the value of hope theory, he must feel this is an important learning and believe that he will succeed. Since the feeling of being successful will encourage individuals to learn, faculties have an important role in this sense. Factors like interest in youth, trust in ability and respect, are the motivating factors for students.

REQUIREMENTS RELATED TO THE BEHAVIOR AND PERFORMANCE OF FACULTY MEMBERS IN EFFECTIVE TEACHING

Faculties need to focus on mental differences, interest, and sense of belonging, emotional stability, practical experience and scientific level of students in training since class curriculum planning includes preparation, effective transition of content, and the use of learning and evaluating teaching. It is important to have a course plan, using appropriate educational strategies. According to Choi and Pucker, it is the most important role of faculties to plan and control the educational process for students to be able to achieve a comprehensive learning. Klug and colleagues in an article entitled "teaching and learning in education" raise some questions and suggested that the faculty members should ask themselves these questions regularly. 1. How to increase the students' motivation. 2. How to help students feel confident in solving problems. 3. How to teach students to plan their learning activities. 4. How to help them to carry out self-assessment at the end of each lesson. 5. How to encourage the students to motivate them for future work. 6. How I can give feedback to the students and inform them about their individual learning

CONCLUSION

Teaching and learning in higher education is a shared process, with responsibilities on both student and faculty member to contribute to their success. Within this shared process, in order to make the students capable to reach a higher level of understanding, higher education must engage the students in questioning their preconceived ideas and their models of how the world works. In order to grow, successful people to deal with and the challenges in evolving the society, most developed countries are attempting to use new teaching methods in higher education. All these methods are student-centered. Research conducted by Momeni

Danaei and colleagues also showed that using a combination of various teaching methods together will lead to more effective learning while implementing just one teaching model cannot effectively promote learning in students. However, some of the studies showed that effective teaching methods in higher education have some requirements and barriers. In addition and according to the studies reviewed, we can conclude that a major challenge for universities, especially at a time of resource constraints, is to organize teaching so as to maximize learning effectiveness. As mentioned earlier, a major barrier to change is the fact that most faculty members are not trained for their teaching role. They are largely ignorant of the research literature on effective pedagogy. These findings are in agreement with the research of Knapper, who indicates the best ideas for effective teaching. They include: Teaching methods that focus on the students' activity and task performance rather than just acquisition of facts; Opportunities for meaningful personal interaction between the students and teachers; Opportunities for collaborative team learning; More authentic methods of assessment that stress task performance in naturalistic situations, preferably including elements of peer and self-assessment; Making learning processes more explicit, and encouraging the students to reflect on the way they learn and Learning tasks that encourage integration of information and skills from different fields. It can be concluded from the concerned article that a good teaching method helps the students to question their preconceptions, and motivates them to learn, by putting them in a situation in which they come to see themselves as the authors of answers and the agents of responsibility for change. But there are some barriers and requirements faced by the faculty members while teaching. Some of these requirements are prerequisite of the professor's behavior and some of these are prerequisite of the professor's outlook. Also, there are some major barriers some of which are associated with laws and regulations. Therefore, to have an effective teaching, the faculty members of universities should be aware of these barriers and requirements as a way to improve the quality of teaching. Effective teaching also requires structural changes that can only be brought about by academic leaders which include hiring practices reward structures that recognize the importance of teaching expertise, quality assurance approaches that measure learning processes, outcomes in a much more sophisticated way than routine methods, and changing the way of attaining university accreditation. The nationally and locally recognized professors are good leaders in providing ideas, insight, and the best strategies to educators who are passionate for effective teaching in the higher education and therefore, it is supposed that there is an important role for nationally and locally recognized professors in higher education to become more involved in the regulation of teaching rules. This will help other university faculties to be familiar with effective teaching and learning procedures. It can also help the curriculum planners and faculty members to improve their teaching methods.

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QHE 110: Exploring the Concept and Roots of Academic Capitalism in Higher Education

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Abstract

The increasing tendency of the universities to cater to neo-liberal policies by performing market-oriented activities is a steep slide towards academic capitalism. However, academic capitalism doesn't have its roots working in isolation. The paper examines other factors like academic inflation, academic hierarchy and academic de-diversification working as strong roots of academic capitalism. The study attempts to find the underpinning linkages of these factors, and how they contribute to the economic development focused instrumental ideology of education.

Keywords: Higher Education, Academic Capitalism, Academic Hierarchy, Academic Inflation

INTRODUCTION

In 1990, Shiela Slaughter coined the term "academic capitalism" to extend Max Weber's insight from its origins in the German university system of the early 1900s to the emerging circumstances of academic engineering and science in the con temporary United States (Hackett 1990). Scientists' alienation, dissatisfaction with research, and eroding conditions of employment were the chief concerns, accompanied by a discussion of values in tension and the changing culture of the US university. The concentration of wealth in the United States compelled them to think again about the ways capital, within the university and in society at large, shape academic organizations, work life, and the landscape of research.

Slaughter and Rhoades track changes in policy and practice, revealing new social networks and circuits of knowledge creation and dissemination, as well as new organizational structures and expanded managerial capacity to link higher education institutions and markets. They depict an ascendant academic capitalist knowledge/learning regime expressed in faculty work, departmental activity, and administrative behavior. Clarifying the regime's internal contradictions, they note the public subsidies embedded in new revenue streams and the shift in emphasis from serving student customers to leveraging resources from them.

This paper discusses the increasing trend toward academic capitalism and profit-oriented entrepreneurial practices in the fields of education and research in India. This occurs as universities, in different ways act less like centers of disinterested education and research and more like economic enterprises that aim to maximize their revenues and/or advance the economic competitiveness of the spaces in which they operate. This development has become more global thanks to intensifying competition among relevant institutions

(reflected, inter alia, in international accreditation for teaching and international rankings for research), intensified competition between the wider economic and political spaces in which they are embedded.

As colleges and universities become more entrepreneurial in a post-industrial economy, they focus on knowledge less as a public good than as a commodity to be capitalized on in profit- oriented activities. The paper tries to analyze academic capitalism in the Indian context against the backdrop of the aggressive engagement of Indian higher education institutions in the knowledge-based economy and the efforts of colleges and universities to develop, market, and sell research products, educational services, and consumer goods in the private marketplace.

ACADEMIC CAPITALISM

'Academic Capitalism' is a term introduced by Shiela Slaughter and Larry L. Leslie in their book *Academic Capitalism: Politics, Policies and the Entrepreneurial University* (1997); they used the term to define the way public research universities were responding to neo- liberal tendencies to treat higher education policy as a subset of economic policy (Slaughter and Rhoades, 2000). Universities act less like places of disinterested education and research and more like economic enterprises that aim to maximize their revenues and/or advance the economic competitiveness of the spaces in which they operate (Jessop 2017).

The trend toward academic capitalism has three major sources. First, it derives from the influence of the 'knowledge-based economy' paradigm in the transition beyond Fordism to new accumulation regimes (Jessop 2004). This paradigm calls on education and research to meet the human capital needs of a changing labor market and economy, provide infrastructure and services to business, and transfer knowledge so that it contributes to capital accumulation. It also recommends that students, faculty, and researchers become enterprising bearers of intellectual capital. Second, neoliberalism has enabled financialization and the rise of finance-dominated economic regimes that extend their logic into education and research. And, third, fisco-financial crises (often exaggerated) provide reasons for neoliberal state managers to demand public spending cuts in these areas. Such mechanisms lead to growing differentiation between globally competitive research universities and institutions that offer mass credentialization and lifelong learning at local or regional scales. It also deepens the tension between treating knowledge, education, and research as public goods or, alternatively, as private or club goods whose restricted circulation excludes many from their potential benefits.

ACADEMIC HIERARCHY

Academic hierarchy refers to the hierarchy of subjects in learning at schools. It's not uncommon to see some subjects given more importance than others by all stakeholders including students, parents and teachers. Students are exhorted to focus on the subjects

higher in hierarchy with external coaching or tuitions, and the lower status ones are somehow dealt on their own. Evidently, the subjects like mathematics and sciences are considered more abstract and elite; whereas the subjects arts and humanities have a low status (Goodson,1985, 1992; Teese, 1998; Teese & Polesel, 2003; Young 1971, 2005).

Renowned educationist Ken Robinson in his most view TED talk titled: 'Do schools kill creativity' says, "Every education system on earth has the same hierarchy of subjects. It doesn't matter where you go. You'd think it would be otherwise, but it isn't. At the top are mathematics and languages, then the humanities. At the bottom are the arts. And in pretty much every system, too, there's a hierarchy within the arts. Art and music are normally given a higher status in schools than drama and dance. There isn't an education system on the planet that teaches dance every day to children the way we teach them mathematics. Why? Why not? I think this is rather important. I think math is very important, but so is dance. Children dance all the time if they're allowed to, we all do. We all have bodies, don't we? Education system came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas. Number one, the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds you would never get a job doing that. And the second is academic ability, which has really come to dominate our view of intelligence, because the universities design the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly talented, brilliant, creative people think they're not, because the thing they were good at school wasn't valued, or was actually stigmatized."

In *Ideology, Culture and the Process of Schooling,* Giroux developed the notion of a "culture of positivism," i.e. of a pervasive technocratic rationality that has become a form of cultural hegemony. In this form of rationality, "knowledge becomes identified with scientific methodology and its orientation towards self-subsistent facts whose law-like connections can be grasped descriptively." Thus, Giroux argues that the crisis in history education (i.e. the public's growing belief in the "irrelevance" of history) is not an academic problem but essentially a political one, attributable "to the growing effect of the culture of positivism on the process of schooling itself, and in this case, particularly the social studies field."

Lastly, it's vital to look at this hierarchy from an economic point of view. Maths and sciences are the subjects which lands up someone with a better paying job; these are the subjects which add more to the economy, hence, these subjects are given more preference. Governments also more into the higher level subjects. In India, for instance, recent raise in recent raise in the stipend of JRF for PhD students was biased in favour higher level subjects. Announcing the hike, the government said that "PhD scholars, working in science and technology, are the most significant contributors to the knowledge base of the country for its industrial competitiveness, academic vibrancy and technology led innovations. With effect from January 1, 2019, central government has enhanced the fellowship of PhD students and other research personnel enrolled in any area of science and technology,

including physical and chemical sciences, engineering, mathematical sciences, agricultural sciences, life sciences, pharmacy, among others. The hike in fellowship will directly benefit over 60,000 research fellows and also provide a template to the states to consider increase in their fellowship rates". As clearly evident, math and sciences are considered more significant than the arts and humanities. The hierarchy of subjects as given by Bleazby (2000) is as follows:

- Tier 1 Subjects: Mathematics and the physical sciences (i.e., chemistry and physics).
- Tier 2 Subjects: 'Applied' science and mathematics subjects (e.g., biology, geography and economics); traditional humanities and arts (e.g., ancient & medieval history, English, music or theatre studies with a focus on theory and classics).
- Tier 3 Subjects: 'Modern' and/or 'applied' arts and humanities (e.g., social studies, civics, media studies and business studies).

ACADEMIC INFLATION

Academic inflation is an on-going situation pertaining to the growing need of higher degrees. The jobs which required a school graduation certificate (12^{th}), require a bachelors degree now, and the ones which required a bachelors degree, are asking for a masters degree. This growing ask for higher level degrees, irrespective of the need for these degrees in accordance with the job requirements, is academic inflation. Society will have less efficiency since many will spend extra years in college even though they will not work in occupations that require these degrees (Hecker, 1992).

Let's look at an example: till five years back, for a position of bank clerk through IBPS (Institute of Banking Personnel Selection), a 12^{th} class certificate was the eligibility, but now, one requires a bachelors degree. Similarly, many jobs have increased their eligibility criteria.

The reason is also the growing unemployability in lower level degrees. A student tries to get higher level education degree in hope of getting a better job.

ACADEMIC DE-DIVERSIFICATION

There were times when diversity was considered an unquestionable significant component of an academic class. However, now we have started taking diversity as a factor for incompetency. Recent, neo-liberal policies are promoting solely merit excluding the diversity component. For example, in India, admissions in coveted National Institute of Technologies (NITs), the policy favoured diversity till a decade before. Till 2008, every NIT had a state quota, i.e. a student would get a seat in an NIT based on his / her state rank since, it would be unfair to put a student in the capital of India (New Delhi) on the same pedestal as a student from a north-east state; the two states vary vastly in terms of educational opportunities and quality, and moreover diversity was promoted. However, from 2009, the policy was changed, on the pretext of giving importance to merit, there was a policy change according to which NIT seats were then to be filled based on AIR

(All India Ranking) except 50% state quota in which the NIT exists, which means that a student from Mizoram had to compete with a student from Delhi based on AIR. This is what I am referring to as Academic de- diversification.

LINKING THE FOUR CONCEPTS: ACADEMIC CAPITALISM, ACADEMIC HIERARCHY, ACADEMIC INFLATION AND ACADEMIC DE-DIVERSIFICATION

The vast literature still views the four concepts of academic hierarchy, inflation, de- diversification and capitalism in isolation. It's important to find the underpinning inter- linkages as these don't exist in separation. Academic hierarchy puts the subjects like math and science higher on the ladder and these subjects are the ones who promote culture ofpositivism, which in turn adds to academic capitalism as universities become more patent, and licencing oriented. Academic inflation increases the need for higher degrees, in which the science oriented degrees are more in demand, and which again add to the universities acting like markets, augmenting academic capitalism. Academic de-diversification focuses on merit, giving opportunities to more of elite students, who are looking at education as an investment, which again has market character. Thus, as the figure suggests the roots of academic capitalism are strengthened by the regime of academic hierarchy, academic inflation and academic inflation.

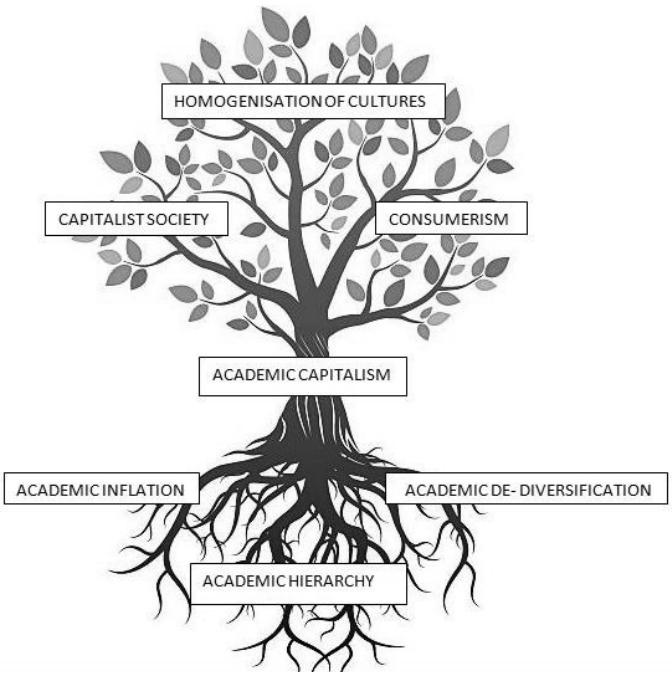

Fig. 1

Figure conceptualized by the author

Academic capitalism grows out from the three factors i,e. academic inflation, academic hierarchy and academic de-diversification. This can be explained with the help of an example:

It has to be said that the IT boom of the 1990s tried to construct a meritocracy that promised to liberate the aspiring middle classes from the stranglehold of a much discredited public services system. Employment in the IT industry required a combination of skill and cultural capital, which meant that social hierarchies based on caste and class were often reproduced (Upadhyay and Vasavi 2006). Nevertheless, it came to redefine the symbolism attached to technical education. Technical education at the service of IT was instrumental in distancing the middle classes from the state. The flourishing of private sector engineering colleges, many of which ran on capitation fees, diminished the role of public education. It is therefore not surprising that a rising middle class that wants to stake a claim in the system does not demand better public universities. Thus with the rise of technical education we could observe how all the other three concepts came into play leading to academic capitalism. The academic inflation was caused due to demand of B.Tech degrees for the same job which earlier technicians from industrial training institutes could do. This also rendered the ITIs useless. Then there was a hierarchy created in the context of professional degree which could offer you employment as soon as you complete it, this lead to downgrading of other streams of higher education which were considered to be more of general and did not provide you direct employment. Academic de-diversification happened in the gradual process as getting admission to a limited number of public engineering institutes which required high set of academic skill was not possible for the marginalised sections of the society and the private institutes could be afforded only by the richer ones. All these factors lead to the start of academic capitalism in India. The forms of academic capitalism that started in India can be explained by understanding max Weber's conceptual framework regarding political capitalism.

Max Weber, another leading economic sociologist, distinguished three forms of 'political capitalism' based on **force and domination**, **predation,** and unusual **deals with political authority** (Weber 1968). Analogous forms occur in higher education and research and indicate the scope for actors in these fields to profit literally as well as metaphorically from forms of political rather than market-rational pursuit of profit.

There are many forms of predation and parasitism: examples include petty and grand corruption, embezzling public funds, false prospectuses, and usurious student loans, overcharging, and cheating by students, teachers, administrators, and researchers that leads to unwarranted reputation or income. Another important form involves 'degree mills', which sell fake diplomas, degrees, and doctorates.

Profit from force and domination is seen in conditionalities imposed as a condition of loans to sovereign states at the cost of privatization of education, higher user fees, opening education and research to foreign entrants, and introducing robust intellectual property rights regimes to the benefit of foreign capital.

Unusual deals with political authority can be seen in private finance initiatives, regional or other biases in funding for education and research However, the most important examples, some now probably abortive, are the secret deals negotiated between capitalist interests and sovereign states around trade in education services. These include measures to promote internationalization, commercialization, market access to foreign providers of a wide range of educational services (including higher education and consultancy on education services), cross-border supply of distance learning courses, student mobility for study abroad, staff mobility (visas to allow staff to teach abroad on a short-term basis on the grounds that they count as 'business persons' within the terms of trade treaties), commercial presence (permitting branch campuses abroad), and privatization of education services and research.

RECENT TRENDS OF ACADEMIC CAPITALISM IN INDIAN HIGHER EDUCATION SYSTEM

The University Grants Commission's (or UGC) Graded Autonomy Regulation (GAR) (notified through the union gazette, 12 February 2018) asks institutions to fund their own study programmes, establish their own variable emoluments and incentive structures for faculty and office staff, devise their own service conditions for faculty and staff, and recommends collaboration with other high-ranked institutions, both national and foreign. But it does not insist on any qualitative or quantitative inputs that will ensure equity, access, and quality in the education provided.

The regulation introduces a three-tiered system of graded autonomy for universities and colleges, based on their National Assessment and Accreditation Council (NAAC) scores and ranks.

For Tier-I (universities and colleges with a NAAC score of 3.51 and above), it insists that all new courses, degree programmes, and centres will have to be run in a self-financing mode. It gives freedom (not needing UGC's approval) to such institutions to charge fees at will and "open constituent units/off-campus centres within its geographical jurisdiction, without the approval of the UGC, provided it is able to arrange both recurring and non-recurring revenue sources and does not need any assistance for the same from the UGC or the Government" (clause 4.3 of "Dimensions of Autonomy for Category-I Universities" in Part III, section 4 of the "*The Gazette of India: Extraordinary Notification"*, 12 February 2018).

Additionally, it recommends heavy and intensive use of digital information and communication technology (ICT) to enroll, teach, and evaluate students. Massive online courses (MOOCs) developed by the SWAYAM portal are recommended. The regulation recommends that up to 20% of the faculty may be contracted foreign faculty with variable pay and incentives, however, the resources for this variable pay and incentives have to be generated by the institutions themselves. Similarly, it recommends that up to 20% of student seats may be reserved for foreign students who are expected to benefit from the credit- transfer mechanism.

For Tier-II institutions (NAAC score of 3.26 and above, up to 3.50), much of the same is repeated; the only exception is a required periodicity of peer review and assessment through an assessing agency approved by the UGC.

AUTONOMY AS PRIVATIZATION

Those who are interested in enquiring into the health of the public-funded higher education sector must look at how the GAR works in tandem with other educational policy decisions being taken by the current government. The public spending on education has fallen to 3.71% of the total union budget in fiscal year 2017–18, compared to 4.68% in 2016–17. Against this backdrop of fund cuts, the finance minister announced a new funding authority, Higher Education Financing Agency (HEFA) in collaboration with Canara Bank, shifting the earlier grants-based funding model for public-funded institutions to a new loan-based model. HEFA (established in May 2017) has been tasked with the authority of raising funds through public equity and investing them as loans given to higher educational institutions for infrastructural maintenance/upgradation and research facilities against sureties and accruals of equivalent value (land, buildings, receipts, etc) provided by the loan-seeking institutions. Hence, in order to access additional funding for infrastructure from the government, universities and colleges will now have to mortgage their assets to Escrow accounts operated by the Canara Bank under HEFA.

The government's own policy think tank, NITI Aayog, has also charted out a course of privatization for higher education in its NITI Aayog Action Agenda 2016–18. It advocates graded autonomy, loan-funding, self-financing, MOOCs-based assessment of institutions that look at the direct correlation between courses/degree programmes and the job market by referring to placement records. This model of assessment of institutions is slated to replace the earlier, input-based parameters that had allowed the government to enquire into the adequacy of classrooms and building infrastructure, library resources, laboratory infrastructure, faculty, student–teacher ratio, etc. In other words, instead of insisting on quality inputs, the government will allow institutions to be managed in an unencumbered fashion as long as the placement records are satisfactory.

ACADEMIC FALLOUT

The policy framework outlined will inevitably and rapidly lead to a commercialization of curriculum and methods of dissemination. Modularization of courses through the introduction of a semester system across undergraduate and postgraduate disciplines and a choice-based credit system with a "cafeteria approach" to courses had already been implemented across central and state universities. The impact of these changes has altered the quality of teaching– learning in fundamental ways. Students feel encouraged to choose courses that do not require great investment of time in study and library work. Applied courses are preferred over theoretical courses in the traditional sciences, social sciences,

and humanities. Teachers constantly complain of reduced time for teaching and greater burden of evaluation and examinations. The direct pathway from classrooms to jobs in the corporate sector will mean that traditional disciplines that derive their roots from the epochs of Enlightenment, and the Scientific Revolution will not be able to survive in a competitive scenario wherein they have to run against courses and modules that train students in job skills immediately required by the market. This will undermine the idea of education as a means to develop the critical- thinking skills and knowledge base to empower a democratic citizenry and enable progressive social transformation.

SOCIAL IMPACT OF ACADEMIC CAPITALISM

The inevitable fee hikes (since student fees constitute the major portion of internal receipts for all educational institutions) will result in the exclusion of marginalized and vulnerable sections of society, particularly women and Dalit students coming from economically underprivileged families. The exponential increase in cost of higher education will push even students from middle-income families to fund their degrees through student loans. While this may be a clever ploy for extending the financial sector's reach into the education sector, it will push students into early debt traps. It will impact their confidence levels, erode their ability to question the status quo, or creatively invest themselves in cultural activities and egalitarian social initiatives, make them more anxious about career opportunities, and encourage conformism. Higher education is an important aspiration among the economically weaker sections today, and India's predominantly young population is its potential beneficiary. However, privatization and commercialization is an explosive recipe for dividing the youth and deepening the social fault lines of caste, gender, and religion that already exist.

CONCLUSION

There is an urgent need to remind the political class of the founding values of the Indian republic, the debates on public education and the role of universities, it should be brought in perspective. The argument in favour of policies supporting academic capitalism rests on the model of corporate citizenship where social justice is a matter of philanthropy rather than of political engagement or demand for rights. But just as higher education cannot be reduced to a market enterprise guided by corporate interests, it also cannot remain a rarefied realm of higher thinking unconcerned with employability and innovation. If a university is a site for building the values of citizenship and raising the stakes for participation in the country's future, it has to nurture critical thinking, employable skills and creative entrepreneurship all at the same time. A higher education system that feeds India's much touted knowledge economy cannot rest on facile splits and policy-induced chasms.

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INITIATIVES IN HIGHER EDUCATION

Initiatives in Higher Education: Government of India

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One of the primary factors that has contributed tremendously to the growth of India is its higher education system. Unlike other developing countries that emphasized upon the primary and secondary sectors as being more fundamental to development, India in keeping with its cherished knowledge based tradition has always prioritized a knowledge based economy as being more fundamental to its growth. Prior to acquiring independence, India had 20 universities and 591 colleges. Since 2011 onwards however, with a staggering number of 26455 institutions (504 universities and 25951 colleges) to its credit, India is acknowledged as having the world's largest higher education system in terms of numbers (Gupta and Gupta, 2012). But that is not to say that India's higher education system continues to be an all-inclusive, liberal, participatory and a vibrant one. Recent statistics imply that though higher education has expanded rapidly over the past few decades, India has been able to maintain only a small base of quality institutions at the top. In addition, what has become a matter of grave concern is the fact that even though India is producing a large number of graduates every year, they remain unemployable. They are unemployable despite shortages in skilled manpower in several sectors.

What factors are responsible to have led to this? Why does there exist a gap between the education received and the jobs available in the market? What kind of educational system would provide us with the right kind of skilled professionals so that their potentials could be realized to the best extent possible? What should be the purpose, aim and objectives of our higher education system so that we don't end up with a large pool of unemployed youth on the one hand and on the other an economy which needs skilled professionals? It is this kind of an ambivalent situation that has propelled the government of India to propose initiatives to address systemic deficiencies in India's higher education system. This section is an endeavour to look at the recent initiatives of the government of India as regards higher education, the challenges that are to be overcome and the recommendations that are to be incorporated to make higher education in India a robust one in keeping with contemporary times. Any assessment of the recent governmental initiatives would be incomplete if we did not take a look at the historical context in which India's educational system has evolved.

HISTORY OF HIGHER EDUCATION IN INDIA

The ancient Indian higher education system was mostly religious based. Hinduism, Buddhism and Jainism played fundamental roles in transmitting knowledge to the people. The Rig Vedic tradition normally comprised of a teacher who imparted knowledge to his pupils through oral transmission. Women enjoyed equal educational rights with that of their male counterparts. Lopamudra, Gargi and Maitreyi were glaring instances of this era. The post vedic era had different kinds of educational institutions in the form of debating circles, 'parishads' and conferences held by kings in which scholars from different schools of thought participated. These flourished during 1000 B.C – 600 B.C. With the passage of time however when the vedic period gradually gave way to the classical period (600 B.C – 300 B.C), the varna system became more crystallized and it were the twice-born castes comprising of the brahmins, the kshatriyas, the vaishyas that had access to education after they underwent ritualistic ceremonies like the 'vidyaarambha' , the 'upanayana' etc. Women and the shudras were gradually denied access to the same and therefore education (Altekar, 1956)

Buddhist education on the contrary remained more accessible and multi disciplinary in its approach.. Buddhist texts included numerous subjects such as the Lokayata system, Astrology, Witchcraft, the four Vedas and Vedangas, Astronomy, the philosophical system of Samkhya, Yoga, Nyaya and Vaisheshika, Music, Medicine, Magic etc. The universities of Nalanda, Vikramshila and Vallabhi were perhaps the most important universities that came up during those times. It is a well established historical fact that Nalanda based on Mahayana Buddhism and Vallabhi based on Hinayana Buddhism were regarded as great centres of learning often attracting students from Nepal, China, Tibet etc (Ghosh 2001). The point to note here is that, ancient India did have different kinds of organized institutions of higher education that contributed tremendously to its growth economically, politically and culturally.

In a similar fashion, medieval India too made its own unique contribution in the field of higher education. The period from 9th century AD to the early 18th century witnessed rapid changes in India both politically and culturally. Though there are instances of invaders who often destroyed traditional learning centres, along with the Hindu and the Buddhist traditions of learning, the Sufi, Bhakti and Islamic education system also flourished in varying degrees. This was an era of synthesis and assimilation. Islamic education system had three important components: the 'Maktabas', the 'Madrasahs' and the 'Khangas'. While the Maktabas imparted elementary education, the Madrasahs' were centres for higher learning and the Khanga's where religious doctrines were discussed are considered to be the source of Sufism. Babar, Akbar and Dara Sikoh contributed in different ways to the growth of organized education in a multitude of ways. While Babar is acknowledged

to have been a great scholar well versed in Arabic, Persian and Turkish, Humayun had a personal library. Akbar's reign contributed to the growth of secular education based on principles of mutual tolerance in India (Ghosh 2001, Chand 2015).

With the advent of the British, the higher education scenario in India changed. Prior to their arrival higher education in India was mostly based on the theological doctrines belonging to different schools of thought from Hinduism, Buddhism, Jainism and Islam.. As scholars have rightly pointed out, we owe our modern day higher education system to our colonial legacy. English higher education in India began with the Charter Act of 1813. Mountstuart Elphinstone's minute of 1823, Macaulay's minute of 1835 and Wood's Dispatch of 1854 laid down the basic objectives for the development of English education in India. Universities of Madras, Calcutta and Bombay were set up by 1857, the University of Punjab by 1882 and the University of Allahabad by 1887. The Indian University Act was enacted in 1904. By 1947, India had around 20 universities and 591 colleges. However women's education as well as the education of people belonging to the underprivileged castes and classes remained abysmally low (Chand , 2015).

Post-independence, the higher education system in India grew rapidly. By 1980, there were 132 universities and 4738 colleges in the country and by 2000s we had around 348 universities and 17625 colleges (Agarwal, 2006). The point to note however is that the expansion of higher education in India has not managed to align itself to the demand for skills from the economy. As a result of which we have unemployed graduates or a shortage of graduates with certain kind of skills. On the other hand we have deteriorating higher education standards owing to poor teaching as well as research. Only a few institutions have been able to retain their quality.

Since India boasts of a rich cultural heritage as regards organized education what is the state of higher education today? Even though there has been a surge of universities and colleges in the past few decades, why do recent studies indicate that the Indian higher education system in is in need of reforms? What are the systemic deficiencies that exist in the Indian higher education system and what kind of reforms need to be enacted? In order to understand governmental initiatives on higher education in India, we first need to look at the structure of higher education and its expansion in India.

STRUCTURE OF HIGHER EDUCATION INSTITUTIONS IN INDIA

All post secondary education after high school i.e. class twelve in different subjects comprises what we designate as higher education in India. This includes various subject areas, professional courses such as engineering and technology, medical, agriculture etc. Higher education is imparted by the University, colleges and by professional or technical institutes. The colleges mostly impart undergraduate education , the universities run post

graduate, MPhil (Master in Philosophy) and doctoral programs. Professional institutions on the other hand impart technical education. Undergraduate education in a college is for a duration of three years, post graduation for a period of two years. The M.Phil is again for a period of two years while the doctoral degree is awarded after two or three years after the M.Phil degree on the submission of a substantial thesis.

Based on their academic, administrative and financial arrangements, universities and colleges in the higher education system vary. There are central universities set up by an Act of the Parliament, state universities set up by the state legislatures, deemed to be universities by the central government through gazette notifications. There are also a few universities that are established by the Parliament/state legislatures as institutions of national importance. In addition to these kinds of universities, there are also open universities that offer distance education programs. Degrees and diplomas are awarded by the universities. Colleges are mostly affiliated to the university.

After the 1980s however, many other service providers in the field of education came into existence. These were the private institutions, self-financing courses in public institutions, foreign education providers and the non-university sectors like the polytechnics and industrial training institutes. Growth trends in India suggest that from the 1980s onwards, the higher education system has begun to expand rapidly and has become more mass based.

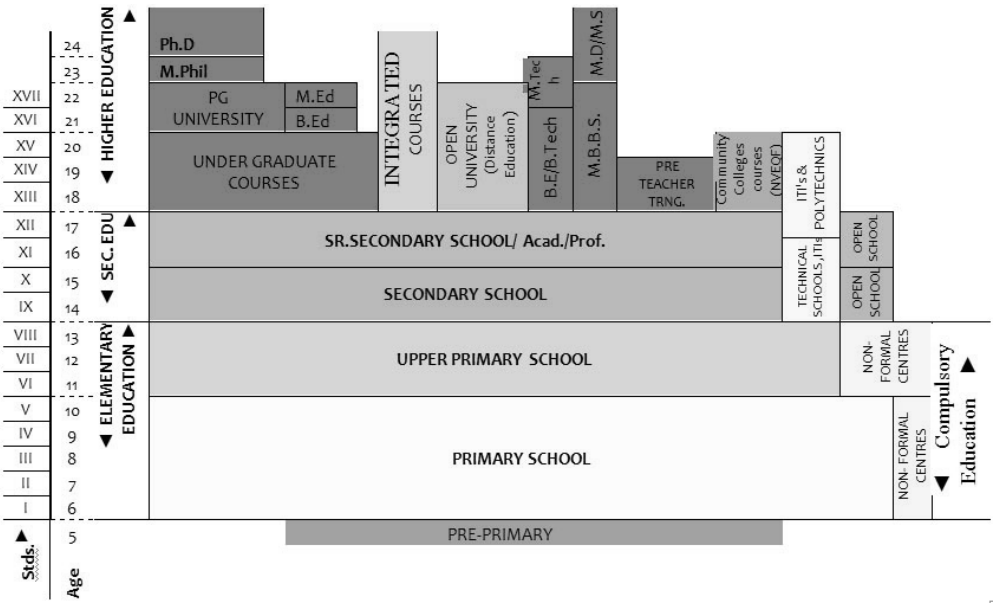

Fig. 1: Growth of Higher Education in India

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

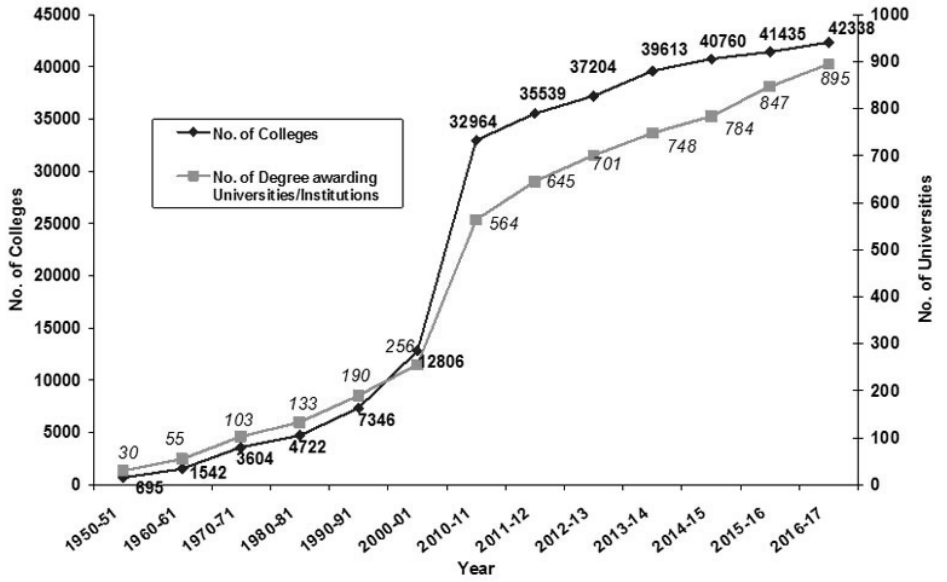

Fig. 2

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

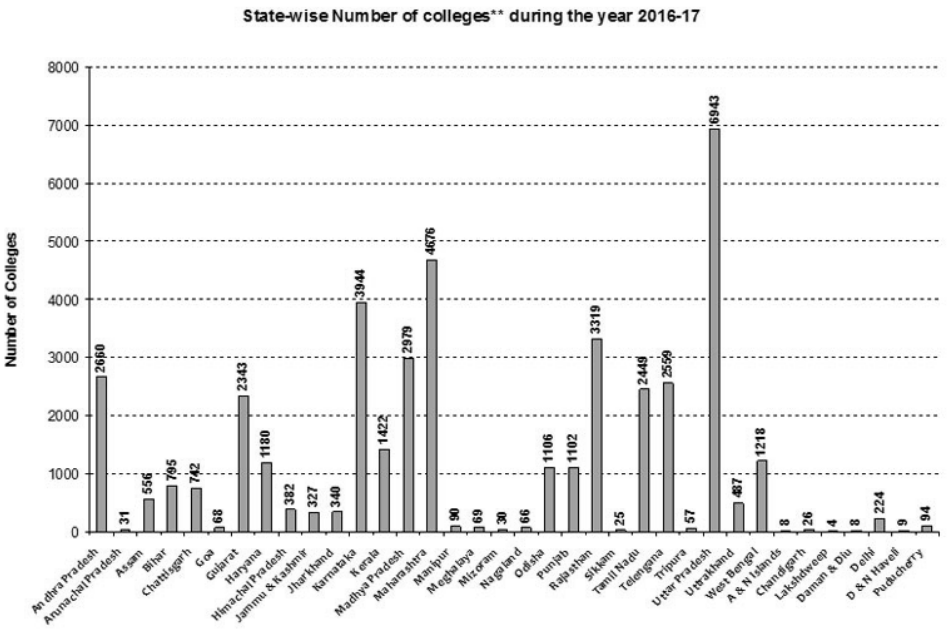

Fig. 3

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Fig. 4

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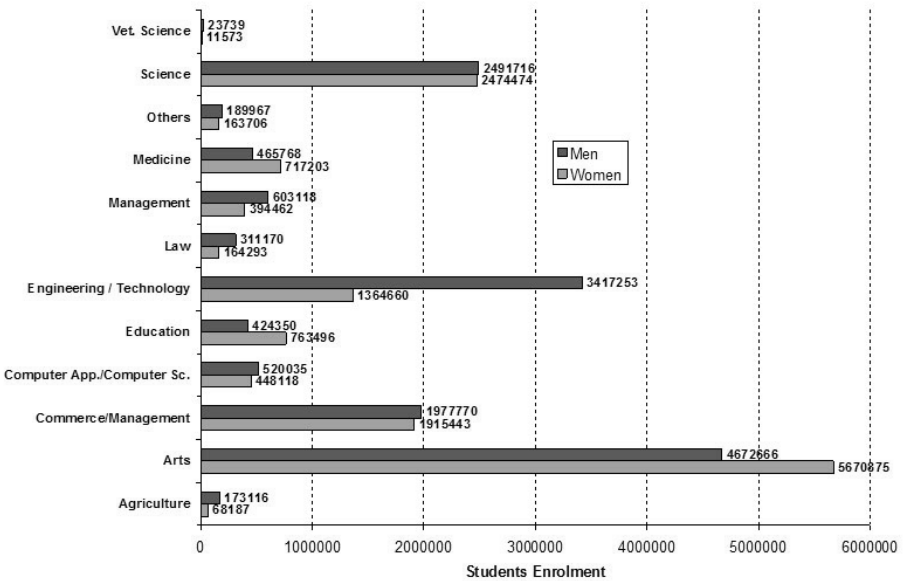

Fig. 5

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

This kind of a development has also come with its associated consequences. The many problems facing the higher education system in India today are inadequate infrastructural facilities, large vacancies in teaching positions, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms etc to say the least (Agarwal 2006).

Bearing in mind the history of higher education in India both in pre-colonial and colonial India and the current scenario, what kind of educational model should India have? Should it only be market based or should it work towards the holistic education? If it is the latter, what exactly are those interventions? Should standardization be the priority or should creativity, experimentation and innovation be prioritized? Does higher education require stricter governmental control or should the accreditation agencies be granted greater autonomy? In order to address the above mentioned issues the government came up with several initiatives.

Measures for Promoting higher education in India by the Government of India

In order to make higher education an all-inclusive, liberal, participatory and a robust one, the Government of India's initiatives fall into five broad categories:

- promoting participation of disadvantaged groups in the educational process
- focus on quality
- augmenting research
- enhancing employability
- new institutions in 100 days

For promoting participation of disadvantaged groups in the educational process, the government of India has programs exclusively for the girl child, for people belonging to the north east, Jammu and Kashmir and for people with special needs.

For the girl child, the following programs have been initiated:

1. ***Beti Bachao Beti Padhao Abhiyan:*** The aim and objective of this mission is two- fold. Promoted by the Ministry of Women and Child Development and the Department of School Education and Literacy, this program is an endeavour to enhance the status of the girl child on the one hand and on the other to educate her. It indirectly addresses the issues of female infanticide and foeticide by conveying the message that a progressive society first needs to save its girl child and then it needs to ensure her education as well. Hundred districts of the country have been identified and an award has been instituted for school managements that achieve hundred percent transition of girls at different educational levels.

2. ***Swachh Vidyalaya***: Survey research on the drop- out rates among the girls revealed that lack of toilets in schools was one of the primary reasons. The department is committed to build a functional toilet in every school before the 15th of August.
3. ***Udaan:*** This targets disadvantaged girl students belonging to the SC/ST and other minority groups to excel in science and mathematics. This is being done to bridge the gap between boys and girls pursuing engineering studies. Recent statistics indicate that currently about 23%girls are enrolled in engineering colleges against 77% of boys. To bring about parity, the government offers special assistance to selected one thousand disadvantaged girl students in the form of free online resources. This is an endeavour by the Central Board of Secondary Education (CBSE) and it aims to achieve the same by emphasizing upon three dimensions; curriculum design, transaction and assessment.
4. ***Swami Vivekananda Single Girl Child Scholarship:*** This is an University Grants Commision (UGC) initiative to encourage higher research in the social sciences. Three Hundred women scholars are provided junior research fellowships amounting to around Rs. 8000-10,000 per month to pursue higher studies.
5. ***Pragati***: This is a scheme to provide assistance to girls to undertake technical education. The AICTE selects one girl per family where the family income is below six lakhs per annum and provides scholarships to girl candidates to pursue technical education. Selection of the candidates is done on a merit-cum- means basis by the authorized admission centres of the respective State Governments. Four thousand girl students are supposed to benefit out of this scheme. The scholarship amounts to around Rs. 30,000 as tuition fees with an additional two thousand per month as contingency allowance.

For the North East, the following programs have been initiated:

6. ***Ishan Uday:*** Launched by the UGC in the academic session 2014-15, this is a special scholarship scheme for students of the North East Region. This scholarship is awarded to around 10,000 students whose family income is below Rs. 4.5 lakhs per annum. Under this scheme, undergraduate students are provided with a stipend of around Rs. 3,500- 5,000 per month.
7. ***Ishan Vikas:*** This is an exposure related plan to sensitize and expose students of the North East to the premier science based institutes of the country during their summer vacations. Selected students from the North East accompanied by their teachers interact with students and faculty from the IITs, NITs and the IISERs. It is more like an internship where the students along with their teachers pay a visit to these institutes of higher learning for a period of ten days. A comprehensive and detailed plan has been worked out to facilitate the smooth conduct of this program. It is estimated that roughly around 2016 college students and 504 teachers from the North east will be visiting the above mentioned premier institutes in one academic session.

For people with special needs the following programs have been instituted:

8. ***Handbook on Inclusive Curricula:*** This is a National Council for Educational esearch and Training (NCERT) endeavour. Under this scheme an attempt is made to orient all primary school teachers across the country to the needs of children with special needs. This is being done by means of a handbook on curricular adaptations to ensure that children with special needs are integrated into a regular classroom environment.

9. ***Saksham:*** To enable the differently abled students to pursue technical education, the AICTE awards one thousand scholarships per annum . This is decided on the basis of the students merit based performance in the qualifying examination of technical education. The scholarship amount is around Rs. 30,000 with an additional Rs.2000 per month as contingency allowance.

To ensure Quality based education, the following programs have been initiated

10. ***Padhe Bharat Badhe Bharat:*** A part of the *Sarv Siksha Abhiyan,* this initiative is an attempt to impart sound foundational learning to one and all. This includes appropriate learning levels for reading, writing and arithmetic. The idea is to make India progressive by making every Indian well equipped with basic knowledge skills. Currently this program is being implemented in17 states and the Union Territories.

11. ***Enabling interaction of scholars with our students:*** To facilitate an environment that treats knowledge as a two-way process, this initiative identifies a group of eminent scientists /scholars both in India and abroad to interact with students and faculty in India. This kind of an exchange of ideas program through interaction is supposed to help identify current areas of research, hurdles to be crossed and to make knowledge transmission more accessible. Through the creation of a database with the help of eminent academic institutions such scientists and scholars are being identified.

12. ***ICT enabled enhancement of learning:*** To make learning more accessible and to widen its outreach, Information and communications based technology is to be used extensively by means of several programs such as:

    SWAYAM, National E-Library and The National Repository of Open Educational Resources (NROER).

    SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is a program comprising of faculty from centrally funded institutions to offer free online courses to citizens of this country. At the outset, IIT Bombay, IIT Chennai, IIT Kanpur, IIT Guwahati, University of Delhi, Jawaharlal Nehru University, IGNOU, IIM Bangalore, IIM Calcutta, Banaras Hindu University along with a few foreign universities have been identified to offer courses in engineering, social sciences, management, energy and basic sciences. Around one crore students are expected to benefit in two to three years from the SWAYAM program.

National E-library is another such endeavour to promote equality in terms of education by facilitating access to the best educational resources available in the country. This is an online e-portal comprising of quality content from various central universities and premier educational institutions. Available in a digital format, this is to ensure that students, working professionals and researchers cross the country have access through laptops, PCs, smartphones, tablets etc to the best of educational content from both India and abroad. Israel, Norway, UK and UNESCO are also part of this program as international collaborators.

The National Repository of Open Educational Resources (NROER): This is a collection of digital and digitisable resources comprising of audio, video, interactive images and documents in different languages available online for citizens. According to the recent statistics available, the NROER portal already has around 13,733 registered users of e-content with around 71,447 unique visitor contributors and 45 lakh hits to its credit.

13. **Use of ICT to ensure transparency and accountability to Citizens:** The Government of India in order to make knowledge transmission a transparent and accountable affair uses ICT to initiate programs like, ***Know Your College, Shaala Darpan and GIS Mapping of schools.***

    Know Your College is a portal that provides accurate information regarding the courses being offered, the faculty, labs and infrastructure pertaining to different colleges and programs available in the country. This is to enable the student interested to pursue any of these courses in his or her own preferred college to make an informed choice. There are around 10,500 colleges which offer 14000 programs in technical education and at different levels. The courses are engineering, architecture, pharmacy, applied arts, management and hotel management, catering technology etc and the levels are diploma, post diploma, graduate, post graduate and PhD. Similarly there are around 35000 colleges conducting at least 20,000 programs in the higher education sector. Unless accurate information is provided pertaining to the colleges, courses being offered, the level of the degree etc, the students can end up making wrong choices. This governmental initiative is to avoid such unwarranted situations.

    Shaala Darpan is another portal through which the parents can monitor their wards progress as regards their academic achievements as well as attendance related issues.

    Similarly, **GIS mapping of schools** is to identify infrastructural gaps and special needs of particular schools so that the same can be attended to as early as possible.

    For Augmenting Research the following programs have been instituted:

14. ***Dr. S. Radhakrishnan Post Doctoral fellows in Social Sciences:*** Research in higher education is an area that the Government is extremely concerned about. To encourage the same in the field of social sciences and the languages the Government

has instituted three hundred scholarships to be given to selected students to undergo postdoctoral research. Under this scheme a fellowship amount of Rs 25000 per month along with a HRA will be awarded for aperiod of three years to the selected candidates.

15. ***AICTE scholarship for PhD studies:*** To pursue doctoral studies in the CSIR and DRDO labs, the AICTE has instituted this scholarship for one thousand eligible students

16. ***Quality Improvement Program (QIP):*** The program is another Government of India initiative to encourage teachers belonging to AICTE approved institutions to pursue PHD degrees from the best of institutions in India like the IITs, NITs or other institutes of national importance. Under the QIP it is proposed to offer 7500 scholarships for M.Tech and 2500 scholarships for PhD.

17. ***Global Initiative of Academic Networks (GIAN):*** This is an initiative by the MHRD to attract the best international academic and industry experts to conduct a one week to two week course at an Indian institute. This is to expose the Indian students as well as faculty to the best international minds in their respective fields. A GIAN Implementation Committee headed by Secretary (HE), MHRD has been constituted to identify courses selected for budget allocation. Up until January 2017, 801 courses had been approved from over 160 institutions in the country. 597 courses have already been organized. A 12-14 hour course has been allocated a budget of $8000 while a 20-28 hours course has been sanctioned $12000. These courses are also accessible online through the local and national GIAN portal and the National Digital Library.

18. ***Impacting Research Innovation and Technology (IMPRINT) INDIA:*** is about identifying ten important areas needing research and technical assistance to further the country's growth. These are designated as the ten goal posts and the premier institutes have also been identified that are supposed to be undertaking research work to efficiently manage these areas. The ten areas and the institutions looking after them are as follows:

    i. Health Care: IIT Kharagpur
    ii. Computer Science and ICT: IIT Kharagpur
    iii. Energy: IIT Bombay
    iv. Sustainable Urban Design: IIT Roorkee
    v. Nano-technology hardware: IIT Bombay
    vi. Water resources and River Systems: IIT Kanpur
    vii. Advance Materials: IIT Kanpur
    viii. Manufacturing: IIT Chennai
    ix. Defence: IIT Chennai
    x. Environment Science and Climate Change : IISC Bangalore

These research groups are supposed to be submitting updated reports on these issues from time to time to facilitate better management of the identified areas of national importance.

19. ***Establishment of Higher Education Financing Agency (HEFA):*** This is a cabinet approved scheme introduced and approved by its meeting dated 12th September, 2016. This program is to enable major investments for creation of high quality infrastructure in premier educational institutions like the IITs, IIMs and the NITs. The cabinet has approved creation of the Higher Education Financing Agency (HEFA) with government equity of Rs 1000 crore. The HEFA would finance the academic and research infrastructure projects through a 10 year loan period. The principal portion will be borne internally by the institutions while the Government would service the interest portion.
20. ***National Academic Depository:*** In order to prevent fraudulent practices prevalent in the field of education, the Government has proposed to have a digital depository where certificates, degrees and awards of higher education institutions can be stored. This would prevent forging of certificates, mark-sheets and would facilitate validation of the same. The NAD would be accessible online and would maintain confidentiality of its database. It is to be operationalised throughout the country in 2017-18 by the National Securities Depository Limited (NSDL) and CDSL Ventures, limited (CVL)- two of the wholly owned subsidiaries of the Depositories registered under the Securities Exchange Board of India (SEBI) Act, 1992.
21. ***Vidya Lakshmi Portal:*** The objective of this program is to facilitate availability of educational loans for interested students. Developed by the National Securities depository Limited, the portal provides useful information to students, banks, parents, educational institutions, researchers and the like regarding loan facilities for educational purposes. It also has linkages with the National Scholarship Portal (NSP) and reserves the right to track any educational loan right from the day of the processing of the loan till its sanction.
22. ***Kaushal Kendras:*** In order to create skilled manpower for industry requirements, the UGC is implementing its Deen Dayal Upadhyay knowledge Acquisition and Upgradation of skilled Human abilities and Livelihood Kendras (DDU KAUSHAL Kendras). A grant of Rs 98.70 crore was released during the year 2015-16 and around 48 Government and Government aided institutions were recommended for DDU KAUSHAL centres and 16 Universities/colleges were recommended under the Self Finance category of the DDU KAUSHAL Kendra project.
23. ***Introduction of the Choice-Based Credit System (CBCS):*** To encourage an interdisciplinary approach to learning and to enhance the quality of education, the

CBCS was introduced by the UGC. It emphasizes upon innovation and improvement in curriculum, teaching –learning process, examination and evaluation. The objective is to allow a student to make choices as regards the subjects that the student wants to pursue at the undergrad level so as to have an interdisciplinary approach. The CBCS provides for core courses, electives and foundational courses to be opted for by the student at different levels of his undergrad career. Restructuring of the syllabi is in the form of modules. UGC has formulated the model curricula for around 108 subjects under the CBCS and has uploaded the same in its website. The semester system has been implemented and the Universities have been given the flexibility to design Elective and Foundation courses alongwith the flexibility to customize the syllabi of core papers to the extent of 30% of the model syllabi. Standardization of examinations and a switch over from the numerical marking system to the grading system are some of its other important highlights. Up until now, 40 central Universities have adopted the CBCS.

24. ***Public Finance Management System (PFMS):*** This is a financial management platform for payment and accounting of Government transactions that integrates various other systems. Managed by the Controller general of accounts, Ministry of finance and implemented by the UGC, it serves as a database of all recipient agencies. UGC has communicated to all universities and colleges receiving grants to register under the PFMC scheme so as to facilitate the smooth disbursal of funds.

25. ***Special Scholarship Scheme for Jammu and Kashmir:*** To take into consideration the special needs of the students of Jammu and Kashmir, the special scholarship scheme has been continued in the sixth year with few major modifications to streamline the same. Seats in Engineering programme has been increased from 2 to 10 per college with 2 seats per stream. In 2016-17, total of 3818 number of students were allotted seats through special scholarship scheme for Jammu and Kashmir. 3538 are from Engineering, 14 from Medical and 266 from General streams.

26. ***SWAYAM PRABHA:*** This is a program designed to telecast high quality educational programs through 32 DTH channels on 24X7 basis. The channels will cover curriculum based course contents covering arts, science, commerce, social science, humanities, engineering, technology, law, medicine, agriculture etc. It will also assist students aspiring to prepare for the IIT JEE entrance exams by telecasting tough questions on JEE Advanced by means of four different channels on Physics, Chemistry, Mathematics and Biology.

27. ***BHUVAN – Rashtriya Uchchatar Shiksha Abhiyan (RUSA):*** Developed by the National Remote Sensing Centre (NRSC) of Indian Space Research Organization (ISRO), the RUSA is a mobile application for geo-tagging of institutions. It covers

the following attributes: construction work or equipment, institution name, new or upgraded work, type of work, current stage of work, percentage completed, completion date, bank name, account number, amount released, amount utilized etc. Institutions can upload their details on the RUSA portal to ensure transparency. Since it is a location based app, geo-tagged photographs can help identify the university and its affiliated colleges and the kind of work that they do.

28. ***Vittiya Saksharta Abhiyan (VISAKA):*** In order to facilitate a cashless economic system in India, the MHRD launched this project to encourage, students of higher education as well as faculty to offer their help as volunteers. The Union HRD minister launched a web page where students could register themselves, give continuous feedback and upload the progress of their work. This is an endeavour to include the youth to contribute towards community service by spreading awareness among the general public regarding the significance of digital economy and cashless modes of transactions.

29. ***All India Survey on Higher Education (AISHE):*** This is a survey covering all the institutions in the country imparting higher education. Data is being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance and infrastructure. The Government believes that factual information obtained from the surveys regarding issues pertaining to teacher-pupil ratio, gender parity index, per student expenditure etc will help the government frame effective policies as regards education. The AISHE survey 2015-16 has been completed and survey for the year 2016-17 was launched on 13th December.

30. ***Digital ISBN:*** To streamline the entire process of registration by authors and publishers, the Raja Rammohun National Agency for ISBN under the Ministry of Human Resource Development (MHRD) has launched an online ISBN portal which would overcome problems like delayed response, difficulty in registration, lost documents etc. On the contrary it is expected to ensure ease of registration, enhanced accessibility, wider transparency and greater efficiency for allotment of ISBN to authors and publishers.

31. ***National Initiative for Design Innovation:*** Integration of design schools with other leading institutions of industry, academia and NGOs to further reach and access of design education was thought of as a necessity in contemporary times. The NIDN was thus set up and approved on 2nd September 2016. Its objective is to function as a network among design schools to promote design innovation in all sectors and to develop wide ranging collaborative projects between institutions. Design Innovation Centres have been instrumental in running various courses and workshops to support the students and help them achieve their goals.

32. ***International Collaborations:*** To ensure global exchange of ideas pertaining to education, the Government of India has been encouraging international collaborations from time to time. One such initiative is the BRICS (Brazil, Russia, India, China and South Africa) network of Universities. Meetings are conducted to draft regulations /statutes for the smooth functionings of the BRICS network of Universities. The International Conference on the Zero is another such initiative where with the support of the MHRD, the Permanent delegation of India to UNESCO together with the Pierre and Marie Curie University hosted an International Conference on the Zero at the UNESCO Headquarters, Paris. In addition, the Government of India also has collaborations with the SAARC and the Shastri Indo-Canadian Institute (SICI) in the field of education. Meetings are undertaken to discuss various exchange programs among these nations.

33. ***Unnat Bharat Abhiyan:*** For rural development with emphasis on better management of water, organic farming, renewable energy, infrastructure, rural livelihoods and employment, the Unnat Bharat Abhiyan is a coordinated effort by a network of IITs and other professional institutes to evolve appropriate technologies to deal with rural development. Headed by IIT Delhi, a three day workshop was conducted in IIT Delhi on 7th September 2014 to chalk out a comprehensive plan to deal with the same.

34. ***Accreditation of Institutions and transparency in quality and standards***: In order to ensure quality based education, the UGC has made it mandatory that institutions of higher education have to go through an accreditation process from time to time. It has also identified multiple agencies to regulate and monitor assessment of institutions of higher education by accreditation agencies. National Assessment and Accreditation Council (NAAC) is implementing a project under Rashtriya Ucchtar Shiksha Abhiyan (RUSA) for awareness building regarding promotion of quality based education, building collegiums of assessors and on how to ensure sustenance of the quality achieved. NAAC is also actively involved in encouraging affiliated universities to organize workshops to involve the non- accreditated affiliated colleges.

For Enhancing Employability the following programs have been initiated by the Government of India.

35. ***Community college scheme:*** The Government realized that one of the primary factors contributing towards unemployment is lack of skills. Under this scheme, colleges have been instructed to grant certificates/ diplomas to promote vocational education. The UGC has sanctioned Rs. 329 crores to 102 community colleges and 127 B. Voc degree programs to benefit students who have enrolled in these vocational courses in the UGC recognized institutions.

36. ***Council for Industry-Higher Education Collaboration (CIHEC):*** A task force of IIT directors have been selected to give suggestions for a collaborative agenda between higher education and Industry. Under this scheme, the CIHEC has been instructed to identify primary areas of study and research keeping in mind the requirements of the industry. This according to the Government is going to enhance employability by creating manpower with the necessary skills for recruitment in the industry.
37. **New Institutions in 100 days**: Under the "New Institutions in 100 Days" program, the Government of India intends to have Five IITs in A.P, J&K, Chhatisgarh, Goa, Kerala ;Six IIMs in H.P, A.P, Punjab, Maharahtra, Bihar, Odisha ;Four New Central Universities: A.P (1Central University and 1 Tribal University), M.P ;One IISER; One NIT; 1New IIIT and 1 Tribal University across the country.

CONCLUSION

Higher Education in India is indeed undergoing a period of massive reforms. The Government of India has rightfully identified accessibility, quality, accountability, equity and affordability as its main thrust areas of reform to initiate the process of formulating a New Education Policy but much still needs to be done to restore the credibility of the higher education system in India. As Pawan Agarwal in his working paper on "Higher Education In India: The Need For Change" points out, the Indian scenario is a complex one. To effect any policy change one needs to look at how different aspects of the society: historical, ecological, economic and socio-cultural work together as a system. A holistic understanding of the same is crucial to the successful implementation of the suggested reforms.

While regulating higher education system care should be taken to see that the regulatory procedures are less burdensome and more productive. Degree of regulatory control by the state and the market should be revised in a manner that it is conducive to the growth of talented individuals. Similarly, quality assurance mechanisms in India though following the US model should frame guidelines in accordance with the Indian system so as to make effective quality assessments. Often lack of infrastructural facility results in poor teaching in the higher education institutions. Accreditation in India should therefore be based upon equal emphasis on qualitative facts and not on numerical facts alone. Their aims should not be towards the promotion of uniformity or standardization but rather the promotion of experimentation and innovation. Teacher shortages due to the ban on recruitment for financial reasons, private tutoring, effective governance and administration , efficient management of affirmative action, due recognition to the significance of the social sciences and humanities are other aspects that need to be looked into in order to resolve the current crisis in the higher education system in India.

Finally, it is evident that the government of India through its initiatives is trying to promote a higher education system that meets not only the domestic demand but also a global demand in terms of trades and services. Most of its initiatives are attempting to make education more participatory, inclusive and accountable but it requires cooperation from all sectors: the regulating agencies, quality assurance agencies, institutional governance and administration as well as the industry to work in close tandem with one another to achieve the objectives outlined by these initiatives. Though the task is a Herculean one, it is nevertheless a commendable step in the right direction.

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National Seminar on

"Quality in Higher Education: Current Priorities and Future Challenges" Oct 18-19,2019

Sri Venkateswara College, University of Delhi

OBJECTIVES & THEMES OF THE SEMINAR

Objectives: Quality in higher education involves discussions on roles of several parameters that include curriculum development, teaching-learning practices, research & innovations, student support & progression, governance & leadership and best practices. These parameters are of paramount importance in today's context of higher education in India. This seminar focused on these parameters through presentations by experts and interactions with the stakeholders. The seminar aimed to provide a platform where the latest trends for quality in higher education can be presented and discussed in a friendly environment with the aim to learn from each other.

Major Themes: The major themes of the paper/ seminar were in the following areas:

- Highlights of National Education Policy 2019
- Gap Between Education & Future workforce
- Methods of Accreditation
- Digital Transformation of Higher education
- Teaching-Learning & Evaluation Practices
- Research, Innovations & Entrepreneurship in HEIs

REPORT

Internal Quality Assessment Cell (IQAC) of Sri Venkateswara College organized NAAC sponsored National Seminar on "Quality in Higher Education: Current Priorities and Future Challenges" on 18-19th October 2019. The seminar was aimed at being a congregation of education policy makers, leaders and passionate educators at a single platform to discuss various aspects which govern quality in higher education, what measures could be adopted to attain quality and how to make quality education available to one and all.

In her welcome address**, Dr P Hemalatha Reddy**, Principal Sri Venkateswara College, talked about how India has one of the largest youth-base across the globe and thus would contribute hugely to the graduate population in the coming years. Thus, higher education institutes in India have a huge responsibility for creating a learning environment which is adept at handling current and future global challenges. Therefore, this seminar was organized to understand various parameters which govern the quality in higher education. She also appreciated the role of IQAC cell of Sri Venkateswara in helping the college uphold its academic standards.

Dr. P. Hemalatha Reddy, Principal, Sri Venkateswara College delivering the welcome address

INAUGURAL SESSION

The two-day seminar was inaugurated by **Sh R Subrahmanyam**, ***Secretary, Department of Higher Education, Ministry of Human Resource Development***, Government of India. During the inaugural session, the conference proceedings for the 2-day seminar were released by the distinguished guests- **Prof. Surendra Prasad**, ***Former Chairperson, National Board of Accreditation (NBA) and Former Director, IIT Delhi*** **; Prof N V Varghese,** ***Vice Chancellor, National Institite of Educational Planning & Administration (NIEPA), Delhi and*** **Dr. Meenakshi Gopinath*, Former Principal, Lady ShriRam College, Delhi***

INAUGURAL ADDRESS

In his inaugural address **Sh R Subrahmanyam** discussed about some of the salient features of the National Education Policy (NEP), 2019. The draft of NEP 2019 is in the public domain and therefore he urged one and all present there to read the document and understand the Government's vision about making education accessible and adaptable. He discussed how NEP 2019 aimed at universalizing pre-primary education and provide foundation literacy for all in the coming years. He also discussed the new curricular and pedagogical structure which the draft proposed for higher educational institutes. Under this structure the student would have flexibility of choosing the degree and would have various exit options available to him/ her. He talked about how NEP 2019 aims consolidate various universities and colleges into three types of Higher Educational Institutions/ multidisciplinary institution: Research Universities, Teaching Universities and Autonomous degree-granting colleges. To maintain and assess quality, he discussed how NEP 2019 proposes the setting up of an autonomous body called the National Research Foundation (NRF) and National Education Commission. He stressed on how NEP 2019 also talks about digitization of the education. While concluding Shri R. Subrahmanyam congratulated Sri Venkateswara College for having a vision where we understand the significance of constant discussions and interactions on the latest trends for quality in higher education with various stakeholders and said that the participants would benefit from interacting with various distinguished speakers who had been invited to share their knowledge at the seminar.

Image** : Dr. Meenakshi Gopinath, Former Principal, Lady ShriRam College, Delhi, Prof N V Varghese, Vice Chancellor, National Institite of Educational Planning & Administration (NIEPA), Delhi, Prof. Surendra Prasad, Former Chairperson, National Board of Accreditation (NBA) and Former Director, IIT Delhi ; Sh R Subrahmanyam, Secretary, Department of Higher Education, Ministry of Human Resource Development, Government of India and Dr. P. Hemalatha Reddy, Principal, Sri Venkateswara College, University of Delhi at the release of Proceedings during the inaugural session of the seminar.**

INVITED TALKS

An invited talk by **Prof Surendra Prasad**, was then delivered entitled "Some Thoughts on Purposeful College Education". Prof Prasad began his talk by deliberating on the fact that Indian college education system is currently at a crossroad where the way forward is tough as there is an urgent need for massification of education to help in mass empowerment but without compromising on the quality of education. He talked about how the increasing youth base in our country would lead to a massive increase in student enrollment and that in an attempt to give them higher education, if there isn't focus on maintaining quality, then there is a huge danger that our higher education system might lose sight of its basic tenet of providing excellent education to all sections of the society. He discussed the role of accreditation agencies in helping maintain the quality standards

but stressed upon the fact that such ranking systems are mere objective pointers of educational quality. Thus, there is a need for educationists at all level to inculcate good teaching learning practices as a part of our knowledge discourse and therefore make it a part of our culture rather than a mere objective which would be left to quantification by external regulatory agencies. He talked about how the education delivery system has also evolved over the ages. From a guru – shishya parampara where words of the guru were supreme, we moved to an educational system where textbooks played an important role in dissemination of knowledge and now we are all living in a digital era. Prof Prasad then stressed upon the fact that teachers play a huge role in making todays knowledge sharing system more equitable by participating in creation of e content etc. He concluded his talk by re emphasizing the role of a cultural pursuit of excellence in education, rather than seeking excellence by mere ranking numbers and posed this to be the biggest challenge for our current education system.

Image : *Prof Surendra Prasad delivering his talk*

An invited talk by **Prof N V Varghese** titled “Managing Quality in a Massifying Higher education Sector” was then held. Prof Varghese discussed how expansion of higher education was a global phenomenon and that India was no exception to it. He discussed how the number of enrolments in the education sector have evolved over the ages primarily due to Government initiatives and more awareness about the role of education in shaping one’s future amongst the population. There is a sudden increase in the number of higher education institutes which are trying to cater to the needs of this exploding student base. Thus, the major challenge according to him that exists currently is “How to improve quality in an ever-expanding educational system?”. He then discussed the setting up of External Quality Assurance (EQA) mechanisms to accredit institutions. But he also stressed upon the fact that majority of the colleges in India remain unaccredited because of which the draft NEP 2019 envisions to expand the facilities for accreditation and make institutes responsible for maintaining high quality

standards. He further discussed how NEP 2019 envisages restructuring of the higher education sector into research universities, teaching universities and colleges. This classification would help in clearly defining the mandate of the HEI and would also help in improving quality and employability skills. He also discussed how NEP 2019 is aiming to set up General Educational Council (GEC) which would help in specifying the learning outcomes and graduate attributes and would thus help in increasing employer confidence on the competencies of higher education graduates. He concluded his talk by emphasizing that Indian institutions rank low globally and thus its of utmost importance that we take adequate measures to not just massify the educational system but take adequate steps need to be taken to maintain quality of education being imparted by all institutes.

Image: Prof N.V.Varghese delivering his talk

In the invited talk by **Padmashri Dr Meenakshi Gopinath** entitled "Undergraduate Education: The Need for Creative Spaces" she first introduced the audience to the concept of knowledge and wisdom and then stressed upon the fact that biggest challenge for our higher education system today is to innovate the teaching learning methodology in such a way so the learning process becomes a quest for knowledge rather than mere system of imbibing employability skills for the graduates. This would obviously need a paradigm shift in the current curriculum design and current pedagogy of teaching being followed and she emphasized how teachers of todays generation can thus become instrumental to bringing about this change in the process of knowledge sharing. She emphasized how curriculum revision is of utmost importance at the moment and the significance of a broad choice-based curriculum where subjects are not taught in silos and rather there is true interdisciplinary approach of teaching. She also emphasized on the teacher student interaction beyond the classroom to facilitate the learning process for students. This teaching pedagogy also has to be supported by a paradigm shift in the evaluation system and grading with the aim be to educate the students rather than assess their information gathering ability. She further elaborated that the rile of education is to generate informed citizens of tomorrow

rather than mere employable graduates. She further stressed upon the role that research plays in the whole higher education system and how research broadens the understanding of the subject and urged the teachers to actively play a role in research and be active lifelong learners. She concluded her talk by mentioning that with a wide youth base, the biggest challenge that higher education system faces today is that of inclusive growth and performance of one and all in the educational sector so that diversity can be catered to and stressed upon the role of various outreach initiatives, gender audits and peer support programmes in creating these creative, happy spaces of learning for all.

Image: Dr. Meenakshi Gopinath delivering her talk

In the invited talk by **Prof Anita Rampal** , ***Department of Education, University of Delhi*** she talked about her views on the current education system and deliberated on her views on the draft NEP 2019. Prof Rampal started with a discussion on the first ever educational draft created for independent India by the University Education Commission and was called the Radhakrishnan Commission of 1948. She discussed how this commission envisaged the creation of a free, liberating educational environment for teachers and learners which was quintessential for development of the concept of morality and education in Indian society at that point of time. She further stressed upon the fact that even that 1948 commission envisioned that for adequate growth of the educational sector, it should not be under absolute state control and aimed at creating the universities as home to intellectual, imaginative deliberations.Later she discussed her viewpoints on the draft NEP 2019 and said that promotion of research environment, choice based curriculum which promotes flexibility, 3 tier separation of higher educational institues with clear learning outcomes were the salient features of NEP 2019. But she also discussed some drawbacks of NEP 2019 mentioning that it did not clearly discuss the role and importance of state governments in imparting education to the masses, the methodology to be followed for salaries of those

employed in the sector and did not support the idea of 5 year probation periods being proposed by NEP 2019. She stressed that higher education in India should be aimed at catering to wide demands of imparting literacy, research, liberal, vocational and technical skills and left the audience with a question that - Is it ethically, morally and legally right to allow for commercialization of educational sector?

Image : Prof Anita Rampal delivering her talk

This was followed by **Dr Pratibha Singh** who talked about "Quality Assurance Framework of NAAC". She discussed how NAAC as an accreditation agecy is evolving its accreditation process and marking scheme. The parameters of NAAC assessment and weightage given to various parameters is assessed regularly and revised every 5 years. The main challenge faced by NAAC for accreditation process include diversity of educational institutes. Quality assurance mechanisms have to be different for our country from that followd by other countries as statewise distribution, density and mode of teaching varies and that is why our accrediattion system needs grading. Based on feedback obtained, NAAC has revised accreditation process in consultation with statutory bodies, experts and stakeholders and developed a new framework in 2017 and tried to make it a more objective process. As a part of these revisions, window period for accreditation has been removed; accreditation has been made valid for 5 years; re-assessment for grade improvement can be done after 1 year if institutes find it unsatisfactory; evaluation will have a weightage of 30% from peer-team feedback and 70% would be based on data given by institutes; a paradigm shift from qualitative to quantitative change in asking questions; third party data validation of data uploaded by institutes; changing the mechanism of constitution of peer team by matching strengths of institution to field expertise of person. Weightage for online student satisfaction survey

has been increased in the accreditation revised process gives some leverage in credit to institutions in remote areas (max 50%).

Image : Dr.Pratibha Singh delivering her talk on Oct 19,2019

Prof Rupamanjari Ghosh, Vice Chancellor, Shiv Nadar University and Prof R C Kuhad, Vice Chancellor, Central University of Haryana could not deliver the talks due to some unavoidable circumstances

DAY 2 –OCT 19,2019

Prof Dhruv Raina from ***Zakir Hussain Centre for Educational Studies, Jawaharlal Nehru University***, ***Delhi*** delivered the first lecture. The main emphasis of his talk was on the philosophy of Science and the fact that research is a part of our country's education system, but we do not have a culture of research. Prof Raina's talk was based on why and how research should be made an integral part of our education system. He highlighted the fact that the number of research articles being published by Indian scientists is rapidly increasing but the contribution that we are making to changing knowledge bank of Science in not commensurate with the articles being published. Thus, he highlighted the fact that our education system needs to evolve us as a researcher and ask the right kind of questions. And his talk stressed upon the fact that good researchers make good teachers and motivated the teachers to continue to read research papers and be involved in research activities. He then discussed the Humboldtian model of higher education which is a concept of academic education whose core idea is a holistic combination of research and studies. This system it integrates the arts and sciences with research to achieve both comprehensive general learning and cultural knowledge. He summarized by re-emphasizing that our curriculum needs restructuring in a manner that students are free to develop a creative mind where correct research questions can be asked and highlighted how the system must eventually evolve to permit multidisciplinary, interdisciplinary and transdisciplinary research.

Image : Prof Dhruv Raina, JNU delivering his talk

An invited talk by Prof. **A K Bakhshi** ***Vice Chancellor, PDM University***, Haryana followed. His talk was titled "Changing Face of Higher Education in India: Challenges and Opportunities". Prof Bakhshi first talked about the importance of higher education for national development and then talked about the way Indian higher education system has changed manifold over the last 50 years or so. He then elaborated upon the main that challenges that our higher education system suffers from such as challenges such as low gross enrolment ratio (GER), acute shortage of competent and trained faculty, poor infrastructure and insufficient laboratories, heavy and outdated syllabi, over-crowded classrooms etc. and how these factors affect the quality of education imparted to the students. Another major challenge that he discussed was the fact that our evaluation system still emphasizes heavily on rote learning and scoring high marks rather than encouraging thinking, innovation and creativity amongst students. He identified these key points to be the major reason for lack of creativity and innovative ideas and emphasized that teaching learning methodology needs to shift from development of lower order abilities (memory-based learning) to higher order abilities (analytical and application-based learning). His talk focused on various steps being taken in the country to obviate the various problems affecting higher education sector in India with special reference to digital transformation of higher education so as to ensure high quality education to the learners.

Image : Prof A K Bakhshi delivering his talk on Oct 19,2019

An invited talk by **Prof P D Jose** , professor of ***Strategy at IIM, Bangalore*** followed whose talk was titled "Learning R'e'imagined". Prof Jose introduced his talk by discussing that the future belongs to those who have skills of transdisciplinarity. He discussed how the learner has evolved with the evolution of technology. The learner today is a distracted digital native, is a multitasker, is visually oriented and impatient, focusses more on employability skills and looks for personalised education. Under these circumstances, traditional teaching methodology would fail to create an impact on the learners mind and therefore the face of the classrooms needs to change. Traditional teaching methodology worked on the principles of excellence which was exclusive in nature; the legacy and location of learning was a constraint; information was passed as an insight; the educational growth process was linear and technology was just an add-on. But current educational reforms need to make excellence in education an inclusive process; the learning curve has to be non linear and there has to be emphasis on peer-learning, collaborative and social learning; and blended learning needs to beintegrated into the curricular aspects. Prof Jose then discussed how excellence in teaching should not be brand associated and should be made available to one and all and concluded by discussing how technology can help achieve this goal of inlusive learning.

An invited talk by **Prof Dasyam Venkateshwarlu** followed. Prof Dasyam is the **Director, School of Education at IGNOU**. His talk was titled "Quality in Higher Education: Policy Perspective". He introduced his talk by explaining how governing the quality of education is a complex idea. He explained the various parameters of accreditation and why emphasis is given to faculty strength, teaching learning process and research in accreditation. He further discussed the salient features of NEP 2019 and discussed how the new

vision and architecture of higher education in India envisaged a large, well resourced, vibrant, multidisciplinary institution with a variety of teaching programmes to offer. He also discussed how stimulating, learning experiences can be offered through effective pedagogical practices and the fact that choice-based credit system does help in creating a flexible and innovative learning environment for the student. A change in the assessment system which would concentrate not only on academic aspects, but also on broad capacities and disposition of students was also discussed by Prof Dasyam.

An invited talk by **Dr Vimal Rarh** followed. Dr Rarh is the **Joint Director, Guru Angad Dev Teaching Learning Centre of MHRD, SGTB Khalsa College.** Dr Rarh talked about the changing scenario of our higher education system and stressed upon the urgent need to make good quality education available to all for an integrated growth of the country rather than a few elite sections. She discussed how online learning programmes are helping change the fact of Indian education system by taking learning process to one. She introduced the participants to Massive Online Open Courses (MOOCs) available on various Learning Management Systems. Dr Rarh explained the technical part of preparation of online learning modules and how content creation can be done for these portals of learning. Audience was shown an interesting video on the online refresher course offered by Angad Dev Teaching learning Centre for UGC which highlighted how teachers could also benefit from online learning resources available for career advancement opportunities. She discussed the basic four quadrant format based on e-text, self-learning, self-assessment and know more which forms the basis for e content creation. She also discussed how the content can be made richer, more dynamic and visually appealing for the learner and urged the participating teachers to adopt this methodology and e teaching and participate in creating more and better e content for the students.

PAPER PRESENTATIONS

The talks were followed by three **oral paper presentations:**

1. Dr Anju Jain and Dr Sarita Nanda, Daulat Rama College, University of Delhi on "*Limitations and Recommendations of the National Education Policy 2019* (QHE 103)"
2. Dr Madhulika Bajpai, Bhaskaracharya College of Applied Sciences, University of Delhi on "***Holistic Education: The Way Forward* (QHE 102)**"
3. Dr M V Lakshmi Reddy, IGNOU, Delhi on "***World University Rankings and Indian Rankings of National Institutional Ranking Framework: Issues and Challenges*** (QHE 108)"

The presentations were followed by concluding remarks from Dr P Hemalatha Reddy, Principal, Sri Venkateswara College and vote of thanks by IQAC, College.

OUTCOMES OF THE SEMINAR

- Quality measures in Higher education towards holistic education
- Promotion of Interdisplinary Education
- Reforms in Accreditation Process
- Enhanced teaching-learning process by digital integration
- Inclusive Education

RECOMMENDATIONS & ACTION PROPOSED BY THE INSTITUTE

- Orientation programs/ Workshops related to teaching learning, policies in higher education
- Faculty induction programs to teach Interdisciplinary Courses
- Technology enhanced teaching-learning courses

ACKNOWLEDGEMENTS

Sri Venkateswara College acknowledge the support and funding from National Assessment & Accreditation Council (NAAC), UGC-IQAC and the management -Tirumala Tirupati Devasthanams (TTD) for organizing this seminar.

PRINCIPAL
SRI VENKATESWARA COLLEGE
UNIVERSITY OF DELHI

SRI VENKATESWARA COLLEGE
(UNIVERSITY OF DELHI)

Certificate of Participation

This is to certify that

Prof/Dr/Mr/Mrs _____

has attended the NAAC-Sponsored "NATIONAL SEMINAR ON QUALITY IN HIGHER EDUCATION: Current Priorities & Future Challenges" organized by IQAC, Sri Venkateswara College, University of Delhi on October 18-19, 2019.

Dr. P. Hemalatha Reddy
Principal
Sri Venkateswara College

SRI VENKATESWARA COLLEGE
(UNIVERSITY OF DELHI)

Certificate of Participation

This is to certify that

Prof/Dr/Mr/Mrs _____

has presented a paper entitled "_____"
during the NAAC-Sponsored "NATIONAL SEMINAR ON QUALITY IN HIGHER EDUCATION: Current Priorities & Future Challenges" organized by IQAC, Sri Venkateswara College, University of Delhi on October 18-19, 2019.

Dr. P. Hemalatha Reddy
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