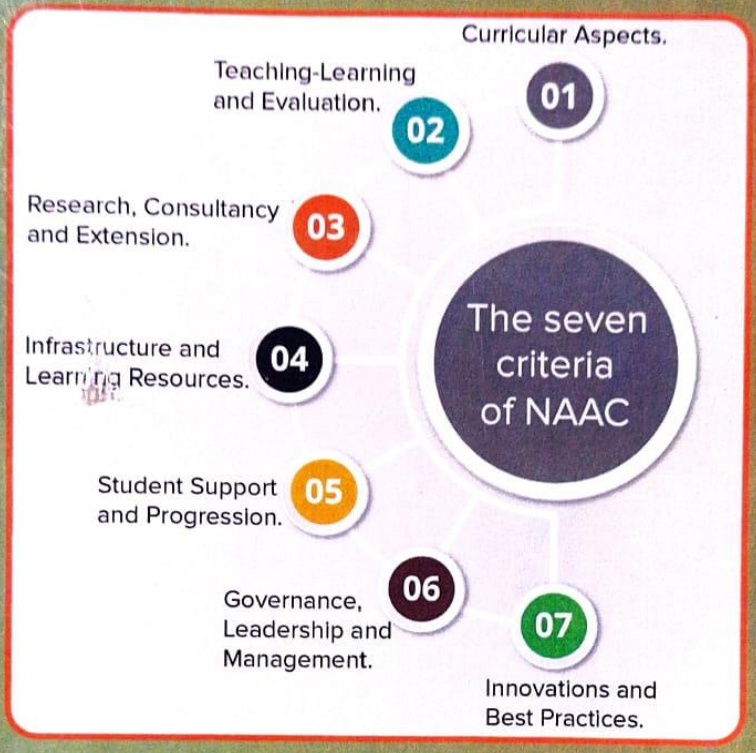
EMERGING TRENDS IN QUALITY OF TEACHING LEARNING AND EVALUATION: THE ROAD AHEAD



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ASF COMPUTERS, INDIA

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ISBN : **978-93-87493-85-8**

Edition : **First**

Price : ₹ 225/-

Publisher:

ASF Computers
Vallabh Vidyanagar
Mo:- 80002 74250

Er. Bhikhubhai
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Chairman
CharutarVidyaMandal
VallabhVidyanagar

From the Desk of Chairman

It gives me immense pleasure that the National Seminar on "Emerging Trends in Quality of Teaching, Learning and Evaluation: The Road Ahead" during 22 & 23 February, 2019is being organized at BhikhabhaiJivabhaiVanijyaMahavidyalaya, ,VallabhVidyanagar.

This National Seminar will provide a platform for research scholars, academicians and practitioners of India and abroad to express their creative pursuit which develops in them originality of thought and perception.

I take an opportunity to congratulate the principal, staff and students for their strong sense of commitment, service and responsibility that has transformed this institution into an outstanding and significant temple of learning.

I wish & pray God's abundant blessings be upon you always and the seminar may be turnout to be an excellent academic feast to the delegates.

Er. Bhikhubhai B. Patel

Dr. S. G. Patel

Hon. Secretary
CharutarVidyaMandal
VallabhVidyanagar

From the Desk of Hon. Secretary

It is my pleasure to pen down my thoughts on the occasion of the National Seminar on "Emerging Trends in Quality of Teaching, Learning and Evaluation: The Road Ahead" during 22 & 23 February, 2019 is being organized atBhikhabhai Jivabhai Vanijya Mahavidyalaya, Vallabh Vidyanagar.

I am sure that the recent researches and concepts will be discussed in the seminar. I wish the event great success and hope that the delegates participating in this seminar will reap maximum benefits. I appreciate the efforts of the principal and entire team of BJVM for their professional zeal, dedication and commitment.

Dr. S. G. Patel

Dr. Bhavesh Patel

Kulpati
CharutarVidyaMandal
VallabhVidyanagar

From the Desk of Kulpati

It gives immense pleasure to learn that Bhikhabhai Jivabhai Vanijya Mahavidyalaya,Vallabh Vidyanagar is organizing two days National Seminar on "Emerging Trends in Quality of Teaching, Learning and Evaluation: The Road Ahead" during 22 & 23 February, 2019

As India moves surely on its path to becoming a trillion-dollar digital economy, the spotlight is now more than ever on the role of education in India. I am sure that the participants of the seminar will deliberate upon such relevant theme and it will be truly a networking and knowledge enriching opportunity for everyone.

I congratulate the principal & entire team of BJVM for organizing the seminar and wish a grand success.

Dr. Bhavesh Patel

Hon. Jt. Secretary's Message

Perhaps few colleges get an opportunity to organize the seminars, this is why let me first congratulate the organizing team to hold and successfully accomplish the project undertaken. Visit of various researchers under the roof of Bhikhabhai Jivabhai Vanijya Mahavidyalaya is a matter of pride and immense pleasure for arrangement of collaboration of alike minds. When there is no criticism, the things do not normally happen to be true. The theme of the seminar is "Emerging Trends in Quality of Teaching, Learning and Evaluation: The Road Ahead" where there is a scope for the further development counting on the strengths already occupied. I congratulate the participants for being a part of this seminar by presenting the papers. I also congratulate the Principal & the organizers to undertake this opportunity to serve & contribute to the society at large.

Shri. R. C. Talati

Hon. Jt. Secretary

Index

1. Developing a Need Based ESP Course for Graduate Students of Engineering

Bhavikaben Mihir Patel[*]
Dr. Bharti Rathore[**]

Abstract

This research paper has discussed the genesis of ESP, addressed key notions about ESP and observed issues in ESP syllabus design. The content of the paper has been determined by a need identified based on my experience as an ESL mentor delivering the content-based language program - Language Preparation for the Mechanical Engineers and Employment in the college. These issues, where possible, have been supported by current and pertinent academic literature. It is my sincerest hope that these observations will lend insight into the challenges facing the ESL instructor acting as ESP syllabus developer and teaching English subject.

Key Words*English for Specific Purposes, communication, communicative competence, need analysis, centered approach*

Introduction

Notion of English for Special Purposes (ESP) as a learner-centered approach by defining it first, deals with special language needs and material and delivering of content. Then, the review describes ESP's origins, key notions and characteristics, and significant types. This description is followed by a discussion of the characteristics of ESP courses, their reimbursement, and technical parameters. Next, the research paper discusses the conception andthis research presents a theoretical overview of the important types of needs analysis in relation to ESP and syllabus design. The research then describes the necessities of courses designed in accordance with the various requirements of ESP, and offers a survey of the related previous studies.

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English for Specific Purposes

ESP has been Defined as the term English for Specific Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright.1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners. ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho (1984: 3) point out that ESP is based on "an investigation of the purposes of the learner and the set of communicative needs arising from these purposes".

ESP is contrasted with EGP, or English for General Purposes. If English is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, then this is EGP. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP. ESP is learning and learner oriented, with a conception and preference for communicative competence. Defined to meet the specific needs of the learners, ESP makes use of methodology and the activities of the discipline it serves by focusing on the language appropriate to these activities. As a specific approach to language teaching, ESP requires that all decisions as to content and method be based on the learner's reason for learning (Hutchinson and Waters, 1987: 19).

There is clear necessity for effective English communication skills for engineers in the current globalized environment. A course in English for Specific purposes (ESP) to engineering students will enhance English language training and an engineering student's communication skills. According to Hutchinson and Waters (1987),

the end of the Second World War brought an unprecedented expansion in scientific, technical and economic activity on an international scale, and during this period, ESP gained distinction. Hutchinson and Waters (1987) hold the view that more attention was given to the way in which learners acquire language. According to Gatehouse (2001), a revolution in linguistics had a remarkable impact on the materialization of ESP. Gatehouse says that while traditional linguists described the features of language, revolutionary pioneers in linguistics focused on the ways in which language is used in real communication. Gatehouse (2001) further states that if language in different situations varies, then language instruction has to be modulated to meet the needs of learners in specific contexts.

According to Jalota (1987) ESP studies the background of the learner and the situation in which she/he has to perform specific tasks and thus indentifies his/her needs. To achieve this goal, ESP teachers have to plan the course they teach and provide materials for it. Rarely is it possible to use a particular textbook without the need for supplementary material and sometimes no really suitable published materials exist for certain learners' needs. The role of ESP teachers thus involves choosing suitable published ones are not suitable, and even writing new materials if nothing suitable exists. Littlewood (1992) put forward several fundamentals that, importantly, involve the learner in order to reinforce learning.

They are:

- The classroom must be beneficial to communication and learning.
- Learning has to be relevant to learners' interests and needs.
- Both processes and products are important in the classroom.
- Learners must engage in active roles in the classroom.

For the student in a non-English speaking environment, the only practical reason for studying English is to gain the ability to LSRW. It has become a fact that English is the key to much of world's knowledge and is mainly to be found in print. An ability to speak English may be of great importance to the student who seek

better advanced career must develop all LSRW skills. After independence, the Government of India has provided access to education for all and this has led to the overcrowding of classroom situation at all levels. This problem extends to the Engineering colleges of Gujarat as there are around sixty six students in each discipline. The university curriculum recommends English to be taught only in the first year Bachelor of. Engineering students may be from various linguistic backgrounds and so keeping such learner differences in views, the teachers have to modify their teaching styles with appropriate materials based on learners' responses and feedback.

ESP Definition

By the term English for Specific Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 98 1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners. ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approachto English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho (1984: 3) point out that ESP is based on "an investigation of the purposes of the learner and the set of communicative needs arising from these purposes". ESP is contrasted with EGP, or English for General Purposes. If English is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, then this is EGP. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP. ESP is learning and learner oriented, with a conception and preference for communicative competence. Defined to meet the specific needs of the learners, ESP

makes use of methodology and the activities of the discipline it serves by focusing on the language appropriate to these activities. As a specific approach to language teaching, ESP requires that all decisions as to content and method be based on the learner's reason for learning (Hutchinson and Waters, 1987: 19).

Types of ESP

Different taxonomies of ESP are offered by different educationalists. For example, David Carver (1983: 20f) identifies three types of ESP:

1. English as a restricted language;
2. English for academic and occupational purposes;
3. English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978: 4-5) clearly illustrate the difference between restricted language and language with this statement: ... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar, knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment (ibid).

ESP as a Learner - Centered Approach

It is obvious from above that ESP is a new, learner-centered approach. This notion requires further specification, at least in its general sense. A learner-centered approach to learning and teaching sees learning as the active construction of meaning, and teaching as the act of guiding, scaffolding and facilitating learning. This approach considers knowledge as being an ever-changing process, which is built upon the learner's prior experience (Hutchinson and Waters, 1987: 59f). A learner-centered approach provides opportunities for

students to practice critical and creative thinking, problem solving, and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation, all of which contribute to the development and enhancement of conceptual understandings.

ESP and General English

If we agree with this above mentioned views, we begin to see how broad ESP really is. In fact, one may ask 'What is the difference between the ESP and General English approach?' Hutchinson et al. (1987:53) answers this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed.

ESP Course Overview and Objectives

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is recommended for graduate students and second language professionals who wish to learn how to design ESP courses and programs in an area of specialization such as English for business, for Civil Engineering, for Academic Purposes, and for health service purposes. In addition, they are introduced to ESP instructional strategies, materials adaptation and development, and evaluation. Its objectives include:

- To develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development.
- To assist students develop needs assessments and genre analyses for specific groups of learners. To provide guidelines to adapt or create authentic ESP materials in a chosen professional or occupational area and to critically evaluate currently available materials, including technology-based ones.
- To become knowledgeable about assessment procedures appropriate for ESP and apply this knowledge in developing course and lesson evaluation plans in their professional or occupational area.
- To assist students in preparing a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.

Characteristics of ESP Courses Carver (1983) states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction. Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, then the use of authentic learning materials is entirely feasible. Indeed, the use of authentic content materials, modified or unmodified in form, is one feature of ESP, particularly in self-directed study and research tasks. Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carver (1983: 101) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. At Algonquin College, English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. Finally, self-direction is characteristic of ESP courses in that the "... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carver, 1983: 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide

when, what, and how they will study. Carver (1983: ibid.) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies. As for the question of whether or not it is necessary to teach high-ability learners - such as those enrolled in the health science program - about learning strategies, the answer is not. Rather, what is essential for these learners is learning how to access information in a new culture is important.

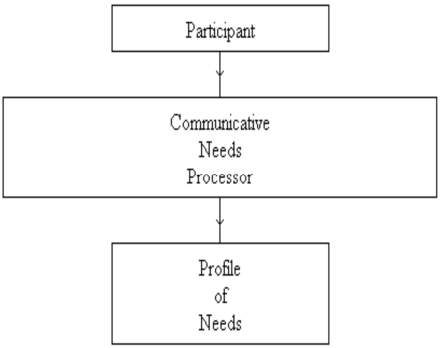
Benefits of ESP

On the basis of what has been said before, one is now in a position to state the benefits of ESP. Principally, these are threefold in that they help achieve speed, efficiency, and effectiveness in learning. As far as learning speed is concerned, ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context (Wright, 1992: 5). Secondly, as for learning efficiency, on an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees (ibid.). Thirdly, there is learning effectiveness. On completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a needs analysis. Accordingly, English becomes usable immediately in the employment context. In addition, the trainees are prepared for further job related training in English. Such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language (ibid.).

Needs Analysis

Needs analysis involves the assessment of the needs for which a learner or group of learners may require language. As a research area, it started in the early 1970s along with the development of the communicative approach, and has gone through substantial developments in the 1970s and 1980s owing much to the work done by Richterich (1972) and Munby (1978). Proponents of the communicative approach argued that the selection of instructional materials should be based on a systematic analysis of the learners needs for the target language. All authors seem to agree that it is essential to distinguish between needs, wants and lacks. “Needs are those skills which a learner perceives as being relevant to him; wants are a subset of needs, those which a learner puts at a high priority given the time available; and the lack is the difference a learner perceives between his present competence in a particular skill and the competence he wishes to achieve.” (Dickinson,1991 : 91). Some authors distinguish between the terms needs analysis and needs assessment - which are often used interchangeably - claiming that “assessment involves obtaining data, whereas analysis involves assigning value to those data” (Graves, 1996: 12). The rationale behind needs analysis is pretty straightforward: people learn a foreign language for different purposes and need it to do different things. The type of language varies along with the learners needs for the language. So, to design an effective language course, it is critical to know why a learner decides to study a second language and under what circumstances she or he is going to use it. Needs analysis involves “compiling information both on the individual or groups of individuals who are to learn a language and on the use which they are expected to make of it when they have learned it” (Richterich, 1983: 2). A variety of data collecting methods are used in needs analysis such as questionnaires, interviews, and observations etc. Needs Analysis: Munby’s Model (1978). Initial "objective" needs analyses focused on identifying learners' real world communicative requirements so that courses could be designed reflecting these and preparing users for their intended use of the target language (TL).

Munby's model (1978) is the most well-known of this type to the effect that it has become "an unavoidable reference point" (Tudor, 1996: 66). It contained nine components, relating to the learners' communicative requirements (participant, purposive domain, setting, interaction, instrumentality, dialect, target level, method, communicative event, and communicative key). A simplified view of the relevant part of the model is shown in following figure.



At the heart of the model is the Communicative Needs Processor (C. N. P.). Information about the learner, the participant, is fed into the C. N. P. which consists of a number of categories. After these categories have been worked through, we finish up with a profile of needs - a description of what the learner will be expected to do with the language.

Different Types of ESP

Teaching Medical English

Medical English continues to be a growing field. Teaching medical English can be tough if one doesn't have a background in life sciences like biology, anatomy and physiology. Fortunately, resources like Hospital English and Multimedical English have a wealth of supplementary material that can help to teach medical English in the classroom. In addition, medical English lessons should involve vocabulary-building exercises to help students remember difficult medical terms. They should also focus on building speaking and listening skills, as well as improving reading skills so that students can

understand those challenging medical journals. The medical students are already studying at the advanced level, so creating lessons to improve their proficiency levels should be too difficult. Unlike in beginner classes, one can typically rely heavily on authentic English content like medical videos, talks and publications to create meaningful and challenging lessons for medical students.

Teaching Tourism English

Students learning English for tourism purposes don't need to spend a lot of time improving their writing proficiency levels. According to the Common European Framework of Reference for Languages (CEFR), a good English proficiency level for tourists could be somewhere around A2 and B1 (upper beginner/lower intermediate). Students should know how to do the following:

- Use a wide range of basic vocabulary words related to health, medicine, travel, money, food and time.
- Be able to express themselves in basic sentences.
- Understand simple spoken sentences.

The goal of teaching tourism English is to give students a basic working knowledge of the language so they can read directions and maps, understand basic words and phrases and speak intelligible sentences. Tourism English is the type of English that's found in most beginner level ESL textbooks.

Teaching Aviation English

With English being the official language of air travel, it's important that all airline personnel can speak and understand English. The primary focus should be on speaking and listening. Since pilots and air traffic controllers are expected to communicate in English over the radio, it's crucial for them to understand one another. In the real world, students would be expected to listen to English over a possibly distorted radio, so listening is an important part of the course. Need to be sure to test their comprehension using resources that demonstrate a range of native and non-native English accents. Macmillan English

has useful pronunciation teaching tools designed specifically for aviation students.

Teaching Business English

Business English students are some of the most common ESP learners. As the business world continues to become a close-knit global community, men and women from around the world learning English in a professional capacity.Teaching Business English for the first time can be quite challenging. There are a number of factors to consider before step into this exciting field. One does not only need to be an English teacher, but also have a basic competency in business and finance as well. If one needs a quick refresher on business vocabulary and themes should start reading the *Journal* or the *Business Review* regularly before business English class. Because business English students are learning English for professional purposes, they tend to have higher expectations than the average ESL student. To get started, to teach Business English should start teaching meeting management, negotiations, attending clients in English and more.

English for Lawyers

This intensive English course should be taught by experienced and the specialist language skills needed by lawyers to be fully effective in the most demanding legal scenarios. English for Lawyers has been designed for lawyers or company managers with advanced spoken English who need to perfect their specialist legal English skills and draft formal legal documents at near-native speaker level.

- Greater confidence in ability to interpret and explain contract clauses
- Improved cross-border communication with colleagues and clients
- More professional and effective written style
- Enhanced negotiation skills and techniques

The content of English for Lawyers course should be determined by the level and requirements. However, core subject areas for Lawyers course must include:

- Accurate use of modern legal English terminology
- Writing clear and concise legal opinions
- Advanced communication skills for negotiation
- Improved practice area-specific vocabulary
- Key language for effective client meetings

Teaching English to Engineers

Teaching students studying or working in technical areas it is rather difficult to decide what English to teach to engineers. First of all, “engineer” has two rather distinct meanings, one of which is close to “technician” or “mechanic” (e.g. a photocopier repair engineer) and another which is closer to “designer”. The needs of these two groups are likely to be different, but there are also people whose jobs and training fall somewhere in the middle. Another complication is that English for Engineers courses are also often for people still in full-time education, meaning no one has any idea which kind of job those people might end up in. Then there are the numerous different kinds of engineer (marine engineer, architectural engineer, genetic engineer, etc.) with wildly different fields of work and very specialist vocabulary. There are also things that most kinds of engineers need to be able to understand, including: Abbreviations, Adjectives, e.g. positive ones like “reliable” and negative ones like “rusty”, Consequences/ Cause and effect, Countable and uncountable nouns, Dimensions, plus other units of measurement like pressures and temperatures and other numbers, Directions, e.g. “vertical” and “anticlockwise”, Equipment and tools, Language to describe health and safety requirements, e.g. modal verbs, Manuals, Materials, Reports, Shapes, Talking about projects, e.g. planning and progress checks, Things that engineers do, e.g. “check” and “measure”, Things that machines and devices do and have done to them, e.g. “pivot” and “breakdown”, Troubleshooting conversations, e.g. helpdesk phone calls etc.

Conclusion

This research has discussed the origins of ESP, addressed key notions about ESP and examined issues in ESP curriculum design. The content of the paper was determined by a need identified based on my experience as an ESL instructor designing and delivering the content-based language program - Language Preparation for different Engineering students. The discussion then expands latest studies of ESP. These issues, where possible, have been supported by current and pertinent academic literature. It is my sincerest hope that these observations will lend insight into the challenges facing the ESL instructor acting as ESP curriculum instructor and developer.

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2. Status of Academic Transactions in English: A Survey

Kalpana J. Lale[*]
Dr. Chirag Darji[**]

Abstract

It is an accepted notion that to lead today's competitive era, one has to have command over English. The foundation for mastery over English as a subject and as a language gets its roots at the school level. But if the efficiency of our school students is analyzed in case of English, the situation is pathetic. The reasons may vary from expert to expert but the fact is that our students lack in the knowledge and skills of English. They become clueless when they are asked to speak or write something independently. They end up being frustrated learners of English language.

Students' learning, to a great extent gets affected by teachers' approach, methodology, and exposure given to the students' self induced learning. In other terms students' learning of English gets affected by academic transactions in English.

On this background a small survey was carried out to know the current scenario of academic transactions and to find out the areas where Innovations are needed. The questionnaire was prepared encompassing various components of Academic Transactions. Responses were collected from school teachers and academic experts working in the state of Gujarat. The responses were analyzed with the help of percentage.

The present paper presents the findings of the survey. The findings suggest that the poor areas of Academic Transactions are co curricular activities, use of ICT and audio visual aids in English classes. The more innovations are expected in current assessment of English, co curricular activities as well as class interactions. The

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challenging areas in Academic transactions are class interactions, language exposure and language use in English classes. Paper also suggests some Innovative practices for effective Academic Transactions in English.
***Key words**: Academic Transactions, Innovations*

Introduction

English education entered India during British era. After independence, our language teaching policy has consistently undergone various changes. The 'three language formula'(Kothari Commission, 1964) advocated the teaching of a) mother tongue, b) one other modern Indian language, and c) one international language, mainly at the secondary school level, ie 8th to 10 th standard as per education pattern of that period .

However, education being on the concurrent list, various states has gone through a gradual shift in language teaching policy.

This gradual shift discussed above has led to a demand for effective instruction materials and for effective teacher training programmes at the primary school level. At the same time attention needs to be paid to determine the standards of imparting English language skills to the students. A serious attention needs to be paid on the academic transactions done in the English classrooms of vernacular as well as of English medium schools.

English language teaching in Gujarat

In many states of India, English was introduced at primary schools, where as in Gujarat, it was introduced in class VIII. English teaching was bilingual and textbook based. Use of the language in real life situations was not conceived to be important.

When Gujarat opted for 10+2+3 pattern of education, English was introduced as an optional subject in classes V, VI and VII. By the 1990's, however, most of the schools offered English as a compulsory subject in Classes V, VI, and VII.

From the academic year 2006-07 the Government of Gujarat has made English a compulsory subject at the S.S.C. level. From the

academic year 2008-09 it has been made compulsory subject at the higher secondary level. This means that now English is a compulsory subject at the secondary and higher secondary levels.

Academic transactions in English: Need for this study

Academic transactions in English language indicate the management of academic work related to English teaching. It includes teaching method used by the teacher, teaching learning experiences provided in and outside the classroom, co-curricular activities organised for enhancement of English and teacher's interaction. It simply means that each and every small act by teacher; to implement English syllabus is considered as academic transaction. Students' learning of the syllabus is affected to a great extent by teachers' teaching and transactions.

T.C. Baruah (1988) has said, "The best syllabus in the world would not be worth, unless there are teachers to teach it with most effective methods. All they do is, give word meaning and organise a few mechanical drills in the name of modern methods."

It throws the light on the real picture of teaching of English in classes. Even today also situation has not been much better. The study report of Chauhan Kirankumar (2012) supports the claim. He has concluded that in the terms of language use, most of the learners of English in both Gujarati and English medium schools use their mother tongue (i.e. Gujarati) at home, in neighbourhood, and with peer group at school.

As per the Synthesis Report (2012) all the parents want their children to study English. Majority (90%) of the parents themselves could not speak in English fluently. This suggests that students are solely dependent on the school in case of English language learning.

In such cases the job of English language teacher, of school, of management, of textbook producers and also of parents is very important. Transactions in the school have to be very affective for the students' improvement of English as a subject and as a skill as well.

In majority of the schools syllabus completion is considered to be English teaching. No other experiences are provided for

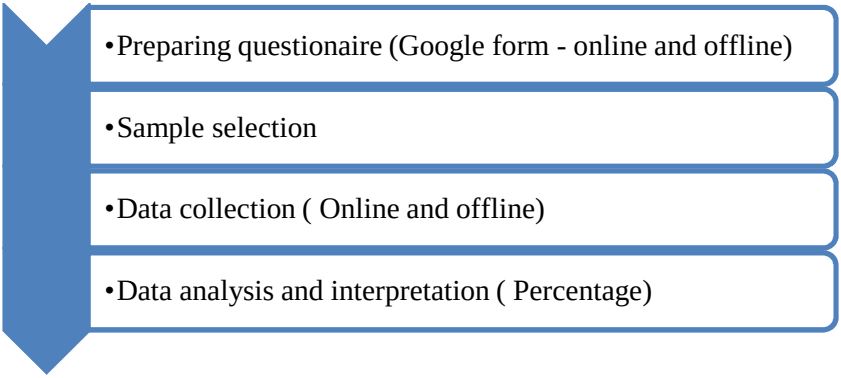
effective academic transactions. Hence it is a need of time to keep a check on academic transactions in the schools of GSEB.

Objectives of the study

The primary objectives of this study were:

- To study the current scenario of academic transactions in English at school level
- To find out the areas of academic transactions in English where innovations are needed
- To find out the challenging areas in academic transactions in English at school level
- To suggest some innovations in the various areas of academic transactions

RESEARCH METHODOLOGY OF THE STUDY



The research was carried out using *Survey Research Design* in the following manner:

Sample and Sampling Technique

Sample was 55 school teachers and Academic experts working in the schools and educational Institutes in the state of Gujarat. It was convenient sampling.

Questionnaire

A questionnaire included various areas of Academic Transactions. The questionnaire was divided into 3 parts. It was given to above mentioned sample.

- Current scenario in the case of above mentioned areas of Academic Transactions in English
- Percentage of innovations expected in the above mentioned areas
- Challenging areas out of above mentioned areas of English language teaching

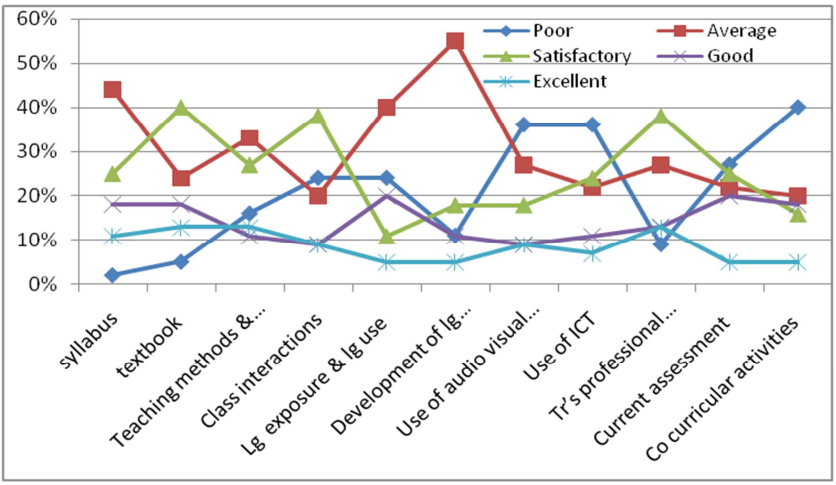
Data Collection And Analysis

Area	Poor	Average	Satisfactory	Good	Excellent
Current English school syllabus	**2%**	**44%**	25%	18%	11%
Current English textbook	5%	24%	**40%**	18%	13%
Teaching methods and strategies	16%	33%	27%	11%	13%
Class interactions: between teachers and students	24%	20%	38%	9%	9%
Language exposure and language use in classroom	24%	40%	11%	20%	5%
Development of language skill	11%	**55%**	18%	11%	5%
Use of audio visual aids	**36%**	27%	18%	9%	9%
Use of ICT in English language teaching	**36%**	22%	24%	11%	7%
Teacher's professional development	9%	27%	38%	13%	13%
Current assessment in English language classes	27%	22%	25%	20%	5%
Co curricular activities for English language development	**40%**	20%	16%	18%	5%

Data was collected administering questionnaire. Data was analysed with the help of percentage.

Table no 1:

Level of fulfilment of objectives, quality and utility of current English language teachingat the school level



Graph 1: Current status English language teachingat the school level

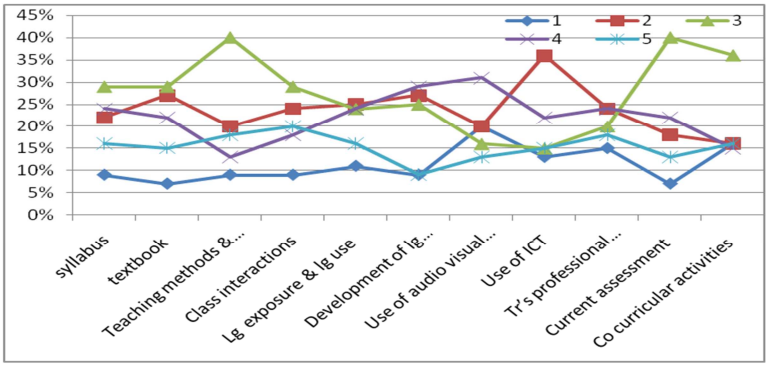
Interpretation

- From above Table no.1 and Graph no. 1 it can be seen that 40% of respondents feel that co curricular activities conducted for development of English language are poor. 36% respondents feel that use of ICT and use of audio visual aids is poor in English language classes.
- 55% of the respondents have an opinion that language development in English language classes is average where as 40% respondents find current English language textbook satisfactory.
- Very less respondents find current status of above mentioned components of Academic Transactions Good or Excellent.

Table 2

The degree of Innovations expected in the following areas at the school level.

Area	1	2	3	4	5
Current English school syllabus	9%	22%	29%	24%	16%
Current textbook at school level	7%	27%	29%	22%	15%
Teaching methods and strategies	9%	20%	**40%**	13%	18%
Class interactions: between teachers and students	9%	24%	29%	18%	20%
Language exposure and language use in classroom	11%	25%	24%	24%	16%
Development of language skill	9%	27%	25%	**29%**	9%
Use of audio visual aids	20%	20%	16%	31%	13%
Use of ICT in English language teaching	13%	36%	15%	22%	15%
Teacher's professional development	15%	24%	20%	24%	18%
Current assessment in English language classes	7%	18%	**40%**	22%	13%
Co curricular activities for English language development	16%	16%	36%	15%	16%



Graph 2:

The degree of Innovations expected in the following areas at the school level.

Interpretation

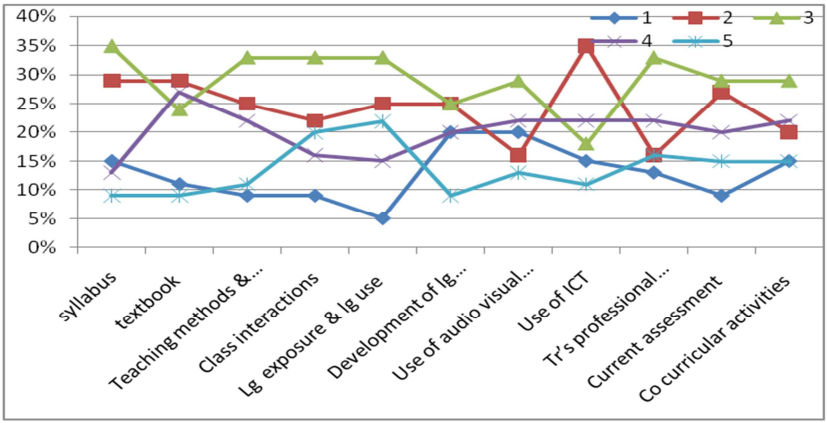
- From above Table no.2 and Graph no. 2 it can be seen that 40% of respondents feel that there should be 60% innovations in teaching methods and current assessment in English language teaching.
- 29% of the respondents have an opinion that development of skills in English language needs 80% innovations.
- Very less innovation is expected in the use of audio visual aids where as highest innovation is expected in class interaction between teachers and students.

Table 3:

Challenging areas in English language teaching at school level

Area	1	2	3	4	5
Current English school syllabus	15%	29%	35%	13%	9%
Current textbook at school level	11%	29%	24%	27%	9%
Teaching methods and strategies	9%	25%	33%	22%	11%
Class interactions: between teachers and students	9%	22%	33%	16%	20%
Language exposure and language use	5%	25%	33%	15%	22%
Development of language skills	20%	25%	25%	20%	9%
Use of audio visual aids	20%	16%	29%	22%	13%
Use of ICT in English language teaching	15%	35%	18%	22%	11%
Teacher's professional development	13%	16%	33%	22%	16%

Current assessment in English language classes	9%	27%	29%	20%	15%
Co curricular activities for English language development	15%	20%	29%	22%	15%



Graph 3:
Challenging areas in English language teaching at school level

Interpretation

- From above Table no.3 and Graph no. 3 it can be seen that 22% of respondents feel that highest challenging areas in English language teaching are language exposure and use of language. Whereas 27% of the respondents have opined that second highest challenging area is English language textbook.
- 20% of the respondents have an opinion that least challenging areas are the use of audio visual aids and development of language skills.
- Very less respondents find current status of above mentioned components of Academic Transactions Good or Excellent.

Findings

All the interpretations can be summed up in the following manners**:**

- The poor areas of Academic Transactions are co curricular activities, use of ICT and audio visual aids used in English classes.
- The more innovations are expected in current assessment of English, co curricular activities as well as class interactions between teacher and students.
- The challenging areas in Academic transactions are class interactions, language exposure and language use in English classes.
- Students like to learn through novel methods apart from lecture methods so Innovative practices can be used for effective Academic Transactions in English.

Researcher's own observation and focused group interviews with students

Going beyond the data and keeping in view the proposed research objectives, researcher conducted focused group interview with her own students and some of the school students. She got following points while carrying out research.

- Students shared that teacher uses only lecture method for teaching English, read the textbook and translate into Gujarati or Hindi.
- Few Students honestly shared that their English teacher was using complete English in the classes but due to some parents' complaint to school authorities English teachers now use English and Hindi in the class.
- Students were of opinion that they have never got many opportunities to speak in the class. Reason was, there were 60-70 students in a class.
- Researcher observed that English lecture gets 35-40 minutes time. Due to class control, assignment checking and teaching, hardly any time left for giving opportunity to every student to

develop all skills, to give corrective feedback or to pay individual attention.

- It is researcher's observation that English teacher needs to do all drafting work related to school correspondence with other agencies. Management insists English teacher to do with minimum available resources and to complete syllabus in time.

So researcher genuinely feels that all the time failed academic transactions in English is not a result of failed teachers. It is a collective responsibility of management, teacher as well as parents.

Some innovations to be implemented in Academic Transactions in English:

- **All schools well equipped resource centre**: All schools in same locality must have a bond of support and cooperation among themselves and form a centre equipped with books, LCD, audio visual resources etc. for English language. Teachers and Students can use it being members of it. It will reduce cost for the costly audio visual aids, books resources.
- **Change in timetable**: instead of setting one lecture every day for English language, once in a week every class should have 2-3 lectures of English together. It will help teacher to conduct activities, games or any other special session for development of language skills.
- **Teachers' language club**: English language teachers working in same locality should form a Language Club to share problems, organise language enhancement programmes for teachers and students in collaboration with each other.
- **A special co curricular assistant**: every school should appoint a special co curricular assistant who can conduct co curricular activities for English language development. It will reduce load of teacher. Every Saturday can be kept especially for co curricular activities.
- **Games:** Such as telling a story where each one will complete story's next move as per their imagination. Passing the Pass

where each student can say one word from the text and the other student can tell the next word starting from last letter. Teacher should come up with novel games as per level of his students.

- **Drama techniques:** students and teachers can write a drama based on the topics of syllabus and can perform them. It will help students get more knowledge about the topics as well as develop skills.
- **Student cabinet**A class can be acted as a cabinet, where policy matters are being discussed. Each studentcan learn proper communication.
- **Eclectic strategy**Teacher cannot rely on one single strategy. He has to adopt eclectic approach, where he has to see student's needs, their aptitude, trend in the class, and then has to plan strategies.

Conclusions:

Finally it can be concluded that in majority of the schools syllabus completion is considered to be English teaching. No other experiences are provided for effective academic transactions.

Hence, we need to pay attention to the academic transactions taken place in English language classrooms and the areas where innovations are needed. We can arrive at a need based syllabus statement only if we take up a study of the linguistic behaviour as well as opinions of teachers.

If students are not provided with meaningful, varied and novel teaching learning experiences, it will affect their interest, understanding and learning of English language. It can generate several problems in the forms of under learning or wrong conceptual understanding. It will affect communication also. Effective Academic Transactions is a key to effective language learning.

Unless we investigate academic transactions and detect the challenging areas ; they will continue existing. The English proficiency would not be achieved, and this would create hurdle in the enhancement of English. Hence a study of Academic Transactions was needed.

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3. Entrepreneurial Skills Required for the Development of Students

Dr. Dipal R. Patel*

Abstract

In the present liberal scenario, entrepreneurship development is a challenge. The present paper is an attempt to understand the Self Employment Skills Required for Being a Successful Entrepreneur. This article is to understand the various issues like what are the pros & cons of self-employment? Characteristics of an entrepreneur Push and Pull factors of Entrepreneurship, ***and why is self-employment growing?*** *The paper also suggested some measures which may be viewed as what skills will be needed to be self-employed? For the development of entrepreneurship In conclusion, the study indicated that self-employment skills required for being a successful entrepreneur by understanding the various issues like what are the advantages & disadvantages of self-employment? Characteristics of an entrepreneur* ***and why is self-employment growing?*** *And different skills needed to be a self-employed and to the development of entrepreneurship.*

Key Words: *Entrepreneurship, Self Employment, and Skills Required for Being a Successful*

Introduction

An entrepreneur is a person who starts an enterprise. He searches for change and responds to it. A number of definitions have been given of an entrepreneur- The sociologists feel that certain communities and cultures promote entrepreneurship like for example in India we use to say that Gujaratis and Sindhis are very enterprising. The economists view him as a fourth factor of production along with land labor and capital. Still others feel that entrepreneurs are

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innovators who come up with new ideas for products, markets or techniques. We can say that an entrepreneur is someone who identifies opportunity, organizes resources needed for exploiting that opportunity and exploits it. In today's world entrepreneurship is first and foremost requirement for the development of any nation.Self-employment skills required for being a successful entrepreneur by understanding the various issues like what are the advantages & disadvantages of self-employment? Characteristics of an entrepreneur and why is self-employment growing? And different skills needed to be a self-employed and to the development of entrepreneurship.

Entrepreneurship development is essential for the first generation entrepreneurs, particularly in the untouched areas. Promotion of entrepreneurship is important for generating employment.

The importance of entrepreneurship is to reduction of poverty and unemployment, harnessing locally available resources, reduces social tension, capital formation, improvement in per capita income, economic independence, balanced regional development, overall development, and efficient and effective use of limited resources by the entrepreneurs leads to overall economic development of an area.

Review of past studies

(Mehta, 2011) in his study he indicated that many Indian companies including MNC started developing business strategies to tap the untapped rural market in India by developing skill in rural people.

(Sharma & Vyas, 2011)indicated that various social, economic, political and ecological problems in rural areas in developing countries like India create challenges in employment, decreasing agricultural production and increasing food shortage. This has resulted a huge impact on the domestic production, employment etc. To a certain extent, these problems can be solved by developing entrepreneurship in rural India.

(Ramalingam & Gayatri, 2009)mentioned that innovation could be useful as a strategic tool for development of

entrepreneurship. Their study concluded that small innovation in the rural area would definitely catch up the majority of the population, thereby leading to better quality of life of many people in the country.

Methodology

This paper is based on exploratory and descriptive research; Collection of data is from secondary sources. Various books, journals, research papers and Reports based on entrepreneurship have been utilized for this paper and focuses on answering the following questions:

1. What are the skills require being a successful entrepreneur?
2. What are the push and pull factors faced by entrepreneurs?
3. What are the challenges faced by an entrepreneurs?

What exactly is self-employment?

Basically, what it says on the tin. People who choose to be self-employment work for themselves, rather than a company or superior, meaning that they have full responsibility for the business or service they have established. A self-employed person works whenever they decide, instead of adhering to a set schedule or rota as a regularly employed person usually would. The self-employed person also handles financial aspects, such as choosing what income to allocate as a wage. However, being self-employed is not always a one-man venture. Many hire other staff to help grow their business or service, contracting them as a large company would.

What is an Entrepreneur?

The term entrepreneurship is basically concerned with the change and innovation. The person who initiates and is ready to take the risk is an entrepreneur. Thus, ―An entrepreneur is an individual who accepts financial risks and undertakes new financial ventures. (Sen, 2017)The word is derived from the French ― entre" (to enter) and ―prendre" (to take), and in general sense applies to any person starting a new project or trying a new opportunity. The characteristics of an entrepreneur include spontaneous creativity, the ability and willingness to

make decisions in the absence of solid data, and a generally risk-taking personality.

Why do people do it?

The main reason people choose to go the self-employed route is to be their own boss. Not having to listen to somebody bark orders at you all day is a pretty big advantage to regular employment, meaning you can handle work however you want to. Want to work from the sofa in your pyjamas today? No problem! You can decide when you want holidays, days off or if you fancy going home early and nobody can stop you. Another distinct advantage of self-employment is that you don't have to actually 'go' to work at all! Web-based professionals, such as web designers and bloggers, can do their job from the comfort of their own armchair, giving them an additional freedom and flexibility. There's also no threat from being sacked or disciplined and no strict deadlines to stick to.

You can also decide how hard you actually want to work. If you want your small local-based fashion business to be mentioned in the same sentence as Prada and Armani in so many years, you're going to have to work a hell of a lot harder than somebody who's running a personal hairdressing company for just enough to survive on.

If it's so great, why doesn't everyone do it?

To quote an old proverb, "one man's meat is another man's poison." Essentially, some people may not like the thought of all of the additional responsibility that comes with self-employment. Unless you've hired some staff to carry out all of the nitty-gritty tasks that nobody likes, the chances are that it's going to beyond who ends up doing them. This also means taking care of your own accounts, including sorting through receipts and invoices to get the numbers right. Most companies hire an accountant or bookkeeper to sort the accounts out for them, so guess who's lumped with the paperwork if you're self-employed?

Another reason may be the loneliness that comes with being self-employed. If you work from home, it's unlikely that you're going to meet new people regularly, apart from the random meeting here and there. Most of your time will be spent in front of a laptop at home, with nobody to keep you company (unless you start up with your partner, but usually they'll be off doing a 'real' job). You work, have dinner, relax and sleep in the same place, which can easily frustrate people, even giving a slight feeling of cabin fever!

Plus, all those lie-ins and days off may sound great, but remember, you only get as much out if you put in! If you decide to take a half-day on Friday, you'll have to make it up sometime in the near future!

What are the pros & cons of self-employment? (Telegraph, 2012)

Pros

- what you put in you get out
- design to suit you
- freedom, choice & flexibility
- no politics
- tailor to your values, needs, wants and strength

Cons

- less certainty of income
- need to market yourself which many hate
- multi-tasking - being the cleaner, project manager, new business person all yourself
- funding your own training, holidays, sickness and pension
- long hours especially at the beginning

Characteristics which make an entrepreneur

Although entrepreneurship can be practiced by any gender, still few characteristics are important for women to propel her to reach heights unattainable by her counterparts. A woman from birth is instilled with the caressing properties like nurturing, teaching, securing etc. which gives

them an elevation in business decisions, only if properly utilized. The ability to multi-task is also helps her to look into every matter and area.

As a new-born requires attention and care, similarly a self-initiated unit requires her to become administrative wizard, who would manage all odds to make ensure smooth working. So few qualities and features that entrepreneur should possess are;

- Self-confidence
- Achievement Oriented
- Risk Taker
- Passion
- Persistence
- Ability to deal with pain (work undeterred)
- Calculated risk-taking
- Strong family bonding
- Team Leadership

Push and Pull factors of Entrepreneurship

Pull factors are factors that induce towards practicing entrepreneurship. Few of them are:

- Desire to do something.
- Need for independence
- Availability of finance.
- Concessions and subsidies given by the govt.

Push factors are the factors that compel to undertake the role of initiator, they are:

- Unfortunate family circumstances (death of husband & or father).
- Financial difficulties.
- Responsibility towards family.
- Increased level of literacy and education

Why is self-employment growing?(Telegraph, 2012)

The reasons include:

- There aren't enough full time permanent jobs to go around for the number of people who want them.

- Technological advancements & improved productivity are replacing some jobs
- Employers can source quality labor cheaper abroad/outsource
- The stripping out of management layers gives less opportunities for advancement
- Desire for flexibility that working parents & many people increasingly seek
- As part of a portfolio career in combination with a part time job/temping
- Young people want more freedom/work & life diversity and work is less important (75% of young people want to be self-employed, source AXA)
- The Internet and the connectivity/interactivity it provides makes self-employment accessible at a low entry cost to more people.

  Self-employment is hard work, but what you put in, you get out, rather than creating profit and reward for someone else, or an organization.

What skills will be needed to be self-employed?

As well as relevant qualifications are certifications for specialist professions, such as veterinary work, to start your own business, you'll need to possess most, if not all, of these traits:

- **Passion** - You need to be completely head-over-heels-in-love about your project. If you're not really that bothered about it, you won't feel motivated to succeed, which will inevitably cause your business to fail. It can be hard to stay passionate when stress gets to you, but remember that it's all worth it to be doing something you love.
- **Creativity** - Everybody's looking for gaps in the market and your business needs to fill a gap in some way. You need to think of a unique idea or product as it's immensely harder to compete with established companies. Even if your business is not reinventing the

wheel, put a fresh spin on an existing idea or product or take it in a new direction.

- **Commitment** - If you want your business to succeed, you're going to have to work hard for it. That might mean working sixty-hour weeks, living, sleeping and breathing your work, which can be stressful. However, commitment to your company could be the difference between success and failure.
- **Self-discipline** - At first, you may be tempted to slack off when self-employed as no rules or restrictions can give a huge sense of freedom. This means you have to mentally prepare yourself to be dedicated to the company and to stay on track of your work rate.
- **Risk-taking** - No business ever succeeded by playing it safe. The trick to risk-taking is finding the balance between adventurous and reckless. Don't be afraid to push yourself now to better things greatly in the future. This also means living with any negative consequences that you may experience, due to a miscalculated move.
- **Realistic** - You're not going to be a millionaire overnight. You must be able to determine what goals and milestones are realistic and if they can be achieved in a reasonable amount of time. Telling yourself that you're going to shift a billion copies of your new mobile phone accessory in the first week is not an accurate prediction.
- **Organization** - When you're self-employed, you need to be able to take care of everything. This means remembering to replace the ink in the printer, replying to the promoter's email, juggling multiple tasks at once and, of course, making time for personal stuff. Sticking to self-set deadlines is a must when running your own business.
- **Commercial knowledge** -You need to be able to understand the market that you're in and how it works. Do you know how to attract customers? Do you know how to retain customers? Do you know how to turn a profit? Can you recognize and take advantage of customer trends?
- **Networking** - Social events and gatherings can be a perfect opportunity for you to market your business or product, plus a chance

to meet existing customers (great) or speak to potentially new ones (even better). Remember that constantly putting yourself in those social situations is a task in itself and turning it into income is a fantastic bonus. (bigdog.co.uk, 2014)

Conclusion

Considering the above facts it's clear that the successful entrepreneur must require certain skills. With well planned strategies we can harness the opportunity by taking care of pros & cons of self employment. And yes we can say that now a day's self employment is growing like an anything. In India, about 75% of the households live in villages. This is estimated to grow in the near future, which makes it a big market in the world. In recent times, more and more entrepreneurs are realizing the potential of market and have started focusing on it. Therefore, promotion of entrepreneurship is extremely important in the context of producing gainful employment. Entrepreneurship is necessary to minimize poverty and to overcome low productivity in the farm sector.

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4. Learner-cantered Teaching Methods – A Toolkit forCollege Education Teachers

Dr.B.V.Moradiya*

Abstract

This report is the final product of my inquiry project in Fulbright Distinguished

Awards in Teaching Program in Indiana University Bloomington, from August to December 2015. The main purpose of my project was to discover which learner cantered teaching methods used by the U.S. secondary education teachers have proved successful in enhancing learner motivation and engagement. It is expected that these learner-centered teaching methods also might help students with special needs and may help to decrease the number of students who drop out of education.

The report is based on my experiences of the S.P.Univercity vallabhvidyanagar. I visited 10 different colleges and elementary colleges, observed lessons in those colleges,, interviewed teachers and had conversations with students. I did a survey for students at a local colleges, and asked their experiences of their best lessons and the ways they would like to learn at college. I studied all these experiences in the viewpoint of literature of motivation, self-efficacy, learning and teaching methods.

My hope is that this report will give teachers new ideas of different learner-cantered teaching methods that can be used in different phases of learning. Another purpose of this report is to encourage teachers to describe teaching methods they use, to share these methods among other teachers in their schools and continue to try out new methods in their classrooms. Sharing, co-creation, and putting new ideas into practice is a part of teachers´ professional development. Without teachers´ development activities, it is not possible for a school to develop as a community.

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Introduction

Teachers can help students learn how to learn, nurture their willingness to solve problems, and build their capacity for hard work and persistence. Teachers can also help students to develop perseverance and motivation by supporting them in their efforts to meet expectations and in showing greater degrees of commitment. They can do this by encouraging students to regard mistakes and setbacks as learning opportunities.

It is a basic generalization that learners must be actively engaged in the processing of information and that the teaching and learning process involves an interaction among the teacher, the students, and the content (Marzano 2007, p. 31). Students all over the world have been known to acquire inert knowledge, such as definitions and formulas that they do not really know how to apply meaningfully. For that to occur, learning must involve authentic activity (Driscoll 1993, p. 162).

Many studies point out that the more teachers have pedagogical competence, the greater the achievement of the students is (Marzano 2007, pp. 1-2).

In addition to understanding the world where learners live, teachers have to figure out what learning is. To be able to do this, they need to comprehend a learning theory. A learning theory comprises a set of constructs linking observed changes in performance with what is thought to bring about those changes. According to Driscoll (1993, p. 9), learning theory requires defining three basic elements: 1) inputs, 2) means, 3) outcomeas shown in Figure 1.

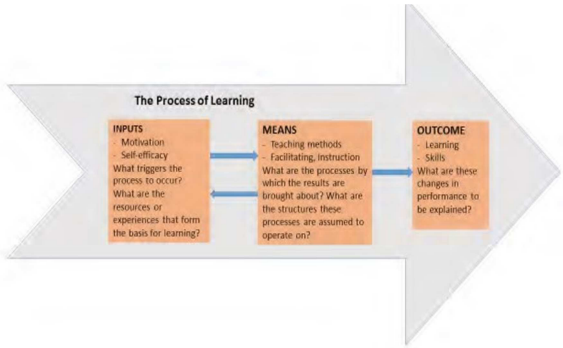


Figure 1. The Process of Learning

Most likely neither research nor practice will be able to identify teaching that works with every learner in every class. Research provides guidance for the general categories of behaviours that constitute effective teaching and for the specific techniques that can be employed within those general categories. The art part of teaching is founded on the dual realizations that research cannot provide answers for every situation. The same behaviors can be employed in a different order and fashion by two different teachers with equally beneficial results.

The framework of this report is presented in Figure 2. The process of learning and elements related to it are introduced in sections 2, 3, 4 and 5. Examples of learner entered teaching methods are given in section 6. Ideas for sharing teaching methods are introduced in section 7. Conclusions of relevance and application of this report as part of teacher and school development is discussed in section 8.

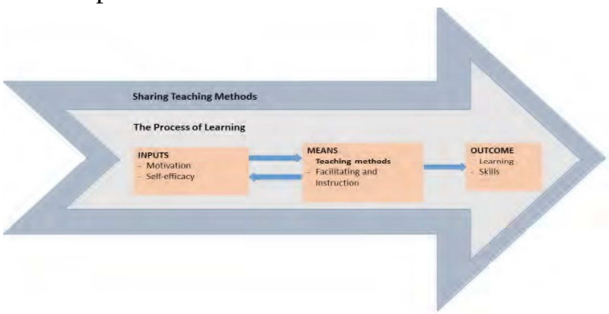
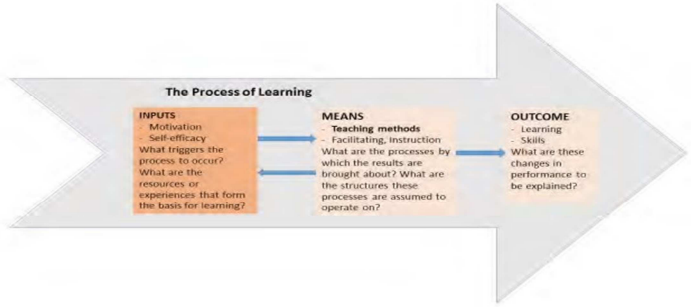


Figure 2. Framework of the Report

Learner motivation and engagement

In this section, the phase of Inputs in learning process is introduced. Inputs phase answers the questions *"what triggers the learning process to occur?"* and *"what are the resources or experiences that form the basis for learning?"* Three different types of motivation are first described. After that, learner engagement in learning process is discussed.

Figure 3. Inputs in the Process of Learning



The word motivation means "To be moved." Most human motivation is cognitively generated, which means that people motivate themselves and guide their actions anticipatorily through the exercise of forethought. They form beliefs about what they can do, they anticipate likely positive and negative outcomes of different pursuits, and they set goals for themselves and plan courses of action designed to realize a valued future and an avoid aversive one. Efficacy beliefs play a central role in the motivation (Bandura 1997, p. 122.). For a teacher, the question of how to motivate learners is essential. As we know, there are different learners in one classroom, whose types of motivation also vary from learner to learner.

Learning

In this section, learning is defined shortly and a figure of different learning theories in timeline is presented. It is worthwhile for a teacher every now and then to stop for reflection on his/her own concept of learning, and think about what learning theories different

elements of his/her teaching represent. It is considered an important part of teachers´ professional development.

Learning can be defined as *"more or less permanent change in behavior that can be detected by observing students over a period of time."*School is a place where learners can develop the cognitive competencies and acquire the knowledge and problem-solving skills essential for participating effectively in society. During the learning process their knowledge and thinking skills are continually tested, evaluated, and socially compared. The goal of learning is to enable learning outcomes or skills. Teachers are preparing learners for the real world, where they can use skills they have learned at school and outside of school. These skills can be intellectual skills, cognitive strategies, attitudes or motor skills (Gagné & Driscoll 1988).

Different Theories of Learning

There are numerous theories of learning. Each theory provides a particular picture of learning that highlights some aspects and obscure others. Because learning is such a complex matter, it is perhaps impossible to conceive of a single theory broad enough to encompass all important aspects of learning. *"Like the blind men, each touching a different part of the elephant, we must evaluate each separate theory for what it illuminates about learning and for how it can guide the development of effective teaching" (Driscoll 1993, p. 379).*

Learning as a Process

It is essential for teachers to know how learning happens as a process before it is possible to choose effective teaching methods. While teaching, it is important for teachers to use various teaching methods that support different phases of learning and different learning styles. In Table 1 the events of teaching and teaching methods connected to them are presented.

Event of Teaching	Teaching method
1.Gaining attention	Attention
2.Informing the learner of the objective	Expectancy
3.Stimulating recall of prior learning	Retrieval to working memory
4.Presenting the stimulus	Pattern recognition; selective perception
5.Providing learner guidance	Chunking, rehearsal, encoding
6.Eliciting performance	Retrieval, responding
7.Providing feedback	Reinforcement, error correction
8.Assessing performance	Responding, retention
9.Enhancing retention and transfer	Retention, retrieval, generalization

Table 1.
Elements of Teaching Methods Supporting Learning Processes

Teaching methods

In this section, the role of teaching methods in a learning process is discussed. Questions like *"what are the processes by which the results/outcomes are brought about?"* and *"what are the structures these processes are assumed to operate on?"* are connected to means in a learning process. Simply, means refer to teaching methods and facilitation used during learning in order to achieve outcomes.

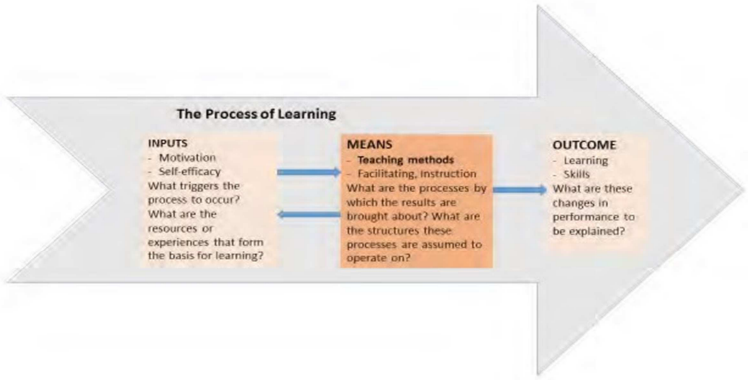


Figure 7. Means in the Process of Learning

In Figure 7, the two-way arrows go from inputs to means and back again. I want to emphasize the flexible way in which learning at its´ best happens. Teaching is not just about content, it is also about strengthening learner´s self-efficacy, motivation and engagement. It is very common that teachers have to re-motivate students and support their self-efficacy several times during the learning process.

Sharing Teaching Methods

In the previous section, examples of learner-centered teaching methods were given. In this section, ideas for sharing teaching methods among teachers are provided. Sharing as a part of teachers´ professional competence is discussed. After that ideas for sharing teaching methods among teachers are provided. A template which teachers can use for describing and sharing their teaching methods, is introduced. A protocol of a workshop for sharing teaching methods in a school is also provided.

Conclusions

In this report, 14 different learner-centered teaching methods were described as examples that can be used in a classroom. These teaching methods represented different phases of the learning, but they can also be used in other phases of the learning process. The teaching methods I chose as examples to this report are easy to use and do not need extensive preparation from a teacher.

An individual teacher can start collecting his/her "teaching toolkit" with using the template, which is provided in this material. (S)he can share the teaching methods with other teachers using that template. The more formal way is to use Professional Learning Communities as platforms for sharing teaching methods. If schools want to develop as communities, Professional Learning Communities cannot be something informal which teachers can attend if they like. Professional Learning Communities must be managed, structured and organized as part of the everyday school management.

Attending Professional Learning Communities must be seen as an essential part of teachers´ work and also important element of their professional development. The management of the school must address clearly to teachers, what are the goals of the Professional Learning Communities, how often are they meeting, how the meetings are structured, and how it is expected PLC members to report to the school management of what they have been doing.

Another formal platform for sharing teaching methods is Share Fair Workshops, which were discussed in previous section. These Workshops can be seen as essential part of teacher and school development. It is not possible for a school to develop as a community without teachers´ development. That said, school management has to encourage teachers to develop in their profession continually. Sharing teaching methods without a database where they can be saved for a common use, is difficult. IT -systems in schools are complicated and consist of many different tools for knowledge storing and retrieval. In this report it is not possible to give any exact ideas for school management what is the place in the IT –system, where the shared teaching methods should be downloaded. I want to point out that it is important to decide what the place is, and provide every teacher easy access to this place, even from home. Contemporary learning platforms provide many tools for this and they are developing all the time.

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5. Innovative Teaching Methods adopted by a Teacher in Home Science and its Effectiveness

Dr. Sarjoo Patel[*]
Ms. Khyati Doshi[**]

Abstract

According to Leagans (1961), "Teaching is the process of arranging situations that specify desired changes in the behavior of people. Teaching consists of attention brought to the learners, their interest developed, desire aroused and action promoted" and "Learning is the process by which an individual through his own activity, changes his behavior". Thus to achieve that desired change in an individual variety of teaching learning methods should used. It is very important for the leaders to lead an organization in such a way that the latest and the newest information can be given to the students through education. The educational institutions have to take the leadership and have to try and make the modern teaching-learning methods an integral part of innovation. It is a challenge for the leaders to increase the potentials and productivity of faculty members and administrators, staff members etc. Today the most successful institution is the one that is innovative and capable of constantly reinventing itself to better serve the evolving needs of society. The challenges of an information society require new kind of skills and capabilities and also require ways to obtain these skills and reinforce these capabilities on a continuing basis. It is important and a challenge for the educational leadership to constantly reinvent themselves by learning to utilize new information to build new and

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relevant knowledge. Education plays a fundamental role in this process. Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara; has a department named "Family and Community Resource Management" where two specializations are offered at undergraduate level namely; "Interior Design" and "Hospitality Management" and two sub specializations at postgraduate level namely "Interior Design" and "Family Economics and Resource Management". Here various kinds of teaching learning methods are adopted. The Teachers teach through Lecture method as well as other Audio Visual Aids. The present paper focuses on the teaching Methods adopted in teaching Interior Design, Hospitality Management and Family Economics and Resource Management students, in Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. Variety of teaching methods are adopted by the teachers in teaching the under graduate and post graduate students under various courses. These teaching Methods provide a wider scope to students to learn effectively. It is important for the teachers to utilize various methods for making the teaching-learning process more effective and interesting. The current study will focus on teaching Methods adopted in Teaching Family and Community Resource Management under Home Science, to judge the effectiveness of types of Methods adopted for enhancing an individual performance.

Introduction

Education is a light that shows the mankind the right direction to flow. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. One has to convert education into a sport and learning process, has to generate interest in the students and motivate them to stay back in the institution rather than running away from it. Education should become a fun and thrill for the students rather than burden and boredom. It is an integral part of one's growth and helps them become good citizens. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets

technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social evolution, the society must view education, also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development. (Damodharan and Rengaranjan, 2007)

Thus, Multimedia is the combination of various digital media types such as text, images, audio and video. Traditional teaching Methods have resulted in imbalace between what is taught to the students and what the industry needs. Nowadays many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.

It was reviewed that many researches are carried out related to Teaching Methods at pre-school, primary and secondary level; but only few focus on undergraduate and post graduate level. Damodharan and Rengaranjan, (2007) in there paper, on "Innovative Methods of Teaching" focused on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in the set skill. Bidabadi et. al., in his study on Effective teaching methods in higher education: requirements and barriers illustrated 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 to have an effective teaching, the faculty members of universities should be aware of the barriers and requirements as a way to improve the teaching quality.

Kotwal, 2018 in his case study on "Innovations in Teaching/Learning Methods for Medical Students: Research with Mentoring" focused on innovative teaching learning methods coupled with appropriate mentoring are required to increase students interest in the specialty of Community Medicine, for which hands-on approach

along with mentoring by involving them in small, feasible, sustainable, and replicable studies on a topic should be done.

There are number of Teaching Methods adopted by the teacher at various levels of Teaching. Following Teaching Methods were identified which were adopted in teaching various courses of Department of Family and Community Resource Management Department, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.

1. **Lecture Method:** Method adopted by a teacher in which, students are taught concepts and theories orally by the teacher.
2. **Chalkboard Method:** Use of Black Board and Chalk is made to write some important points or to draw diagrams related to the concepts, to highlight the topic/concept which is to be taught.
3. **Demonstrations:** In Demonstration method practically the skills are demonstrated by doing the things live, for example, Demonstration of Napkin Folding, Table Seating, Vegetable/Salad Carving, etc.
4. **Discussion Method:** Students are asked to discuss various points or concepts, either in pair/ groups. In this critical analysis of the topic discussed is done and students are made to participate actively.
5. **Poster:** Posters are utilized to teach various concepts in pictorial form, poster are handmade as well as computerized.
6. **Handouts:** Handouts are used to teach theory concepts, in which some important concepts are shared with students in the form of write up while teaching.
7. **Flashcards:** Flash cards are cards in which pictures are there on one side and write up related to the pictures is written on the reverse side of the picture.
8. **Videos:** Audio visual aids used to clear the concepts by showing the topics in video.
9. **Movies:** Latest Movie related to the topic is screened in the class for clarity of concepts.

10. **Documentary:** Documentary can be created on certain topics, or selected from the available data which is there on Internet on various websites and shown to the students to teach them in an interesting way.
11. **Brainstorming:** Thought process can be encouraged amongst the students by dividing them into various groups and giving one focused topic which shall provoke thinking and learning.
12. **Collaborative Learning:** Collaborative learning can be carried out by interaction between students, along with some agencies. This provides wider scope for students to learn.
13. **Puzzle Method:** Puzzles can be created for students in which students are made to think on the keywords given, or any sentences framed. In this students are asked to clear the concepts by solving the puzzle given to them.
14. **LCD Presentation:** Sometimes presentations are prepared by teachers in Power point, so as to clear the concepts using pictures, charts, diagrams, smart arts & little write ups.
15. **Model Making:** Model making can be done to get the actual vision of the product. Scale models are prepared for interior spaces for understanding small concepts like types of staircase, types of arches, etc.
16. **Drawing Sheet work:** Students are asked to draw the designs on sheet. It helps students to put up their ideas on paper and express the thoughts which are there in mind on paper, so that they can be shared with other people.
17. **Market Survey:** Students are taken for market survey for gaining knowledge of current trends which is prevailing in the market. This Method helps students to stay updated with the products which are available in market, variation in quality, price and finish.
18. **Guest Lectures:** Some topics aretaught by inviting experts of that particular field and topics. These lectures help to clear the concepts in more detail as experts of that field throw light on details of the topics.

19. **AutoCAD 2D & 3D:** Softwares are used to teach 2D and 3D drawings, so as to make the students compatible with the actual design. This software also help to speed up the work, as compared to stereotype methods followed for drawing.
20. **Field visits:** Students are taken on field visit to gain on site knowledge. Field visit help students in understanding the process of work which is carried in real situation. For example, students of Interior Design are taken to visit the construction or renovating site.
21. **Use of Smart Boards:** Smart Boards are used to teach the students by showing online videos and e-learning resources available on Internet.
22. **Internship:** Students are sent for internship, for gaining practical work experience. This also prepares a student for placement and training for professional working environment.
23. **Role play:** Role play is a teaching Method used specially in extension when students are taught to teach under privileged people. This Method is taught by the teacher and then used by the students to convey various social messages in the society as well as for preparing people to become self employed.
24. **Group discussion:** Students are given small topics to discuss in the group and teacher observes the discussion, at the end teacher gives her views and clears the doubts which the group of students have.
25. **Participatory Method:** In this Method students actively participate as a part of teaching learning process and critically questions the concepts taught by the teacher in order to get clear understanding of the concept.

Objectives

To study the innovative Teaching Methods adopted by a Teacher in Home Science and its effectiveness.

Methodology

The present research study was descriptive in nature. The present study was conducted to study the innovative Teaching Methods adopted by a Teacher in Home Science to enhance their skills and knowledge and feedback of the students on the same. Purposive sampling method was adopted for the study. Only those students, who were exposed to variety of teaching Methods mentioned in the study, were taken as sample. The Sample selected for the study consisted of the Under Graduate and Post Graduate students of Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara; A Questionnaire was prepared as a tool for data collection. The procedure of analysis of data comprised of categorization, coding, tabulation and statistical analysis.

Findings The major findings of the study are presented under various subheads as follows

Section: 1 Background information: It was found that 37.5 percent students were from Jr. Msc and rest belonged to Third Year of graduation. Majority of the students belonged to the age group of 20-22years.

Section: 2Extent of effectiveness of the teaching methods adopted by the teachers: It included the scale to find out the extent of **e**xtent of effectiveness of the teaching methods adopted by the teachers. The respondents were asked to respond to a 2 point continuum in terms of "High extent" and Low extent and the scores ascribed were 2 and 1 respectively.

Table: 1 Frequency and Percentage distribution of the students according to Extent of effectiveness of the teaching methods adopted by the teachers					
Sr. No.	**Teaching Methods**	**Extent of Effectiveness of Teaching Methods (n=120)**			
		High Extent		**Low Extent**	
		f	**%**	**f**	**%**
1.	Lecture Method	22	18.33	98	81.67
2.	Chalkboard Method	31	25.83	89	74.17
3.	Demonstrations	67	55.83	53	44.17
4.	Discussion Method	78	65	42	35
5.	Poster	45	37.5	75	62.5
6.	Handouts	34	28.33	86	71.67
7.	Flashcards	78	65	42	35
8.	Videos	99	82.5	21	17.5
9.	Movies	120	100	-	-
10.	Documentary	88	73.33	32	26.67
11.	Brainstorming	78	65	42	35
12.	Collaborative Learning	65	54.16	55	45.84
13.	Puzzle Method	45	37.5	75	62.5
14.	LCD Presentation	89	74.16	31	25.84
15.	Model Making	76	63.33	44	36.67
16.	Drawing Sheet work	68	56.66	52	43.34
17.	Market Survey	76	63.33	44	36.67
18.	Guest Lectures	120	100	-	-
19.	AutoCAD 2D & 3D	65	54.16	55	45.84
20.	Field visits	120	100	-	-
21.	Use of Smart Boards	80	66.6	40	33.4
22.	Internship	120	100	-	-
23.	Role play	79	65.83	41	34.17
24.	Group discussion	59	49.16	61	50.84
25.	Participatory Method	88	73.33	32	26.67

It was observed that all the students were highly satisfied with adoption of movies, guest lectures, field visits and internships by the teachers in the course curriculum of the subjects. Further it was it was observed that high majority of the students found watching videos, documentary, LCD presentations, use of smart board and participatory method as very effective method of teaching. It was observed that majority found discussion method, use of flash cards, adopting brainstorming, model making, market survey and role play as highly effective methods in the learning process.

Conclusion

The current study focused on the innovative Teaching Methods adopted by a Teacher in Home Science and its effectiveness in class, to enhance their skills and knowledge. Selection of different teaching Method should be done according to the course content, subject matter, and topics which need to be taught. The study included the use innovative teaching Methods like Demonstration, LCD Presentation and Videos, rather than using traditional teaching Methods. As the use of innovative teaching Method motivate the students to clear the concepts and enhance subject related knowledge there is a need of using variety of Teaching Methods by a Teacher. This might also result into increase in number of students attending the classes and good academic result. Moreover innovative teaching methods tend to occupy students attention more than the stereotype historic teaching methods, due to which the new generation students can be kept indulged in the teaching- Learning task.

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6. Strengthening Higher Education through Academic and Administrative Audit

Dr. Tejovati S.Prabhu*

Abstract

The 21st century has observed tremendous changes in all walks of life. As a result the government in different countries have offered a number of approaches and procedures to augment the quality of education at higher level. Academic and Administrative Audit has been made mandatory by the state Government of Gujarat for Higher Education.This duty has been assigned to the National Assessment and Accreditation Council (NAAC). Knowledge Consortium of Gujarat (KCG) has been recognized by the Government of Gujarat.Education worldwide pursues to reserve, and spread information, and is devoted to convey the alteration for the upgrading of society. Teacher is considered to be the mainstay of the society, a nation creator who plays anoteworthypart for the development of the nation. The eraof 21st century pleas for improved and more committed teachers to meet the encounters of Liberalization, Privatization and Globalization. To encounter these trials, Higher education needsaninclusiveconversion. The curriculum and subjects are to be revised. The purposes and goals of Higher Education are to be reread. Teaching methods and method of instruction and education are to be inventive. To getexcellence in Higher Education Institutions, Academicand Administrative Auditplays avital role. Academic and Administrative Audit provides quality education with standard syllabus and internationallysuitable system of education. This

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paper highlights the objective, methods, strategies and functions of Academic and Administrative Audit. Academic and Administrative Audit appraise the performance of the institution and to recognise the matters those are to be attended to in order to Strengthen Higher Education through Academic and Administrative Audit.

Key Words Academic Audit, Administrative Audit, Higher Education Institutes, NAAC, Accreditation, Re-accreditation.

Introduction

Now a days All Higher Educational Institutions arerequired to go through rigorous quality valuation practice by an exterior peer analysis, and series of accreditation based on a set of prearranged academic and administrative audit criteria. Accreditation and Re-accreditation have become steady processes for monitoring continuous improvements. The monitoring and evaluation of the institutional proceduresneed a cautiouslyorganisedscheme of internal and external self-examination. The National Assessment and Accreditation Council (NAAC) expects the Institutions to undertake continuous Academic and Administrative Audits by external peers, after every Assessment and Accreditation. This is asignificantfootstep to assessautonomously as to how well the improvement processes are taking place and how to improvise upon them and take corrective action. The Institutes which endeavour to achieve distinction are always on the move to contribute more to the progress and advancement of Education System.

Twenty first century has witnessed rapid changes in all walks of life. Considering these

Changes respective governments in the various countries have proposed various methods and

Measures to enhance the quality of education athigher (college / university) level. What so ever is the name, but these are all attempts in Academic and Administrative Audit. In India along with central government some states like Gujarat have not only volunteered but made Academic and Administrative Audit a

mandatory measure for the institutions of Higher Education. Centre has assigned theresponsibility to National Assessment and AccreditationCouncil (NNAC).

Concept of academic audit

Academic Audit is a stratagem to scrutinise and augment the quality of academic aspects of institutes of Higher Education. Defining Academic Audit , B. L. Gupta states that, "it is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i. e. inputs, processes and outputs. ... It emphasizes on reviewing the performance of the academic inputs with respect to quality assurance (P. 1). "

Academic audit is a methodical and organised way of swotting the quality of academic process in the institution. It is related with the quality assurance and increasing the quality of academic activities in HEIs.

Meaning of administrative audit

M. Rajendran defines Administrative Audit as "A method of assessing the efficiency and effectiveness of the operating system of the administrative procedures, policies, decision-making authorities and functionaries, strategies, process, feedback, control mechanism and so on. The AA would certainly make the functionaries to ascertain the strength and weakness of the operating system in general and pin out the areas in particular, and to ascertain where the function is stagnated and affected, and where special attention is required along with man and material resources" (P. 54). In other words it It can be defined as a method of assessing the efficacy and usefulness of the administrative procedure. It includes valuation of policies, strategies & functions of the various administrative departments, control of the overall administrative system.

Necessity of academic and administrative audit

AAA is needed for fineness in Higher Education. These are interconnected ideas. Thus in order to have quality oriented

academics, there should be a strong managerial context.At higher education do we require Academic and Administrative Audit, this is a very significant Question? Is it really worthwhile to have it? So far as Education is concerned it is a service, so do we need to audit service? Moreover Higher education is not a necessity it is rather a choice is again a question. However the following reasons necessitates Academic and Administrative Audit.

- To endorse that the preparations for quality assurance are fit for purpose and conform to the institution's role and mission.
- To assure that the standards of higher education match with expectations.
- To ensure that students have access to appropriate learning opportunities through taught provision, private study and supported learning.
- To encourage and augment high quality teaching and learning.
- To ensure that students are fully supported in their academic and individual growth.
- To develop the highest potential levels of student achievement.
- To encourage strategic developments that supplements the syllabus and boosts students'

Aims and objectives of academic and administrative audit

- To set educational/Academiccriteria
- To bring about Advances in quality enrichment.
- To bring about a better amalgamation between academic planning, research assessment and quality assurance.
- The recognition and use of the outcomes from professional association activities.
- The identity of the prominence of quality improvement.

Academic and administrative audit-afact finding and not afault finding mechanism

The Academic and Administrative Audit is projected to provide an impartialvisionto the university on the level of all-inclusive

quality enhancements that have been executed during the post certification period on all facets of the seven standards of valuation adoptedby NAAC. Aprogressivelypredominantinclination in the higher education scenario in India in recent years is the preparedness and initiativeby institutions and universities to announcesystems and practices in their work situation and launchgreaterprinciplesand yardsticks to monitortheir performance in keeping with the organization's vision and mission. Itjudgmentallyanalyses and checkshappenings and performances .Hence AAAis afact finding and not a fault finding mechanism.

Advantages of academic and administrative audit

- AAA is very essential globally, to meet immense challenges/ demands of the society.
- It helps to cope with the threat of survival of the fittest.
- It is of utmost importance to survive against the challenges of privatization of Educational Institutes
- It is also a requirement for Survival ,Maintenance, and Enhancement

Naac As A National Agency For Academic And Administrative Audit

The National Assessment and Accreditation Council (NAAC) has developed tools and procedures for improving quality for different levels of Higher Education Institutions (HEIs) and for its sustenance. By establishing Internal Quality Assurance Cell (IQAC) and undertaking External Quality Assurance process it is likely to make an attempt for continuous excellence.

The University Grants Commission, the apex body on Higher Education in the country in its guidelines has given the task of Academic and Administrative Audit to educational institutions established under HRD called as National Assessment Accreditation Council (NAAC).The NAAC committee evaluates and verifies self-

study report which is sent to NAAC office,situated in Bangalore. The Committee then evaluates seven criterias which are enlisted below:

1) **Curricular Design and Planning**

This aspect requires evidence on how the curriculum design of the institution offers variety and suppleness to learners. It also pursues information on the practices of the institution in introducing and reformatting teacher education courses that are related to the regional and national needs. The details looked into are:

1. Admission process
2. Details of working and teaching days
3. Student aptitude level
4. Features of current syllabi and mechanisms for its monitoring and mid-course correction
5. Developing new courses; incubation time and running new courses
6. Curriculum design
7. Institutions' mission and goals
8. Feedback instrument
9. Institution-school-Interface
10. 10.Inter/multi-disciplinary components

2) **Teaching, Learning and Evaluation**

This criteria deals with the efforts of the institution in providing appropriate teaching-learning experiences through curriculum transaction to trainees. It also looks at the adequacy and competency of the faculty who handle the various programmes of study as well as the efficiency of the evaluation methodology of the institution. Besides, this criteria deals with educational innovation, attainment of specific mission and goals, plan for institution growth in future. The details sought are:

1. Curriculum transaction – aspects, components and details.

2. Faculty, specialized development and seminars, conferences, etc. for others.

3. Faculty assessment – methods
4. Emphasis on detailed aspects: value education, civic responsibilities, personality development, community orientation, learn-to-learn, etc.
5. Assessmentsystem: Theory - assignments and project work, Practice teaching, curricular activities, work experience, SUPA, tutorial, seminar, etc.
6. Other teaching-learning innovations

3) **Research, Consultancy and extension**

This aspect looks for information on the events of the institution regarding research, development and extension. It also deals with the enabling aspects of the institution to encourage research, development and extension related activity and their results. The information required pertains to:

1- Research related activities: research by faculty, research by scholars, financial inputs for research and research projects
2- Extension: Types of extension activities, support to G.O.'s and N.G.O.'s, NSS and NCC
3- Development: various material development activities.

4) **Infrastructure and Learning Resources**

This aspect seeks information on the appropriateness and best use of the amenities available in the institution to sustain the quality of the academic and other parts of the campus life. It also seeks data on how every component of the institution i.e. students, teachers and staff, benefit from these facilities. The features looked into are:

1- Infrastructure -prevailing and probableextensions. Financial inputs for forthcomingprogress especially academic growth, Maintenance, Utilization &Upkeep of campus
2- Learning resources Library and its facilities Library annual budgets: books and periodicals Reprographic, audio visual material and internet related facilities Library stock Computers –

availability and use Laboratories – availability, maintenance and utilization.

5) **Student Support and Progression**

The highlights of this criterion are the efforts of the institution to provide the requiredbacking for good student experiences in the campus and to enable their progression. It also seeks information on the student and alumni profiles. The aspects looked into are: System efficiency: results, NET and SLET related, annual exams Alumni association Feedback mechanism (from trainees) Financial help and types Guide and consultancy services and personal and academic counselling. Raj Rajeshwari Journal Of Psychological & Educational Research- April, 2016 Placement services and its use. Admission – related facilities and their publicity Recreational / leisure time facilities especially indoor Activity clubs: cultural and literary

6) **Governance and Leadership**

This criterion needs information on the strategies and practices of the institution in the matter of Planning, Human Resource Requirement, Recruitment, Training, Performance Appraisal and Finance Management. The particularsrequired are: Internal coordination and monitoring mechanism ,Steps for improvement of organization and management, Academic calendar ,Faculty recruitment, Professional development of non-teaching staff ,Fee structure, Heads of expenditure, and excess/deficit budget, Internal audit, Welfare programs ,and grievance redressal system ,Endowment and Reserve Funds ,Internal Quality check, and TQM, Modern managerial concepts and practices, Twinning programs, student exchange programs, and collaboration with SCERT, NCERT and NIEPA.

What to be audited?

The following components connected to higher education need to be audited;

- Pupils

- Educators
- Syllabus
- Teaching learning and assessmentmethods.
- The place where teaching learning practices take place (facilitating factors)
- The machineries which keeps students' registers from entry to accomplishmentof degree.

In Brief all aspects related to students' entry to their exit

Student is the centralconstituentof any education system and to carry out education for the student easily a conforming system of enablingmechanism is created and hence it becomes the responsibility of every educational institute to go for a nondiscriminatory Academic and Administrative Audit.

Prerequisites of effective Academic and Administrative Audit.

- Vision, mission and achievement of the frontrunners
- Only universal aim for all regarding that : It is one's own institute (Sense of proprietorship as a care taker)
- Resilientsensation of 'WE' than 'I', win-win approach
- Trustworthiness, faithfulness and commitment of each and every teaching and non teaching staff.
- Belief and assurance are vitalfeatures
- Tough will to implement improvementswith open head, hand and heart
- Strong mood of recognition and possession
- Respectablehold over identifying, understanding, accommodating and handlingall obtainable resources i.e. human, material, financial
- Determinationand optimisticoutlook
- Quality knowing

How can Academic and Administrative Audit be done

- By doing Assessment of current status
- A Real Estimation of available resources
- By establishing Benchmarks

- Through Strategic planning ,and organizing an action plan for achieving the set goals.
- Once the Action Plan is set an Effective implementation of action plan is essential
- Proactive follow-ups needs to be done
- Finally Reinforcement-appreciation, and recognition is also quite essential.

Resource intensification

- Authorizethe human resources
- Apprise the material resources
  Keep vigilance ,Control and Createthe monetary resources

Suggestions for doing Academic and Administrative Audit

- Keep, steady, effective and progressive teaching
- Prepare professional bio-data
- Keep well bound, M. Phil and/or Ph. D. thesis
- Keep all your original certificates in laminated form and also keep one photo copy of the same
- Keep well arranged (year wise), original copies of your research papers or publications
- Keep ready to use, transparencies or PPTs slides of your presentation
- Documentation is very important ,so Maintain album of Photographs, Monographs or Trademarks
- Prepare list of Membership of professional societies
- Sign MoUs or MoAs
- Highlight your Extra-curricular Achievement**.**

Conclusion

In a nut shell, we can say that education plays a vibrant role in the development of any nation.Hence, there is a best on both quantity and quality of higher educationThe Academic and Administrative Audit emphases on the method by which an institution observes its own academic standards and acts to reassure and increase the quality of its

teaching and support for student learning. The National Assessment and Accreditation Council (NAAC) is a body that evaluates and endorses institutions of higher education in India. The abilities of HEIs depend on its proficiency, harmonisation, and effective execution of its academic and administrative plans. Recognition is one time process, while accreditation is a period bound and cyclical process. Accreditation may be voluntary or compulsory. The Higher Education Institutions (HEI) shall submit the Annual Quality Assurance Report (AQAR) recurrently to NAAC. The IQACs may create its special space on its institutional website and regularly upload/ report on its activities, as well as for presenting the AQAR. The test is to reveal quality in an explicable and consistent way, to the external world as well.To conclude we can sayAcademic and Administrative Audit**,** is cooperative, collaborative, proactive, constructive, creative, and acourageous endeavor.

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RRJPER - Vol.1 (1) – April, 2016 RajRajeshwari Journal Of Psychological & Educational Research- April, 2016

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7. Best Practicesin Teaching and Learning

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Abstract

There has been increasing attention on teacher 'quality' and usefulness internationally. To be effective and successful teacher professional development method should be of high quality and relevant to teacher's needs. This document presents examples of best practices in Teacher Professional Development. The purpose of this paper is to suggest useful teaching methods that can be attempted in imparting knowledge to the students. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. This paper discusses the phenomena like Lecture method, group discussion,Role play, Brainstorming, Mind Map,SWOT, Think, Pair And Share as a method of teaching, learning and development which build up skill such as Working with Others, Decision-Making, Problem-Solving Thinking, increases confidence among students, students attentively listen lecture and take notes, and develope creativity among students. The reason of this reading was to determine the effectiveness of various teaching methods used for teaching students. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and stimulate the effort to achieve the human development goal for the country.

Keywords: *Best Practices in Teaching, quality, Innovative Methods*

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Introduction

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. Those who learned more gave their teachers higher ratings (Cohen, 1981, Theall and Franklin, 2001). This same criterion was also put forth by Thomas Angelo, when he said; "teaching in the absence of learning is just talking." A teacher's effectiveness is again about student learning. Over the years student evaluation of instructors has changed significantly especially in the areas of the purpose and methodology. They have transformed from being primarily used to assist students in the selection of courses, to helping faculty members further develop and improve their teaching skills, to assisting administrators with respect to personnel decisions (Ory, 2000) Braskamp (2000) suggests that instructors use the data formatively to develop and improve their teaching effectiveness. Thomas L. Friedman, author of The World Is Flat, refers to a twenty-first century world that will be very different from the one in which we were educated. To survive in a new, globally competitive world, today's children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on Best Practice teaching strategies. Teaching methods depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources. A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once. For example, demonstrations or projects are effective for meeting some goals but ineffective for meeting others. So we need a toolbox of methods, not merely a single tool.

Students are certainly qualified to express their satisfaction or dissatisfaction with the experience. They have a right to express their opinions in any case, and no one else can report the extent to which the experience was useful, productive, informative, satisfying, or worthwhile.

Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens. A key issue of concern in discussions around effective teaching relates to what is defined as 'effective' as well as how it can be appropriately measured (James and Pollard 2011, Norman 2010). It is a tension between an instrumental approach to teaching and learning and a more broad based approach which seeks to enhance teacher professionalism and maintain an equivalent focus on the social democratic, moral and personal goals of education (Alexander et al 2010). Relationships are built through opportunities for communication and teamwork. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students. Key considerations in shaping good teaching practice include:Encouraging good communication between teachers and learners, Encouraging interaction among learners, providing opportunities for active participation, Timely and appropriate response and feedback, Emphasizing time on task, Motivating learning by communicating expectations, Respecting diverse talents and ways of learning.

What Are Best Practices?

Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

The Teacher as Facilitator

In an active classroom environment the role of a teacher is often that of a facilitator, supporting pupils as they learn and develop skills in, for example, assessing evidence, negotiation, making

informed decisions, solving problems, working independently and working with others. Pupil participation and involvement in their learning is essential. Sometimes it is appropriate for the facilitator to take on a particular role/function in an attempt to enhance the learning within the class or to challenge their thinking in a new way.

Various Best Teaching Methods

Higher education faculty strives to become more effective teachers so that students can learn better, and many explore methods to improve their teaching practice. Depending on the nature of subject, number of students, and the facilities available, there are different methods teachers are using in the classroom. Below are given various methods and certain tips and techniques for improving these methods. (Sajjad, S.1997)

Lecture Method

A lecture is a talk or verbal presentation given by a lecturer, trainer or speaker to an audience. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. (Davis.1993). lecture as best method 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 Sullivan & McIntosh (1996) said that with planning and effective presentation techniques, the lecture can be a highly effective and interactive method for transferring knowledge to students. Lecture gives the pupils training in listening and taking rapid notes.

Lecture material should be stimulating and thought provoking. Information should be delivered dramatically by using example to make it memorable.The teacher needs to use questions throughout the lecture to involve students in the learning process and to check their comprehension. Reinforce learning by using visual

supports like transparencies, flip charts, whiteboard/ black board etc., Teacher should take feedback of students to improve lecture method.

It creates new ideas,. It is good for large class, Teacher is experienced and has mastery on subject, explain all, points and can answer all questions raised by students, Students can ask if they need any clarification, Learn through listening, Teacher explains all points,. Students give their input, Teacher discuss whole topic in the class in easy language so, students can easily understand the topic, It is good for large class,. Teacher provides all knowledge related to topic, 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 listen lecture and take notes as the teacher, ask questions at the end of lecture, Students know and understand basic concepts,. It creates new ideas,. Teacher knows all the students so he/she can use suitable, strategies for the class to make them understand, Teacher is experienced and has mastery on subject and can, answer all questions by students, Teacher share information with students so it creates interest instudents, Students are more involved and participate when teacher askquestion, Teacher provides notes, . Students easily understand every point, . Students share knowledge with teacher, Teacher is role model for students.

Group discussion

It is a free verbal exchange of ideas between group members or teacher and students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. McCarthy, P. (1992) stated strengths of class discussion as; pools ideas and experiences from group, and allows everyone to participate in an active process. Kochhar (2000, p.347) stated that; a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. Group discussion is the best method because, the learning is more effective, every student give his / her opinion and this method develops creativity among students.

The teacher should spend sufficient time in preparing the process and steps of discussion, Different aspects of the topic and the parameters should be selected for the focused discussion, sufficient time should be allotted to discuss all the issues. At the same time students should know the time limit to reach a conclusion, The teacher in the beginning should introduce the topic, the purpose of discussion, and the students participating in discussion, Before the start of discussion, background information about the topic should be provided, There is a need to include questions to provide direction, Relaxed environment should be created to foster the process of discussion, Teacher after opening the discussion should play the role of a facilitator involving every one and at the end should summarize the discussion, Encourage students listen other's point of view and then evaluate their own, Teacher should give value to all students' opinions and try not to allow his/her own difference of opinion, prevent communication and debate.

More participation of students, Students listen to other's opinion & express their opinion, Discuss with teachers the points that were missed during discussion, Students learn on their own & find out key points, Students exchange their ideas, Students 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 can make their own notes, The learning is more effective, They don't have to rely on rote learning, Develops creativity among students, It evokes thinking among students, Students have time for preparation of topic, Students should have material and knowledge before discussion. Suggestion, only those students participate who have confidence rest do not participate, Concepts become clear after discussion, every student gives his/ her opinion.

Mind Map

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to

remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The key notion behind mind mapping is that we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, color, even touch and smell play a part in our learning armory will help to recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds. As the recent research point that any particular information explained with the help of graph charts make a high impact in the minds of the people and keeping this as the core aspect the teachers may try to pictures the concepts and show the same to the students This would bring very high impact on the minds of the students about a concept Creates clear understanding, PowerPoint can be used widely, Innovative thinking improves

Role play

Role play occurs when participants take on differentiated roles in a simulation. 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 have already demonstrated their applicability to a wide range of learners, subjects and levels. (Singh, and Sudarshan, 2005, p 238, 239). It is a memorable and enjoyable learning method. To gain maximum benefits from this method, the incidents selected for enactment should be as realistic as the situation allows. Learners take on the role of another person or character to see what it would be like

to be that person or character. Thus, a student could play the role of an imaginary

Student no one likes or a news reporter. Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment. For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where theory is supplemented by proper practical knowledge. Similar kind of technique can be applied in management, engineering and science courses.

Before the role play, the teacher 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. Teacher should select & brief observers about their roles, During the role play, the teacher must keep quiet, listen & take notes, avoid cutting role play short, but give time warning if previously agreed. The teacher should be prepared for some action if participants dry up and can intervene as a last resort, After the role play, the teacher thanks participants, ask for feed back from lead participants, take comments from observers, ask other participants to comment, The teacher should use role names not those of participants, summarize, drawing out learning points, leaving the participants with positive comments and feelings. Interesting method, creative thinking is encouraged, Students think beyond their knowledge, Students enjoy the situation, Active learning, easy to learn.

Brainstorming

It is a loosely structured form of discussion for generating ideas without participants embroiled in unproductive analysis. It is a very useful technique for problem solving, decision making, creative thinking and team building. It develops listening skills. Orders to generate creative ideas, learners are asked to withhold judgment or criticism and produce a very large number of ways to do something, such as resolve a problem. For example, learners may be asked to think of as many they can for eliminating world hunger. Once a large number of ideas have been generated, they are subjected to inspection regarding their feasibility. Ground rules for running brainstorming session include: There should be no criticism and the wild ideas should be encouraged and recorded without evaluation, . Emphasis should be placed on quantity of ideas and not the quality, There is a need of equal participation of members, It can be unfocused so teacher should know how to control discussion and facilitate issues, It works well in small group

Assignment method

Written assignments help in organization of knowledge, assimilation of facts and better preparation of examinations. It emphasizes on individual pupil work and the method that helps both teaching and learning processes (Kochhar, 2000, p.358). Teacher should describe the parameters of the topic of assignment, Fully explain assignments so that students know how to best prepare. When the inevitable question, "Will we be tested on this?" arises, make sure your answer includes not only a "yes" or "no," but a "because . . .".Shea, A. (2009). Davis (1993) suggests that “Give assignments and exams that recognize students' 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, including one on alternative healing belief systems. A faculty member in the social sciences gave students an assignment asking them to compare female-only, male-only, and male-female work groups.

SWOT

This method helps pupils to examine all sides of a proposal. It can be used during the preparation stages of action planning to develop possible future initiatives. It may also be a useful tool for the evaluation of a group or event, in order to think about what has gone before and to look for future implications. This activity can be carried out in different ways. A paper carousel may be used to gather information, in which case the facilitator may wish to think about ease of movement for groups between desks. Alternatively, pupils can remain seated in groups and use the template below to consider the issues.

[1] The facilitator may need to discuss with pupils the meaning of SWOT and explain what each term means, particularly the possible distinction between 'strength' and 'opportunity', 'weakness' and 'threat'. 'Opportunity' and 'threat' should both concentrate on possible future implications, whilst 'strength' and 'weakness' may both involve the generation of a list of positives and negatives of the proposal as it stands, based on a consideration of what has gone before. [2] Pupils are given the proposal to discuss or evaluate. Ideas are placed under the relevant heading (S-W-O-T). [3] The facilitator may wish to concentrate on one heading at a time and get feedback before moving on to the next heading. For example, pupils might be given time to consider 'strengths' before moving on to 'opportunities'. [4] During feedback, the facilitator may wish to use questions such as: what is good? What is bad? What might happen now? What might prevent future progress? [5] A debrief of group work might be beneficial.

Think, Pair and Share

This activity prompts pupils to reflect on an issue or problem and then to share that thinking with others. Pupils are encouraged to justify their stance using clear examples and clarity of thought and expression. Pupils extend their conceptual understanding of a topic and gain practice in using other people's opinions to develop their own. A Snowballingapproach might be adapted to this methodology.

If a Snowballingapproach is adopted, a large space might be needed for ease of movement and interaction. Alternatively, pupils can work in pairs or groups of four.

[1] The facilitator presents the class with a particular problem or issue. [2] Using a Post-Its Collection, pupils spend a period of time gathering their personal thoughts on the question in hand. [3] Pupils then discuss their thinking and justify their opinions with a partner. They should aim to be clear in their thoughts and consequent explanations, using examples to consolidate their points. [4] The facilitator may wish to give pupils time-out at this juncture in order to allow for peer assessment; pupils might feed back to their partners on how well they put forward and justify their ideas. [5] Pupils might also be given a short period of time to embellish their information and opinions before moving into larger groups of four. [6] A debriefafterwards May focus on the structure of pupil arguments, how opinions were expressed and justify and what a persuasive argument consisted of.[7] As an extension activity, pupils might be asked to play devil's advocate and to present a persuasive argument which differs from their own true opinions.

Conclusion

Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. Every method has advantages and disadvantages. For example, cooperative learning allows for the participation of everyone, but the groups often get side tracked. Role playing introduces a dramatic problem situation, but some students are too self-conscious to project themselves into the situation. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching. Group discussions consist of everyone in some way presenting his or her opinion. This is what dialogue is, in adult education dialogue is an important strategy to

increase understanding, enhance competency through practice, and provide an opportunity to learn different perspectives about individual and organizational issues. Dialogues education as an education tool can be used to facilitate adult learners to engage themselves in the process of learning and creation of meanings through dialogue people work to gather, and learn how to think together in analyzing a shared problem or creating new learned knowledge. Dialogue is a form of engagement, problem solving and education involving face to face, focus, and discussion occurring over time between two or more group of people defined by their different social dimensions. This paper documents demonstrate the importance of passion reflection, planning, love for children and the social and moral dimension of good teaching. All these method enhances the ability of research on any topic as the students search topic from different books, websites,. Give Chance to meet other people of same profession, Networking with other institutions and professionals, Motivate and make student active in learning. To promote the happening of a true dialogue individuals have to trust the learning group. Like Benjamin Bloom we need to embrace the idea that education as a process was an effort to realize human potential. There needs to be a continuous cycle of exploration, reflection, discussion, application, and knowledge building, through which teachers grow professionally and their students gain deeper knowledge.

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8. Enhancing Academic English Language: A Pedagogical need in Higher Education

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Abstract

The paper briefly discusses about academic language and its nature. This study focuses on the specific anatomy of academic language and the issues of teaching academic language in higher education context. The paper is theoretical in nature and presents conceptual background of what academic language is, in context to English language followed by some of the practical implications of teaching. Furthermore, the research concisely highlights some of the issues in the arena of AELT. After addressing the teaching-learning issues, emphasis has been placed on the possible techniques of teaching academic language and designing teaching-learning materials for students through which the current academic language standards can be developed.

Key words: *AELT- Academic English Language Teaching, anatomy, language standards*

Introduction

Language is a crucial aspect of humanity and considered as one of the primary needs of survival in the world and highly utilized in the fields of pedagogy. Language serves knowledge and frames appropriate sources from visual and numerical information. Teaching language in particular a foreign language in a class, requires concrete planning, systematic approach and need based materials to get positive outcomes. Teaching English in a country where thousands of languages are in existence- institutional settings based teaching

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methods, schema of regional languages and culture, various types of teaching aids and so forth may become the basic requirements. However, teaching academic English is a different area and more challenging for teachers as well as students due to its complicated nature. The proposed research throws light on some of the possible teaching strategies of academic language and also suggests the effective ways of designing materials for an academic English language classroom.

Academic language: Concept and nature

Academic language is an umbrella term.Primarily it can be consideredas any language that is being used in institutional settings for teaching-learning purposes. The specific meaning of the term 'academic language' is a language of research that can be used inhigher educational programs and a language that is used in research works atinternational level, having universal linguistic standards and dimensions. A language deliberately differs from creative writing, critical writing or any other writing which can be recognized as 'Non Academic languages'.Apart from specific invocations of academic language and anxiety about its insufficientdevelopment, academic language has no explicitdefinitions (Snow & Uccelli, 2008). Chamot and O'Malley (1994) defined academic language as a language through which teachers and learners can obtain new information and proficiency. It is a step by step process as Bailey suggested that to become proficient in academic language is to be acquainted and capable of using regular as well as content related lexis, specific and complex patterns of grammar, assorted functions of language and discourse structures to comprehend the new knowledge and expertise, to create conversation about the theme or to convey information to other people (Snow & Uccelli, 2008). According to the needs of various forms of academic writing or academic language, variance can be found. For example, hypothetical paper includes the citations of other works or details, research outcomes and methodology and the rest. The details mentioned above indicate that research journal as one of the academic works comprises factors of research procedures and

results. Another example of academic writing is Term paper or a Classroom assignment which may be performed by Post Graduate students. The report contents outcomes and process which may become empirical research. The above discussed forms are the specific forms of academic language (Monippally & Pawar, 2010).

Structure of academic language

Academic language is varied from general or non-academic languages in terms of structure, principles, characteristics, functions and dimensions. In academic works, formal language is preferable. Certain abbreviations such as 'won't', 'shouldn't', 'can't' and the rest should not be used. Equally, idiomatic or conversational expressions should also be avoided. Bold metaphors have hardly ever been used in academic works. Academic writing follows the principles of specific genres (Monippally & Pawar, 2013:78 to 81). Prior studies in the area of academic writing found that cohesion, coherence, syntactic patterns, complexity, accuracy, fluency, lexical concreteness and academic language are the important aspects of academic work through which quality of any academic work can be evaluated (Rajeshwari, 2018). The major focus in academic language is on: 1. Audience/readers, 2. Content, 3. Style, 4. Organization, 5. Grammar and 6. Vocabulary. The levels of formality in academic language can be decided by focusing on the areas mentioned above. Use of full forms, cohesive devices, nominal groups, use of passive voice to focus on work rather than person, concise and academic vocabulary, objective point of view and qualitative language create a demarcation between academic language and non-academic language (Lyons & Heasley, 2010). Academic language is also known as language of research, a language that connects large academic community worldwide, internationally accepted language of researches. Long essays, journals, research proposals, research papers, thesis, dissertations, research reports, academic discourse and so forth are some of the examples of academic language based work. Academic work generally involves introduction to the specific area, issues, research process, data, outcomes and the like by providing objective

and evidence based arguments as personal arguments and beliefs have no scope to be added in academic work. Using specific tense, coherence in paragraph, logical flow of ideas or arguments, acknowledgement are some of the inevitable elements of academic language.

Scenario of Academic language

Academic language is the center of discussion for people concerned with higher education especially for academicians. The whole academic community including teachers in schools and colleges/ universities, research scholars, academic writers and so forth. The language has complex structures with pre-specified principles and language forms. During the study, a few researches have been found in the arena of academic language especially for the implication purposes. “Ironically, although academic language skills are widely cited as the obstacle to achievement for struggling readers in general, much of the empirical research on academic language has been done by those studying English Language Learners (ELLs)” (Snow & Uccelli, 2008).

Difficulties of academic language are not only the issues of India but can also be considered as global issues. Study conducted in United Kingdom at Higher Education level found some common issues. For instance, Varieties in the language levels of students, various learning fields of study, diversity in the approaches of academic writing, less usage of academic vocabulary, informal ways of writing, unstructured writing which creates confusion to readers, use of wrong spellings, rarely paid attention towards punctuation marks, plenty of grammatical issues, not doing acknowledgement of original works or authors. The mentioned details were the key reasons behind the academic language failure at United Kingdom.

Academic language classrooms

“Throughout the educational system, and higher education is certainly no exception, the focus has all too often been on the final product and the grade awarded rather than what the student learns as

part of the writing process. As a consequence, students' ability to write tends to stagnate once the basic skills have been mastered. Based on the view that the goal of higher education must be life-long learning…" (Mattisson, 2012). This could be the responsible factor of the lower standards of academic language. Conducting a language classroom, in particular the academic language classroom has need of systematic planning, planning of contents, tasks, ways of presentation, warming up discussions, practical tasks, language production and exposure and so forth. It is beneficial to have a substitution of each plan and guidance if possible from expertise through which effective language classroom can be created.

Challenges in ALT

Teaching or learning academic language is significant as well as challenging task for teachers and students of higher education such as students of Post Graduation, M.Phil students and PhD students. Academic language is not new language for students as they have studied the language in their textbooks or resource materials during their educational journey. However, the language seems challenging at some extent for the students. The causable factor behind the issue is that students have been studying and reading academic language in their course books on the other hand they used to write in general English language. Moreover, in higher education students are expected to produce academic language, a scientific and systematic language. While writing a research report or assignment, thesis or dissertation; students need to study the complex features and patterns of academic language which they have never practiced before.

Teachers of academic language need to work hard for teaching the language to the students who alreadyhave different formats of general English language. If students will be provided reading practices of academic language followed by well controlled discussions for the demarcation between academic and non-academic language, it will be easier for students to understand and produce the language as novice writers. Choice of academic lexis is very crucial while producing academic language, for instance, selection of similar

words, opposite words, phrases, tenses and the like. Although, teachers many times face the issues while designing materials for academic language practices. Instead of conducting theoretical classes, it is appreciated to conduct practical and ICT based classrooms which directly or indirectly appeal the linguistic sense of students.

Material development for ALT

It is difficult for teachers to design materials for academic English language teaching as they need to be attentive towards the standards of general English language of students first and then teachers can design the materials according to the linguistic needs of students. In market, one may find series of commercial books available for Academic English language separated according to the fields of knowledge. The books are good option to be introduced in classrooms as resource books or workbooks. However, teachers should design their own materials as it is teachers' responsibility to reach at the levels of students and to develop their language by providing such practices and stage of language production. While designing materials for Academic English, some of the points should be taken into consideration by teachers, they are;

1. The language of tasks or notes for beginners should be easier and there should be comparison process of Academic English and General English in a form of discussions.
2. Even though, the language requires more writing practices, students should be provided academic reading first before practicing writing assignments.
3. Teachers should select some good research works or long essays as teaching materials and give instructions to students to study the language and note down the differences.
4. Teachers should design task sheets, asking for one or two words answers at first and day by day can reach to the long essay writing.

5. Teachers can ask students to design materials or ask for some suggestions for learning academic language that become more student centered and needs based.

Strategies of teaching academic language

Teaching any language is a step by step procedure which requires pre-planned structure of introducing the content in classroom. As mentioned by David Gugin (2014), "What works for one teacher in one classroom may not work for other teachers in other classroom…" (p. 27). Before teaching Academic English to students, it is expected to test their general English language through which need based activities and sessions can be planned by a teacher. ELT (English Language Teaching) is a field of methods where hundreds of teaching techniques, their impacts, positive and negative aspects and so on are being studied. To provide the remedies of teaching academic language, it is fair enough to use major techniques or innovations of ELT. Some of the possible strategies are mentioned below which may create leaning if implicated in a controlled manner

1. Teaching academic language through Field Visits:

Before learning or teaching academic language as a language of research it is better to build familiarity with the language of institutions that is a basic definition of academic language. It is prolific to have some experiments or practical learning for academic language. Basically in institutions, boards with objectives, visions, achievements and the like are available. To understand academic language as a language of institute, this activity will become more interesting and at the same time students will be able to observe common patterns of academic language. One observation report could be given as an assignment to learners.

2. Teaching academic language through Critical Media Literacy:

This strategy was suggested by Grigoryan and Mark King (2008) in one of their research works entitled "Adbusting: Critical

Media Literacy in a Multi-Skills Academic Writing Lesson" (pp 02-09). Students should be given projects of writing drafts by using authentic materials or materials based on media. Writing paragraphs by observing authentic materials, is not so challenging tasks for students if they are instructed to write in general English, however writing in academic English improves the analytical skills, observation skills, judge others' language and so on.

3. Teaching through ICT: (Multimedia, E-Conversations)

ICT: Information Communication Technology is in trend nowadays. If it is used in academic classroom, language learning may become easier and effective. For instance, video of a foreign English classroom can be shown to students. After that, they should be given a task to draft a paragraph in General English and then in academic language which helps students to understand the usage and patterns of academic language. Moreover, online stages can also be used to practice academic language by arranging international E-conversations.

4. Assessing and Analyzing academic works

This strategy will provide practices of higher order thinking skills which is sufficient for academic work. Through this strategy, students can assess the works of other writers and will assess and analyze short writings at first and then will analyze research papers and long essays. The procedure can be introduced under the title 'peer review' through which students can comprehend the inner aspects of academic language and its functions.

5. Preparing classroom Academic Dictionary

This strategy facilitates learners to be independent and conscious for academic lexis and structures. Instead of using mobile dictionary or readymade dictionaries, at the beginning stage of language learning if students are given the task to prepare their own dictionary either individually or in a pair, it becomes interesting and

offers an additional comprehensibility to the lexical structures of academic language.

6. Writing Reflective Dairy

The concept of reflective diary- a kind of self assessment as a teacher has been being used actively in the teaching disciplines such as B. Ed and ELT. The concept can be used in academic language context by applying some modifications, for instance, students should be given an instruction of 'assessing their present academic language level' either by their own or by the guidance of teachers and note down their levels. The next step can be 'maintaining the progress reports' by students in the reflective diaries and compare the progress at every week-end or at specific time span, to check the learning pace. This process gives an idea to students about their language and understanding levels at the same time it provides a brief report to teacher for the effects of teaching methods and classroom practices which facilitates new ways of conducting the upcoming sessions.

7. Arranging Symposium in class

Symposium simply means a discussion of and about research or some serious issues of pedagogy followed by peer reviews and logical arguments. If a symposium is arranged in classroom first informally and then systematically, it provides students the environment of discussion, arguments, taking judgments and claiming counter questions to the statements of others- which facilitate the practical learning. Teachers can control the discussions if it alters the key areas and changes the track. This practice of symposium in class increases the confidence level, higher order thinking skills and develops their academic spoken discourse.

8. Class Academic Community

The term 'Academic community' includes teachers, professors, research students and scholars. Suppose students form discussions in a class or in groups by using social media platforms, they learn more and can argue with each other on specific areas of

education. These discussions become a real world practices which, later on will become crucial for the students.

9. Practicing Academic Genres

After reaching at certain language levels, for instance, average or competent level, teachers can provides some tasks of practicing academic genres such as: paraphrase, summary, synthesis and synopsis, which clarifies the ideas of students about their understanding towards the structures of academic language.

10. Developing research works by using Constructive approach

Constructive approach is considered as one of the significant approaches as it improves the skills of learners. Teachers should provide background information about a particular topic and then students are expected to build the knowledge on it. After introducing the factors of academic language, teachers can ask to write opinions, suggestions or arguments to the works of other scholars and even can ask to write their own research works and reports as well.

Conclusion

The arguments and information from the prior sections of this research clearly recommend that Academic language is crucial part of pedagogy, the first and foremost element at Higher Education. It is not adequate for academic members to be proficient only in General English but they also need to be proficient enough in Academic English. Certain strategies given in the paper can have positive outcomes and gradual changes in the language levels of students if implicated with proper planning. Teaching academic language by using ICT materials, Field visits and practical ways of teaching creates interesting and active learning attitudes among learners and affect their cognitive domains to grasp the new structures and limited usages of a language called Academic language.

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9. Role of Higher Education in Development: Review of World Literature

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Abstract

Higher education has the potential to contribute to sustainable development by improving social justice by importing equity agendas through the composition of staff and student populations and exporting it by striving to achieve it across the rest of society. Despite years of neglect, higher education is central to development in low- and middle-income countries. Capacity strengthening in higher education must be a priority. The challenge is how to release the developmental potential of higher education, while avoiding the elitist disconnection from society that has characterized higher education in the past (Power, Millington and Bengtsson, 2015).

Here, researchers have focused on review of various researches, which are establishing relationship of higher education with different developmental issues.

Keywords: Higher Education, Development, Literature

Introduction

Research focusing on the links between education, development and social change has a long history; this includes research on higher education investment in low-income countries by external and international development agencies (Power, Millington and Bengtsson, 2015). Analysis of the impact on society of higher education in developing countries emerged alongside post-colonial discourses and modernization theories. Research generally focused on

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how higher education could be utilized by governments to train people in the skills necessary for economic growth. Academia in this context was regarded as being irrelevant to local communities. Vocational training was largely left up to public programmes (Thomson, 2008). At this time, higher education aid focused primarily on providing graduate training in donor countries (Varghese, 2010).

Although since the 2000s, the dominant rhetoric has been achieving universal access to primary education, higher education is actually the largest recipient of aid.1 In the 1990s, primary and higher education received on average about one-third and one-fifth of education aid budgets respectively. By the 2000s, higher education and post-secondary technical and managerial training received about 37 percent of education aid budgets, against the 30 percent allocated to primary and pre-school education. This increase in education, and in particular aid focused on primary and higher education, has included funding from non-traditional donor countries, including Brazil, Chile, China, India, Mexico, Qatar Russia, and South Africa. New actors, including non-governmental organizations and global initiatives have provided financial resources, technical assistance, and delivery of educational services in deprived communities. These new actors are competing with traditional donors to influence domestic education policies (Niño-Zarazúa, 2016).

In recent years higher education has regained prominence in the development agenda. As well as being regarded as important to social and economic development, higher education is now being linked to environmental awareness and sustainability, post-conflict resolution, poverty alleviation, upholding human rights, addressing health care issues, and cultural preservation or change (Thomson, 2008).

There is also emerging research on the links between higher education, good governance and developmental leadership (Brannelly, Lewis and Ndaruhutse, 2011; Jones, Jones and Ndaruhutse, 2014). As the global ‘knowledge economy’ emerges, a renewed interest in higher education has been stimulated. This has led to reform and revitalization efforts, as well as new research into the impact of

investing in higher education on economic growth and development. (Oketch, McCowan and Schendel, 2014).I ndian higher education, the significant and impressive developments of the past few decades not with standing, faces major challenges in both quantitative and qualitative terms (Agarwal, 2006).

Linkages between higher education and development

Development has many contested definitions. For this section, development is understood to involve greater social well-being, and protection of the environment. Economic development, understood as the promotion of prosperity and economic opportunity, is not included in detail here to avoid duplication with the above section on higher education and rates of return. However, it is recognized that dividing development in this way is challenging, as many of its elements are interrelated. Bloom, Canning and Chan (2006).

Jones (2001) reported evidence showing a link between level of education and productivity levels. Workers with a tertiary education were found to be most productive. The reported productivity differentials were found to correspond directly to workers' earnings differentials.

Higher educationis an important form of investment in human capital and reports significant effects of higher education on development. Higher education can lead to rapid industrialization of the economy, developing workers skills. It can also transform societies by creating attitudes, and making attitudinal changes possible. Through teaching and research, higher education can lead to development through the creation, absorption and dissemination of knowledge. Higher education is needed to develop strong nation-states and global networks. It also offers wider society cultural and political benefits (Tilak, 2003).

Role of Higher Education in Development

Thomson (2008) argues that partnerships have two related functions. Firstly they facilitate the dissemination of information, research, knowledge and solutions. Secondly, they can deliver

collaboration between experts, and higher education institutes on specific projects in education, research and development. An effective educational partnership is defined by Wanni, Hinz and Day (2010) as: "…a dynamic collaborative process between educational institutions that brings mutual though not necessarily symmetrical benefits to the parties engaged in the partnership. Partners share ownership of the projects. Their relationship is based on respect, trust, transparency and reciprocity. They understand each other's cultural and working environment. Decisions are taken jointly after real negotiations take place between the partners. Each partner is open and clear about what they are bringing to the partnership and what their expectations are from it. Successful partnerships tend to change and evolve over time."

Key indicators, such as improved curricula, increased research publications and additional research projects, are often used to establish if a higher education partnership has been effective. Evidence exists that shows the effectiveness of partnerships through quantifiable outcomes. However, such evidence does not always reflect the complex, ongoing processes that underpin effective partnerships. The design and implementation of a partnership must be analyzed to understand the conditions that support mutuality, ownership and sustainability, which will facilitate existing and future partnerships. Learning from experiences of university partnerships is important for future design and implementation. Improving the sharing of practice has the potential to enable greater policy dialogue, exchange of ideas, partner selection, and scaling up options. Teaching and learning partnerships are slow to develop – more research is needed to explore why. It is suggested that outcomes may take longer to accrue in comparison to research partnerships (British Council, 2015).

Oketch, McCowan and Schendel's (2014) rigorous literature review reported that tertiary education was found to have an important impact on development in low- and middle-income countries. Higher education provides measurable benefits to graduates, relating to health, gender equality and democracy. It contributes to the strengthening of institutions, and the forming of

professionals who are vital for sectors such as education and health. Universities should be acknowledged and supported for the diverse range of functions they offer in addition to contributing directly to economic growth.

Hansen and Lehmann (2006) report that capacity building for sustainable development has been a targeted activity over the last decade through university and university consortia networking. Their research into universities in Africa, Asia, Central America and Europe found some institutes focused on research and others on higher education. A mixture of the two was found to be more productive. Links to external partners in public and private business were shown to be successful in terms of mutual benefits. Collaboration between universities, business and society at large are necessary though not sufficient prerequisites for constructing and maintaining knowledge societies.

However, not all evidence found shows the positive impact of universities on development. Evidence from Vietnamshows that the impact of universities on research is much weaker than teaching. The contribution of universities to the socio- economic development of Vietnam was found to be limited to the production of an educated labour force rather than innovation. Some evidence was found showing university-led innovation but teaching was found to be the main focus (Ca, 2006).

Evidence from Latin American countries shows that most research takes place in universities, and does not relate easily with business, government and society. There are exceptions, with some universities producing high quality scientific knowledge while actively in transferring knowledge to society (Schwartzman, 2008).

Mosweunyane (2016) argues that African universities and their academics have not contributed meaningfully to the developments of an economic, political, social and environmental nature for the continent. It is argued that this is because of a reliance on western concepts that undermine efforts for development. African development could have been realized if the universities used indigenous concepts. African scholars continue to employ methods of

research, which have limited the inventiveness and creativeness of the universities in Africa. There is too much reliance on consultancies undertaken by scholars from the West, instead of local Africans scholars. It is argued that African universities should promote ideological applications based on locally generated decisions with little to no foreign influence, rather than relying on exotic concepts that have failed the African development agendas.

In Ethiopia, cultural and social impediments to women's education are reflected in higher education enrolment rates – 17 percent of full-time students (largely residential) in public universities are female whereas 24 percent of part-time (non-residential) public students are female. The private higher education sector shows a different trend with 44 percent of students being female. This difference is explained by location, with most private institutes being in Addis Ababa, allowing women to stay at home throughout their studying. In public universities, 7 percent of academic staff are women. In comparison, the regional average for women's participation in degree programmes is roughly 30 percent and the proportion of women academic staff reportedly about 18 percent (Saint, 2004).

Research focused on diversity dimensions of academic freedom argues that of all the divisions that polarize African universities as social and scholarly spaces, including class and ethnicity, gender is the most salient source of contestation. Women's access to higher education institutes remains unequal. The exceptions are Botswana, Lesotho, Swaziland, Namibia, and South Africa where gender parity in higher education was achieved by 2000. Apart from these countries, and with the exception of universities for women, such as Ahfad University, Sudan and Kiriri Women University of Science and Technology, Kenya, women remain under-represented in higher education institutes in Africa (Zeleza, 2003).

In the "Report to the Nation 2006" of the National Knowledge Commission which concludes that there is "a quiet crisis in higher education in India that runs deep" and that it has to do with both the quantity and the quality of higher education in India One of the

striking features of the development of higher education in India over the last few decades has been the extent to which private institutions have entered the scene and attempted to respond to the massive demand and for education at the post-secondary level.(Kapurand Mehta,2004;Tilak, 2004).

Conclusion

Higher Education Institutes provide measurable benefits to graduates in areas such as health, gender equality and democracy. They also contribute to strengthening institutions and training professionals in other sectors, for example health and education. Many universities have moved towards massification and there has been dramatic growth in private sector provision of higher education.

Literature review on the impact of tertiary education on development outlines outcomes in four areas: (i) increased productivity; (ii) technological transfer; (iii) improved capabilities; and (iv) improved institutions. There is evidence that higher education develops entrepreneurship, creates jobs and supports good economic and political governance. It can strengthen democratic institutions and social cohesion and can change attitudes and transform societies. Higher education contributes to private and social development, improved life quality, productivity and net tax revenue.

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10.A Study on Enhancement of Quality of Teachers through Training & Amicable Condition

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Abstract

The purpose of higher education is to develop younger generation of the country. It is not only limited to satisfy their personal life but can also make a worthy contribution to the progress of the society to which they belong.

In December 2003, Seminars were held at eleven universities in India on the subject of Higher Education in India: Issues, Concerns & New Directions by the UGC. One of the important issues that rose was quality of higher education. The new challenge before the country at the beginning of the 21st century is to become a developed society by the year 2020, which requires not only a vibrant economy driven by knowledge has to be ushered soon, but also a new society where justice and human values prevail has to be created.

The important stakeholder in any education system is teachers. The flow of knowledge passes from teachers to students. It is important that the teachers who imparting knowledge are acquainted with the subjects, they are teaching. Due to many problems like scarcity of teaching-learning materials, lack of in-service training, incentives & motivation and improper supervision etc. they cannot perform well while teaching. So, the present research paper is based on the importance of training and amicable working conditions for the development of teachers' in teaching-learning process. Descriptive research methodology and secondary data has been collected with the help of books, magazines, newspapers, research Articles. It has been suggested that training should be provided to the teachers at the time of

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joining, in-service training which is consistent with the needs of teachers and training programme should be designed as per the need of the teachers. The performance of the teachers can be improved through training.

Introduction

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In December 2003, Seminars were held at eleven universities in India on the subject of Higher Education in India: Issues, Concerns & New Directions by the UGC. One of the important issues that rose was quality of higher education The new challenge before the country at the beginning of the 21st century is to become a developed society by the year 2020, which requires not only a vibrant economy driven by knowledge has to be ushered soon, but also a new society where justice and human values prevail has to be created.

The important stakeholder in any education system is teachers. The flow of knowledge passes from teachers to students. It is important that the teachers who imparting knowledge are acquainted with the subjects, they are teaching. Due to many problems like scarcity of teaching-learning materials, lack of in-service training, incentives & motivation and improper supervision etc. they cannot perform well while teaching.

Objectives

1. To study the provisions for conditions of work of teachers.
2. To study whether the training and amicable working conditions can enhance the quality of teachers.
3. To study whether the training given to the teachers is consistent with their need or not.
4. To provide suggestions for enhancement of quality of teachers.

Literature Review

1. **(OECD, 2018)** It has been stated that the quality of teaching is dependent onTeacher as well as the environment in which she/he is working. Other elements that can affect the quality of teachers are: a) benefits of teaching, working conditions,salary, compensation, working hours staff-students ratio, the leader, infrastructural facilities etc., can influence teachers' job satisfaction vis-à-vis workplace. It has been observed that working conditions play important role for the development of the teachers.

2. **(Nations, 1948)** Various provisions has been specified in various Articles of Universal Declaration of Human Rights, 1948

A) **Article 23.** (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family in existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to for and to join trade unions for the protection of his interests.

B) **Article 24.** (1) Everyone has right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

C) **Article 25.** (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same protection.

The above Articles of UDHR talks about various human rights available to the human beings who are employed in any workplace including Teachers.

3. **(Kumar, 2013)** In this Article, focus has been made on motivation. Contented and motivated employee is loyal employee who wants to do his best to see the institution succeed. It has also been suggested to give regular effective training to the teachers. Training is required to update the faculty in a specific subject and if proper and consistent performance is required from faculty, then they need to be equipped with the tools for the same. If they are given good quality training that covers the topics and issues they are faced with, then they will respond to it and will stick with what they have learnt.

4. **(Commissioner, 1966)** The Covenant on Economic Social & Cultural Rights, 1966 provides following provisions for an employee.

Article 6

1. The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.
2. The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual.

Article 7

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular;

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;

(ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;

(b) Safe and healthy working conditions;

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;

(d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays.

5. **(scroll.in, 2017)**In a news in scroll.in (Delhi University Teachers' Association, June 17, 2017 7:30 a.m.) A lady of 40 years of age, Ph.D. degree holder and 10 years of teaching experience in computer science. She is still a junior teacher in Delhi University. Over the decade she has changed colleges six times. She is always the 'new recruit' loaded with paperwork and called in during vacations to help with admissions. But she neither gets increments nor is she assured secure employment.

Conclusion

It has been observed from the above literature review, that there are many provisions in international covenants and it has also been specified in various research works that it is necessary for every teacher employee to be provided with training at the time of joining the teaching profession and during the time of service, she/he should be provided training and motivation so that they do work at the institution with enthusiasm and stress-free. A part from this, the teacher should be given by the institution itself the training in the subject he/she is lacking. Sometimes it may be that the teacher has problem with the language. The training may be given of that language too. To provide student centric teaching it is important to teach the students in the language they know. It should not like that the training is given once in a semester or in a year. But it should be intermittently at a certain short intervals. Moreover, amicable working conditions are also important factors that affects quality of teaching. Because it is important that the teacher is satisfied with the work and workplace where he/she is working. The leader should create healthy environment by behaving amicably with the subordinates.

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11. Role of IQAC in Quality Enhancement of the Colleges

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Abstract

The National Assessment and Accreditation Council (NAAC) proposed that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution towards achieving the goals of academic excellence and ensuring quality higher education in India. Its prime motive is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution and to make significant and meaningful contribution to improve the academic and

administrative performance of the institution. The IQAChas to e nsure that whatever is done in the institution for "Education" is done efficiently and effectively at self defined standards and is devoid of mistakes of all kind. So the IQAC needs to establish procedures and modalities to collect data and information by using the probes on the different parameters. The IQAC should therefore become a vehicle for ensuring the quality.

Key Words- *NAAC, IQAC, Quality Education, Higher Education.*

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Introduction

Most of the colleges have undergone the assessment by National Assessment and Accreditation Council (NAAC) and as per requirement each and every colleges has formed the Internal Quality Assurance Cell (IQAC). The IQAC is supposed to look at the improvement of the quality of the colleges in the coming years and accordingly get prepared for the next assessment. Since quality enhancement is a continuous process, the IQAC will become a part of the institutions and work towards the goals of quality enhancement and ensuring quality education. The well-defined parameters and guidelines provided by NAAC would facilitate the institutions in the creation and operation of the IQAC. Quality assurance and enhancement is the continuous process, for which Internal Quality Assurance Cell (IQAC) may be constituted in every accredited college. The functions of IQAC and the efficiency of college administration being interrelated, depend on the degree of decentralization of owner and authority with high-leveled specialization through division of work via the participatory and proactive involvement of every member in the institution.

Formation of IQAC

IQAC should be formulated as per the guidelines of NAAC, with some necessary specific modifications as given. For the senior college attached to junior college, the vice-principals from both wings may be included along with the Registrar, office supe rintendent as administrativeofficers. Teacher representatives to be selected from different faculties, considering their participation in teaching learning, evaluation, research and extension work. Proactive, highlyqualified and quality conscious, enthusiastic members of governing council should be requested to contribute in IQAC. Local people may be selected from learned; qualified persons serving society via their own work may be selected. The NAAC coordinator will act as a coordinator of IQAC necessarily, which should be a senior, non-transferable, full time teacher with more than five years of tenure.

Functions of IQAC

Some of the functions of IQAC expected as follows:

1. Development and application of quality benchmarks/ parameters for various academic and administrative activities of an institution.
2. Dissemination of information on various quality parameters of higher education.
3. Organization of workshops, seminars on quality related themes and promotion of quality circles.
4. Documentation of the various programmes / activities leading to quality improvement.
5. Acting as a nodal agency of the institution for quality-related activities.
6. Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.
7. To disseminate information on various quality parameters of higher education
8. To document various programmes/activities leading to quality improvement
9. To adopt the required knowledge and technology for participatory teaching and learning process
10. To facilitate the creation of a learner-centric environment conducive to quality education and faculty matureness
11. To arrange for feedback response from students, parents and other stakeholders on quality-related institutional processes
12. To organize inter and intra institutional workshops, seminars on quality related themes and promote quality enhancement on walks of life
13. To develop and maintain institutional database through MIS for the purpose of maintaining /enhancing the institutional quality
14. To document Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time

The co-coordinator, supervisor of the IQAC and the secretary has a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them their specific needs.

Quality is primarily the responsibility of higher education itself, although the government has a special responsibility regarding quality assurance in many countries it is the institution that is responsibility for providing and ensuring quality. IQAC is the totally of systems, resources and information devoted to setting up, maintaining and improving the overall quality and standards of an institution. Thus, if quality is required to be assured we need a structured quality assurance mechanism that makes it possible to monitor, improve and evaluate quality. Therefore, each and every institution will have to build its own IQAC keeping certain objectives in mind namely monitoring, evaluation quality assurance for specific activities and instruments for quality assurance.

IQAC is to develop a system for conscious and consistent improvement in the performance of the institution of higher education so as to achieve quality. The task of IQAC in higher education is

- Setting up of documentation process in motion.
- Awareness creation.
- Generation of confidence.
- Evolving of formats for information and data.
- Stipulation of schedule for the work.
- Drafting of quality status report.

Some Suggestions for Making IQAC More Vibrant and Active in the Institutions

1. Display the mission of the institute.
2. Feedback forms from students about quality of the institution.
3. A two member research advisory committee can be constituted to guide for research projects.
4. Formation for quality circles.
5. The Head of an institution should create an atmosphere of cooperative partnership in achieving quality.
6. IQAC must be made statutory apex body similar to local management committee (LMC).
7. The awareness towards quality and excellence must be taken into consideration rather than the position of the person in the seniority list for being selected as a coordinator.
8. IQAC Meetings should be regularly conducted at least thrice in an academic year and whose proceedings should be properly recorded and seriously implemented as well as monitored.
9. IQAC must go through SWOT analysis as a periodic activity and evolve the mechanism which is made routinised by the Principal and coordinator by assigning duties to the stakeholders.
10. Accountability of each stakeholder is to be made mandatory and proper credit is given to the good quality work.

At the same time there should be provision for the relevant punishments for the ignorance and negligence to duties.

Conclusion

The role of IQAC for the quality enhancement in higher education is distinct and important as it works towards improving and maintaining the quality. Quality and excellence are results of team work leaded by the leaders like principal and coordinator of IQAC. However the leaders should work on the guidelines of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved in the

management and maintaining the quality of education. Thus, IQAC of is an importance and effective and efficient coordination and monitoring mechanism.

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Pawar R.T. Role of IQAC In Quality Enhancement of the Colleges

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A Peer Reviewed Refereed and Indexed International Inter-disciplinary Open Access Monthly e-Journal Vol 2. Issue 10; October 2015.

12.Best Practices in Teaching and Learning

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Abstract

Teaching and learning are two pillars of any system of education which complement each other and contribute a great deal in improving the overall quality of education. Teaching and learning practices have evolved over years and there has been a constant scope for improvement, refinement and innovation. Making the learner autonomous and empowered is the need of the hour. Information and communication technology has opened new vistas of experimentation, exploration and which can be effectively applied for actual and virtual classes. Best practices include specific student friendly approaches which can enhance the learners' ability for constant improvement. The present paper focuses on the specific best practices of the teaching and learning which are cost effective, practical and can be smoothly implemented in the Indian context for enhancing the quality of education.

Teaching is a core component of the entire process of learning and evaluation. The academic qualities of teachers are reflected in the process of teaching. A teacher bridges the gap between syllabus and the learner. Possessing academic degrees is one thing and teaching a diverse group of learners successfully is another. So the student centric approach should be adopted so that the students actively participate in the process and make learning a real joy.

Planning for classroom teaching is very important so a teacher in consultation with other faculty members should make a teaching plan for a specific topic and start with the easiest unit of learning.

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Classroom teaching is basically a face to face communication and provides constant feedback which is essential for building a rapport with the learners. Interactive approach helps in making the class vibrant and interesting. It is also important to see that students remain present in classes on regular basis. The problem of irregularity and mass absenteeism has become very common when the number of students exceeds more then hundred in a single class. Regularity of the students should be appreciated and the record of their attendance should be sent to their parents at least in thrice in a year. This practice will allow teacher-parent dialogue meaningful for the betterment of the learners.

In the initial stage the teacher should discuss the entire teaching plan, syllabus, methods of teaching and expected outcome with the learners on the regular basis. This will provide a roadmap to the students and they will strive to achieve their academic goal in a given framework. The teacher should explain each unit of study clearly and solve the problems faced by the students during actual classroom teaching. In India, we have heterogeneous group of learners so slow learner should be identified in the course of teaching. The slow learners need care, sympathy and more practice to learn a specific skill. So a teacher has to put in extra efforts to bring the slow learners in the main stream.

It is important to note that instead of being a task master, the teacher should play the role of facilitator and cultivate ‘you attitude’ to understand the problems of the students in perspective.

Academic exchange programmes are necessary for the teachers. As a part of this programme faculty members of one institute should regularly visit another institute for academic exchange. This will allow the teachers to share their experiences of teaching whish can enlighten the young teachers and improve yhe quality of classroom teaching. The students should also participate in academic exchange programmes which can help them in moulding their personality. Exchanges offer informal and friendly environment which are necessary for healthy interaction.

Corporate and social linkages have become relevant in the present scenario. So it is important to provide exposure to the students to such linkages. The departments of a university can help the undergraduate students by organizing workshops and seminars on the topics of global significance which include entrepreneurship, innovation and skill development. The student should have an easy access to technological, academic resources and expertise of the university departments. The linkage between an academic institution and the corporate sector is very important. New technology based business models like business and outsourcing have emerged. The corporate sector also needs human resources to run the business. The students can get practical training in various companies and learn necessary skills which are actually applied in a specific business model. Exposure to practical training makes the students employable.

Project based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.

Thomas Markham (2011) describes project-based learning (PBL) thus: "PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience. James G. Greeno (2006) has associated project-based learning with the "situated learning" perspective and

with the constructivist theories of Jean Piaget. Blumenfeld *et al*. elaborate on the processes of PBL: "Project-based learning is a comprehensive perspective focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts." The basis of PBL lies in the authenticity or real-life application of the research. Students working as a team are given a "driving question" to respond to or answer, then directed to create an artifact (or artifacts) to present their gained knowledge. Artifacts may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations.

Proponents of project-based learning cite numerous benefits to the implementation of its strategies in the classroom – including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. Another definition of project-based learning includes a type of instruction, where students work together to solve real-world problems in their schools and communities. Successful problem-solving often requires students to draw on lessons from several disciplines and apply them in a very practical way. The promise of seeing a very real impact becomes the motivation for learning.

John Dewey initially promoted the idea of "learning by doing". In *My Pedagogical Creed* (1897) Dewey enumerated his beliefs regarding education: "The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these.....I believe, therefore, in the so-called expressive or constructive activities as the centre of correlation. (Dewey, 1897) Educational research has advanced this idea of teaching and learning into a methodology

known as "project-based learning". Blumenfeld & Krajcik (2006) cite studies by Marx *et al.*, 2004, Rivet & Krajcki, 2004 and William & Linn, 2003 state that "research has demonstrated that students in project-based learning classrooms get higher scores than students in traditional classroom".Project-based learning emphasizes learning activities that are long-term, interdisciplinary and student-centered. Unlike traditional, teacher-led classroom activities, students often must organize their own work and manage their own time in a project-based class. Project-based instruction differs from traditional inquiry by its emphasis on students' collaborative or individual artifact construction to represent what is being learned.

Project-based learning also gives students the opportunity to explore problems and challenges that have real-world applications, increasing the possibility of long-term retention of skills and concepts.

The core idea of project-based learning is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Typical projects present a problem to solve (What is the best way to reduce the pollution in the schoolyard pond?) or a phenomenon to investigate (What causes rain?). PBL replaces other traditional models of instruction such as lecture, textbook-workbook driven activities and inquiry as the preferred delivery method for key topics in the curriculum. It is an instructional framework which allows teachers to facilitate and assess deeper understanding rather than stand and deliver factual information. PBL intentionally develops students' problem solving and creative making of products to communicate deeper understanding of key concepts and mastery of 21st Century essential learning skills such as critical thinking. Students become active digital researchers and assessors of their own learning when teachers guide student learning so that students learn from the project making processes. In this context, PBLs are units of self-directed

learning from students' doing or making throughout the unit. PBL is not just "an activity" (project) that is stuck on the end of a lesson or unit.

Comprehensive project-based learning

- needs a climate or collaborative culture of mutual respect in the classroom in order to work well.
- begins with an entry activity that serves as the advanced organizer to capture and inspire student interest.
- is organized around an authentic, open-ended driving question or challenge.
- creates a need to know essential content and skills and provides ways for students to resolve the need during PBL time.
- benefits from collaborative inquiry to learn, problem to solve and/or to create or make something novel
- develops critical thinking, problem solving, collaboration, and various forms of communication, often known as "21st Century Skills."
- allows an increasing degree of student voice and choice (agency) throughout the PBL unit.
- incorporates feedback and revision with opportunities for self, peer and teacher assessment of content, essential deeper learning skills, student made products and PBL processes such as research and presentations.

When PBL is used with 21st century tools/skills, students are expected to use technology in meaningful ways to help them investigate, collaborate, analyze, synthesize and present their learning. The term IPBL (Interdisciplinary PBL) has also been used to reflect a pedagogy where an emphasis on technology and/or an interdisciplinary approach has been included.

Task based language learning is a new approach of learning a foreign language. Wilkin discusses two types of syllabi- synthetic and analytic syllabi. Synthetic syllabi cover grammatical units ordered logically in a sequence from linguistic simplicity to linguistic complexity. The learners' responsibility is to synthesize the linguistic

units for the purpose of communication. Analytical syllabi are organized in terms of the purposes for which people learn language and the kinds of language performance that are necessary to meet those purposes. A task-based syllabus is an analytic syllabus which is composed of tasks and not a sequence of grammatical items. Tasks are meaningful and students need to communicate in doing them. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful. An example of a task in a task based syllabus is for students to plan a tour. Students work in small groups with train timetable. They are given certain destinations to include and they have to decide on the most direct route to travel by train by which they reach destination at the earliest. As the students seek to complete the task, they have to work to understand each other and to express their own thoughts. They have to check to see if they have comprehended correctly. At some stage they have to seek clarification. Interaction and checking become very useful in the language acquisition. Tasks are in the form of a problem solving negotiation between pre knowledge of the learned and new knowledge. We can say that task-based language teaching is a strong version of the communicative approach. Students acquire the language they need when they need it with a view to accomplishing the task that has been set before them.

There is a difference between task-based syllabi and task-based language teaching. The absence of grammatical items is a prominent aspect of task-based syllabi. Task-based teaching does not exclude grammar structures. Loschkey and Bley-Verman think it is important to engage the learners in structure based communicative tasks as they are designed to have students automatize the use of a structure they have internalized. A structure based communicative task may be used to make inferences about the identity of someone whose briefcase has been left in the back of a taxi. The teacher plays the role of a facilitator. He engages the students in a variety of tasks that have clear outcome. The teacher chooses tasks based on an analysis of students' needs, that are appropriate to the level of the students and to create pre-task and task follow up phases that are in

the line with abilities and needs of the students. The teacher monitors the students' performance and intervenes as necessary. A pre task phase begins a task sequence. The teacher tells the students about the language they will need to complete the task. The tasks are meaningful so that the students see the reason for doing the task and can see how the task relates to possible situation in their lives outside the classroom. The task has clear outcome so that the students and teacher can tell of the task has been successfully completed. A post task phase takes place to reinforce students' learning.

N.S. Prabhu discusses three types of tasks: Information –gap Task, Opinion- gap task and Reasoning –gap Task. Information –gap actively involves the exchange of information among learners in order to complete a task. Students can exchange information in their group in order to complete the schedule. One student is given a picture and describes for another student to draw or the students draw each other's family trees.

An opinion – gap task demands that learners express their personal preferences, feelings, mindsets in order to complete the tasks. For example, learners might be given a social problem such as poverty and asked to come up with a number of answers. The students might be asked to compose a letter of advice to a friend who has sought their counsel about a problem.

Reasoning – gap activity requires that the students deduct some information from information they already have. For example the students might be given a railway schedule and asked to find out the shortest route to get from the particular place to another. Prabhu thinks that reasoning- gap tasks work best.

Information-gap tasks often require a single step transfer of information. But reasoning-gap tasks demand sustained negotiation. They encourage a more sustained engagement with. According to Ellis TBLT tasks can be unfocused or focused. Unfocused tasks are tasks designed to provide learners with opportunities for communication. Generally students draw on their own language resources to fulfill the task. Focused tasks are tasks designed to provide opportunities for communicating using some specific

linguistic item. The task of trying to identify the owner of a briefcase left in a taxi is an example. Focused tasks should be meaningful. For this reason, the target linguistic feature of a focused task is hidden. This means the learners are not told explicitly what the feature is.

Ellis also makes a distinction between input- providing tasks and output prompting tasks. Input- providing tasks engage learners with the receptive skills of listening and reading. Input- providing tasks give teachers opportunity to introduce new language. Output-prompting tasks encourage the students to write or speak meaningfully.

Teaching and learning practices have changed over the years. Every new generation of teachers and learners require different tools and methodology for making the process of learning result oriented and innovative. Project based learning and Task based learning can be effectively applied for teaching and learning core subjects and a foreign language. These approaches can be effectively used in actual classroom situations.

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13.Educational Scenario of Odisha: A Contemporary issue

Subrat Kumar Nishanka

Abstract

The paper is examined the total status of the education of secondary education with the respect of quantitative and qualitative aspects by using the secondary data.The findings clearly show that GER and NER are less than 100 in the State as well as in all the districts. Dropout rates in the schools have declined but it still remains high in the tribal dominated backward regions. The average number of teachers in the schools has started declining to 7 after stagnating at 8 for quite a few years. Many teachers do not have the required qualification and have been engaged by the government on contractual basis. An appreciable proportion of schools do not have drinking water facilities, separate toilet for girls and boys, and electricity. About half of the schools go without a playground. Needless to say that, the status of secondary education is not satisfactory. Therefore, there is need to universalize secondary education by making good quality education available, accessible and affordable to all children by providing secondary schools within 5 km. and higher secondary schools within 7-10 km. of habitations.

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Introduction

The education is man a making tool which is starting on elementary education since the independence India. The government has launched Rastriya Madhyamik Shiksha Abhiyan (RMSA) in March, 2009 with the objective of enhancing access to and raising quality of secondary education. It is envisaged to increase enrollment

rate at this level from 52.26% in 2005-06 to 75% by the end of 12th five year plan. To achieve this, secondary schools should be provided within a reasonable distance of any human habitation. Another objective of the programme is improving quality of education imparted at secondary level by making all schools conform to the prescribed norms. Besides, the programme aims at removing gender inequality and socio-economic barriers, and providing universal access to secondary education by this time i.e., 2017 (end of 12th Five Year Plan). It is further proposed to achieve universal retention by 2020. In Odisha, the pressure on the secondary school system is increasing day by day to absorb the large scale pass-outs from the elementary schools which have witnessed a phenomenal growth during the last few years. Has the achievement in the state being satisfactory? Has there been adequate expansion in secondary education to meet the challenge of increasing demand? Is the quality of education in the schools of satisfactory level. Are universal enrolment and retention in these schools feasible within the stipulated time period.

Is the quality of education in the schools of satisfactory level? Are universal enrolment and retention in these schools feasible within the stipulated time period? These are some of the questions which have been addressed in the present article.

Review of litreture

Some of the literature follows in this study for the better enhancement of the study

Rai.Swati(2016) The study defines the instrument of learning, the object of learning and the outcome of learning, these are the three basic elements Sister Nivedita elaborates in her work on National Education of India after her intense analysis and deep research. Behind the concept of education there must be a unifying force which she calls as ‘soul of education’ that trains the heart and will as much as the mind, not the mind alone as in current condition. In the minds of younger generation, education must create a wave of thought to spread knowledge to the unreached lives as one of the

prime factor of nation making education. Only a man with such education will serve his motherland.

Gnanam, A & Stella, A. (1999) the study confine increase in the number of higher education institutions and student enrolment seems to be impressive, it is no different from the experience of other nations. Unlike in other countries, however in India, its impact is nullified due to the growing population. Quantitative expansion resulted in the increase in expenditure on higher education.

British council of India (2014) India, with more than 1.4 million schools and more than 230 million enrolments, is home to one of the largest and complex school education systems in the world along with China. This report on the Indian School Education System gives an overall picture into this vast and continuously changing Indian School Education System.

Indian Brand Equity Foundation (2011) this study is focused on the raise of Govt. expenditure on education was 7.5 % to 19 % and 24% in GER of FY 2011 onwards. The govt also looking to double its spending in the sector to 5% of Indian GDP in the next 5years from 2.98 % in the coming year.

Objectives of the study

1. To the growth and Gross enrollment ratio of secondary education in Odisha.
2. To define the dropout rate of Odisha in educational census in Odisha.
3. To examine the transition rate, retention rate of secondary educationin Odisha.

Methodology of the study

The analysis in the present paper is based on the quantitative and qualitative variables influencing the scenario of secondary education in Odisha. Data collected for various indicators of secondary education like OPEPA, from Odisha Primary Education

Programme Authority and Directorate of Economics and Statistics, Govt. of Odisha on various indicators of secondary education enrolment, teachers, outcome, etc. the

enrollment ratio formula is $GER_{SY,N} = \frac{\text{Total Enrollment AllAges,SY,N}}{\text{Population Aged 12-15,SY,N}} X\ 100$ ...

Growth of secondary education in Odisha

Table: 1

Year	SC			ST			All community		
	Boys	Girls	Total	Boys	Girls	Total	Boy	Girls	Total
1996-97	75000	29000	104000	85000	33000	118000	561000	305000	866000
2006-07	117400	92450	209860	101000	73680	174710	7440970	618030	1363000
2013-14	116087	116541	232628	127388	119916	247304	606687	599312	1205999
CGR between 1996-97 and 2013-14	2.60	8.53	8.38	2.41	7.89	4.45	0.46	4.05	1.97
CGR between 1996-97 and 2006-07	4.58	12.29	7.27	1.74	8.36	4.00	2.88	7.32	4.64
CGR between 2006-07 and 2013-14	-0.16	3.33	1.48	3.37	7.31	5.09	-2.89	-0.44	-1.70

Source: Statistical Abstract of Odisha 2002, 2008 and 2012, Directorate of Economics and Statistics, Odisha &OPEPA

Table -1traces the trend of enrolment at secondary school level in the state. It may be observed that enrolment has shown consistently significant increase across categories all through the period from 1996-97 to 2013-14. Total enrolment in secondary schools during the period under reference witnessed an increase of 39% from 8, 66,000 in 1996-97 to 12, 05,999 in 2013-14. Increase in the enrolment of boys was 8% only compared to 96.5% in the case of girls. Relatively higher proportionate increase in girls‟ enrollment over the period can be attributed to larger increase in absolute terms (2, 94,312 in case of girls compared to45, 687 in case of boys) as well

as lower base. Girls‟ enrolment was almost half (54%) of that of boys in the base year of 1996-97. The girls being almost as numerous as boys in the population, the scope for improvement in their enrolment from a lower base of 3, 05,000 was better than that (5,61,000) of boys. The slogan of „Beti Padhao, Desh Bachao‟, has worked well. With the progress of time, and creation of general awareness, the significance of womens‟ role in the country‟s economic development seems to have been well realized. Similar picture emerges when compound annual growth rates are considered. When over the period, the compound annual growth (CGR) for all i.e. boys and girls taken together was 1.97%, the rates for girls and boys were respectively 4.05% and 0.46%.The Scheduled caste and tribes are the deprived and disadvantaged groups and government gives special attention to their socio economic upliftment. The expansion of secondary education in the state exhibits such a pattern. Enrolment of both boys and girls in secondary schools has been appreciable in the case of both the communities. In case of SCs, enrolment in secondary schools increased from 1, 04,000 in 1996-97 to 2,32,628 in 2013-14, thereby registering 124% growth. The corresponding figures for STs are 118000, 247304 and 110%. There were more ST students compared to SCs in high schools because of higher proportion of the former(22%) in the state's population.

Compound growth rate according to the year

Table: **2**

	CGR(94-95 to 13-14)			CGR(94-95 to 2006-07)			CGR (06-07 to13-14)		
Districts	All Community			All Community			All Community		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Angul	1.55	4.57	2.83	4.02	7.80	5.55	-2.56	-0.73	-1.69
Balasore	-0.01	3.51	1.48	3.32	7.89	5.17	-5.47	-3.60	-4.56
Baragarh	2.81	5.36	3.93	5.34	8.90	6.86	-1.38	-0.44	-0.92
Bhadrak	1.18	4.29	2.53	3.59	8.28	5.60	-2.84	-2.21	-2.52
Bolangir	2.85	7.27	4.56	4.90	10.12	6.79	-0.59	2.56	0.86
Boudh	3.03	7.54	4.87	3.66	6.66	4.72	1.96	9.06	5.12
Cuttack	0.24	2.25	1.15	3.54	6.44	4.83	-5.16	-4.56	-4.86
Deogarh	1.78	4.38	2.92	3.76	6.18	4.76	-1.53	1.36	-0.16
Dhenkana	0.58	3.45	1.79	3.20	7.36	4.92	-3.76	-2.91	-3.35

Gajapati	1.20	6.69	3.07	0.18	5.85	1.89	2.97	8.15	5.12
Ganjam	0.06	6.34	2.40	0.22	7.00	2.45	-0.21	5.22	2.32
Jagatsinghpur	-0.24	1.96	0.73	3.27	6.60	4.71	-5.97	-5.52	-5.75
Jajapur	-0.91	1.14	0.01	1.23	3.94	2.42	-4.49	-3.47	-3.99
Jharasuguda	2.84	5.65	4.07	6.15	10.11	7.84	-2.61	-1.58	-2.10
Kalahandi	4.75	8.91	6.31	7.64	9.60	8.26	-0.02	7.74	3.06
Kandhamala	3.09	5.23	4.03	5.12	5.97	5.46	-0.30	3.96	1.61
Kendrapara	-1.20	1.14	-0.14	2.95	1.86	2.53	-7.92	-0.07	-4.55
Keonjhar	0.41	2.12	1.18	4.86	6.89	5.76	-6.78	-5.57	-6.20
Khurda	2.10	4.68	3.22	8.72	11.31	9.78	-8.32	-5.78	-7.13
Koraput	1.07	2.61	1.71	-2.52	-2.22	-2.41	7.53	11.45	9.18
Malkangiri	3.95	6.11	4.82	2.87	2.91	2.88	5.84	11.83	8.23
Mayurbhanja	-0.32	4.29	1.48	0.70	6.17	2.68	-2.04	1.14	-0.55
Nawarangpur	4.89	6.75	5.66	3.79	4.17	3.93	6.79	11.33	8.67
Nayagarh	-1.04	1.66	0.13	0.88	2.70	1.60	-4.23	-0.09	-2.34
Nuapada	4.81	8.37	6.21	7.21	8.55	7.66	0.82	8.07	3.77
Puri	-0.90	1.81	0.25	0.51	4.49	2.17	-3.28	-2.61	-2.96
Rayagada	2.34	3.89	2.99	0.08	0.43	0.21	6.33	10.11	7.92
Sambalpur	2.76	5.33	3.92	4.21	7.59	5.69	0.33	1.56	0.95
Sonepur	2.51	7.02	4.37	4.59	10.51	6.90	-0.96	1.30	0.16
Sundargarh	-0.08	2.23	0.96	0.39	3.51	1.76	-0.88	0.07	-0.41
ORISSA	0.81	3.79	2.07	2.99	6.34	4.34	-2.83	-0.44	-1.70

Source: OPEPA Govt. Of Odisha 2013 -14 report

In order to assess the pattern of growth in enrolment in secondary schools across the districts of Odisha the annual compound growth rate has been calculated from 1994-95 to 2013-14 (Table-A1 and Table-A2). Over the period of 19 years (1994-95 to 2013-14) most of the districts have shown positive growth in enrolment excepting Kendrapara district with lowest CGR of -0.14% which shows approximate stagnancy in the growth of secondary education in the district. During the same period, CGR was maximum (6.31%) in Kalahandi district whereas the state CGR was 2.07%. Koraput was the only district exhibiting negative CGR in secondary school enrolment in the first sub period (1994-95 to 2006-07). This is an underdeveloped district without any pretention to industrialization. Growth of secondary school enrolment in Koraput district was negative in the first sub period but positive in the latest sub period from 2006-07 to 2013-14.The rate of increase in the latter period was subsumed by the decline in the earlier one.CGRs of enrolment were

negative in 18 districts of the state during the latest sub-period compared to one district during the earlier sub period, indicating that the declines were not significant. Annual CGRs of enrolment were negative for both girls and boys in only one district with negative value for the entire two decades period. However, decline in the boys secondary level enrolment rate is observed positive in more districts, namely, Balesore, Jajpur, Jagatsingpur, Kendrapara, Mayurbhanj, Nayagarh, Puri and Sundargarh districts which either coastal or industrialized districts.Caste-category wise enrolments data are available only for the latest sub period 2006-07 to 2013-14. During this period SC secondary level students experienced negative growth in enrolment in ten districts, while this trend was observed for STs in two districts namely Jharsuguda and Keonjhar with high industrial and mining sector growth.

CGR of Enrollment for SC &ST in Secondary Schools (2006-07 to 2013-14) **Table -3**

Districts	**ST**			**SC**		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Angul	4.84	12.21	7.94	3.54	6.80	5.08
Balasore	3.76	9.93	6.42	-2.46	1.28	-0.62
Baragarh	0.57	3.91	2.19	0.58	1.78	1.16
Bhadrak	10.78	19.47	13.91	-1.26	2.51	0.55
Bolangir	-1.06	3.58	0.9	-0.22	3.04	1.30
Boudh	6.69	20.66	12.5	4.1	13.04	7.89
Cuttack	17.85	26.62	21.51	-1.03	0.66	-0.20
Deogarh	1.26	4.14	2.64	-0.11	2.49	1.12
Dhenkana	3.97	8.74	6.13	1.78	5.05	3.34
Gajapati	11.49	23.67	15.79	-3.86	0.20	-2.37
Ganjam	11.37	31.26	17.35	5.58	12.44	8.57
Jagatsinghpur	6.73	21.86	11.92	-3.48	-1.70	-2.63
Jajapur	3.8	6.37	4.94	-1.52	1.59	-0.02
Jharasuguda	-0.98	0.03	-0.46	-1.86	-0.61	-1.25
Kalahandi	8.79	20.96	13.16	2.64	12.65	6.57

Kandhamala	1.71	8.21	4.52	-3.57	-0.86	-2.37
Kendrapara	7.39	32.24	13.42	0.97	8.62	4.39
Keonjhar	-3.88	-2.38	-3.18	-5.97	-3.69	-4.87
Khurda	-0.5	3.06	0.99	-5.48	-1.46	-3.69
Koraput	17.64	32.55	22.66	10.61	18.22	13.60
Malkangiri	15.03	25.01	18.36	3.21	9.71	6.00
Mayurbhanja	-0.27	5.59	2.33	0.82	2.90	1.84
Nawarangpur	13.04	22.61	16.66	2.62	7.76	4.91
Nayagarh	5.02	11.35	7.82	-6.44	-1.52	-4.22
Nuapada	15.92	26.53	20.10	-1.45	7.41	1.97
Puri	24.91	32.53	27.99	-0.03	1.19	0.56
Rayagada	15.92	27.27	19.86	3.29	11.04	6.37
Sambalpur	3.73	4.84	4.30	3.19	4.30	3.74
Sonepur	4.99	8.76	6.88	0.56	3.86	2.15
Sundargarh	0.49	1.33	0.91	-0.86	0.21	-0.34
ORISSA	3.37	7.21	5.09	-0.16	3.36	1.48

Source: Directorate of Economics and Statistics, Govt. of Odisha and OPEPA

However, decline in the boys secondary level enrolment rate is observed positive in more districts, namely, Balesore, Jajpur, Jagatsingpur, Kendrapara, Mayurbhanj, Nayagarh, Puri and Sundargarh districts which either coastal or industrialized districts.Caste-category wise enrolments data are available only for the latest sub period 2006-07 to 2013-14. During this period SC secondary level students experienced negative growth in enrolment in ten districts, while this trend was observed for STs in two districts namely Jharsuguda and Keonjhar with high industrial and mining sector growth.

Gross & Net Enrollment Ratio In Secondary Education:

Table :4

Table- A4: Gross and Net Enrolment ratio

District	GER 2013-14 (Secondary Education)			NER 2013-14 (Secondary Education)		
	Boys	Girls	Total	Boys	Girls	Total
Angul	72.51	72.73	72.62	53.57	53.17	53.37
Balasore	69.59	73.52	71.53	53.43	55.48	54.44
Baragarh	72.36	73.61	72.98	61.41	62.95	62.17
Bhadrak	76.76	81.96	79.33	74.02	77.71	75.84
Bolangir	82.46	80.65	81.56	61.44	62.92	62.17
Boudh	81.46	87.44	84.42	68.29	72.01	70.13
Cuttack	59.46	61.39	60.41	48.68	50.11	49.39
Deogarh	78.2	80.61	79.39	58.65	59.47	59.06
Dhenkanal	73.93	72.92	73.43	62.67	61.17	61.93
Gajapati	64.46	56.83	60.69	54.96	48.23	51.63
Ganjam	64.95	71.41	68.14	53.85	58.58	56.19
Jagatsinghpur	71.53	71.24	71.38	62.44	62.14	62.29
Jajpur	74.77	76.64	75.70	57.68	57.19	57.44
Jharsuguda	74.90	77.85	76.36	64.27	67.51	65.87
Kalahandi	73.82	66.83	70.36	61.48	56.01	58.77
Kandhamal	71.97	70.62	71.30	63.08	61.28	62.19
Kendrapara	72.45	76.85	74.63	65.33	68.27	66.78
Keonjhar	66.36	66.41	66.39	52.49	52.77	52.63
Khurdha	69.49	69.6	69.54	66.56	64.9	65.74
Koraput	48.16	41.21	44.72	35.69	30.79	33.26
Malkangiri	53.3	45.14	49.26	40.65	37.58	39.13
Mayurbhanj	64.96	66.09	65.52	47.18	47.42	47.30
Nawarangpur	52.02	44.36	48.23	43.74	36.42	40.12
Nayagarh	71.20	72.49	71.84	62.85	63.23	63.04
Nuapada	78.91	72.67	75.82	61.40	57.52	59.48
Puri	71.02	70.05	70.54	61.79	60.83	61.32
Rayagada	53.48	45.68	49.62	45.06	39.54	42.33
Sambalpur	66.59	70.96	68.76	59.2	62.43	60.79
Sonepur	74.40	81.56	77.94	67.29	74.23	70.72
Sundergarh	68.66	71.26	69.94	54.64	55.95	55.29
Odisha	68.35	68.95	68.65	56.59	56.81	56.7

Source: OPEPA Govt. Of Odisha 2013 -14 report

Over the four years period from 2009-10 to 2013-14 GER in the state increased from 61.4 to 68.65. The increase had salutary effect as more children had the benefit of education. The increases were as high as 19 points from 60.95 to 80.14 in case for SC and 20 points from 42.27 to 62.92 for Scheduled tribe.looked this diagrams the highest (84.42) in Boudh. The other districts with high GER are Bolangir, Deogarh, Bhadrak, Sonepur, Nuapada, Jharsuguda, and Jajpur with value more than 75. About 2/3rds of the districts have GER higher than the state average. Most of these districts have tribal concentration either original inhabitants or migrants in search of engagement in the newly coming up industries. The districts with low GER between 45-49 are Koraput, Malkangiri, Nawarangpur and Rayagada (parts of undivided Koraput districts), which also are tribal dominated. Really no inference can be drawn about the tribals‟ interest and attitude towards education. Comparing the GER and NER at secondary level, no pattern can be traced. While GER for girls‟ is higher than that for boys in 18 districts, the situation is reverse in the balance 12 districts. Both the lists include high tribal concentrations.GER is not an effective measure of enrolment as it includes both over aged and under aged children in a class. Net Enrolment Ratio (NER), which takes into account only children in the relevant school going age group, is considered appropriate measure of enrolment. It is the number of school going children to the total number of children in the relevant age group. During the period 2009-10 to 2013-14, NER in the State increased from 40.51% to 56.7% over this period and the increases were remarkable. For SCs and STs the gap between the GER and NER has shrunken over the four years considered for the state as a whole and both SCs and STs. It implies that more children are attending classes now in the appropriate age group than before- a welcome sign.

In 2013-14, NER in secondary schools was maximum in Bhadrak (75.84%) district whereas Koraput had the lowest ratio of 33.26% as against the state average of 56.7%. In other words, 43.3% of children in the age group of 14-16 years are out of school in the state. About the same number of districts as in the case of GER have

NER more than the state average. Though the districts are not exactly the same in both the lists, there are a good number of districts common to both. The districts performing less than the state as a whole as regards NER are Koraput, Malkangiri, Nawarangpur and Rayagada and the top performing districts are Bhadrak, Boudh, Kendrapara and Sonepur. The picture is no different from that in case of GER. Otherwise speaking; NER takes the same pattern after GER in case of the districts of the state. Enrolment ratios in secondary schools of the state are not laudable

Dropout rate of secondary education: Table : 5

Drop-Out rate 2013-14 (Secondary Education)									
District	All Community			Scheduled Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Angul	30.09	27.99	29.05	34.19	28.51	31.4	25.97	25.55	25.77
Balasore	21.41	19.57	20.48	25.9	21.38	23.6	21.91	20.12	21.05
Baragarh	25.09	21.08	23.11	24.93	19.26	22.17	33.42	25.14	29.3
Bhadrak	16.52	13.72	15.10	23.30	14.75	19.03	2.97	-2.58	0.56
Bolangir	13.19	8.68	11.03	9.37	3.69	6.61	31.44	28.79	30.23
Boudh	41.16	33.24	37.3	42.21	39.43	40.84	44.55	28.87	36.85
Cuttack	15.26	13.1	14.18	7.11	1.31	4.21	3.03	6.99	4.98
Deogarh	14.43	7.75	11.11	21.39	14.97	18.22	28.75	17.79	23.44
Dhenkanal	11.05	9.28	10.18	14.52	10.65	12.57	19.29	19.72	19.5
Gajapati	14.37	17.24	15.72	15.28	35.25	23.94	7.08	12.93	9.76
Ganjam	23.59	16.5	20.03	26.28	20.27	23.41	8.84	5.8	7.54
Jagatsinghpur	8.91	4.87	6.96	8.86	6.09	7.50	11.48	12.15	11.78
Jajpur	12.11	9.05	10.58	14.99	13.44	14.19	27.31	18.35	23.19
Jharsuguda	23.70	18.10	20.95	25.75	21.10	23.48	30.37	20.87	25.64
Kalahandi	12.71	6.45	9.86	8.13	7.83	7.98	12.53	6.09	9.72
Kandhamal	20.1	20.77	20.43	23.02	26.95	24.91	19.81	19.67	19.74
Kendrapara	15.07	12.21	13.63	21.73	13.9	17.77	32.58	62.3	49.76
Keonjhar	15.42	11.56	13.53	5.99	0.39	3.20	18.28	15.81	17.10
Khurdha	18.47	11.54	15.16	10.56	9.07	9.83	22.25	12.23	18.04
Koraput	3.14	0.70	2.05	4.99	8.51	6.62	12.92	11.95	12.48
Malkangiri	5.83	6.24	6.01	3.80	-4.01	0.11	3.99	4.69	4.28
Mayurbhanj	14.1	14.63	14.36	0.50	7.49	4.23	18.5	15.97	17.26
Nawarangpur	33.96	31.88	33.02	24.73	21.59	23.21	38.4	35.07	36.88
Nayagarh	22.07	14.53	18.43	32.12	25.54	28.94	18.65	23.9	21.29
Nuapada	18.81	17.99	18.42	26.76	19.36	23.44	24.29	23.24	23.8
Puri	16.05	13.04	14.58	17.72	9.12	13.60	5.97	4.76	5.44
Rayagada	15.77	18.46	17.03	17.90	16.59	17.28	6.52	10.08	8.11

Sambalpur	31.77	22.00	26.96	31.79	9.43	21.76	29.04	18.28	23.55
Sonepur	23.88	14.97	19.38	15.98	6.61	11.24	5.00	4.49	4.73
Sundergarh	12.18	8.95	10.57	12.17	8.59	10.48	18.20	14.03	16.11
Odisha	18.3	14.61	16.49	18.68	13.9	16.34	20.47	17.44	19.02

Source: OPEPA, Bhubaneswar, Odisha

Dropout rate is one of the negative indicators of educational development. It reflects the internal inefficiency of the education system. Dropout rate increases with movement from lower to higher class/grade. In Odisha, the dropout rates exhibit a decreasing trend over the years but still remain very high among the girls in all categories.

It decreased from 69.5 % in 2001-02 to 16.5% in 2013-14 (Table-3 and Fig-2). A similar trend is observed in case of Scheduled Caste and Scheduled Tribe students – declining over the years. In 2013-14, the dropout rate for scheduled Caste was as low as 16.3% but slightly higher 19.0% for Scheduled Tribes. The dropout rates for boys and girls considered separately have registered decline over the years for each community, but the decline was more in case of the later. Dropout rate of girls was more than that of boys for all communities and SCs in 2001-02, but the opposite in case of the STs. In 2013-14, the latest year for which data are available, the rate was lower for girls than for boys.

When dropout rates in individual districts are considered, almost identical situation emerges with respect to various communities as well as boys and girls in recent years. Dropout rates in 2013-14 were very high for boys and girls and both taken together across communities in the districts like Boudh, Nawarangpur and Angul. It is interesting to note that dropout rates for girls are high in the districts where more boys leave schooling halfway. The districts which succeeded the most in arresting dropout rates are Koraput, Malkangiri, Jagatsinghpur and Kalahandi. Backwardness of communities are not reflective of school drop outs. Of the four districts mentioned, three are tribal dominated while Jagatsinghpur is a coastal district which virtually no tribal pockets.

Transition rate and Retention rate in secondary education, Odisha,2013-14 Table: 6

District name	Transition rate (class viii-ix)			Retention rate		
	Boys	Girls	Total	Boys	Girls	Total
Anugul	94.71	101.60	98.07	69.91	72.01	70.95
Balasore	105.81	115.06	110.38	78.59	80.43	79.52
Baragarh	93.31	102.43	97.74	74.91	78.92	76.89
Bhadrak	94.27	95.90	95.09	83.48	86.28	84.90
Balangiri	93.39	92.39	92.91	86.81	91.32	88.97
Boudh	88.75	84.80	86.79	58.84	66.76	62.70
Cuttack	104.94	107.53	106.22	84.74	86.90	85.82
Deogarh	103.28	119.39	111.26	85.57	92.25	88.89
Dhenkanal	107.64	122.31	114.75	88.95	90.72	89.82
Gajapati	72.8	70.05	71.17	85.63	82.76	84.28
Ganjam	86.64	89.05	87.86	76.41	83.50	79.97
Jagatsinghpur	108.25	105.84	107.06	91.09	95.13	93.04
Jajpur	103.57	108.73	106.11	87.89	90.95	89.42
Jharsuguda	85.01	105.84	95.54	76.30	81.90	79.05
Kalahandi	88.95	84.17	86.69	87.29	93.55	90.14
Kandhamal	84.09	82.82	83.48	79.90	79.23	79.57
Kenrapada	103.12	110.163	106.88	84.93	87.79	86.37
Keonjhar	95.91	94.95	95.44	84.58	88.44	86.47
Khurda	97.49	102.32	99.81	81.53	88.46	84.84
Koraput	103.91	101.68	102.91	96.86	99.30	97.95
Malkangiri	90.47	99.76	94.62	94.17	93.76	93.99
Mayurbhanj	94.42	102.59	98.47	85.90	85.37	85.64
Nabarangpur	79.66	84.17	81.75	66.04	68.12	66.98
Nayagarh	101.56	102.8	102.17	77.93	85.47	81.57
Nuapada	84.81	78.2	81.66	81.19	82.01	81.58
Puri	103.89	111.04	107.38	83.95	86.96	85.42
Rayagarh	83.73	83.57	83.65	84.23	81.54	82.97
Sambalpur	76.68	90.82	83.83	68.23	78.00	73.04
Sonepur	105.88	117.22	111.46	76.12	85.03	80.62
Sundargarh	89.23	95.02	92.09	87.82	91.05	89.43
Odisha	95.21	99.66	97.39	81.70	85.39	83.51

Source: OPEPA, Bhubaneswar, Odisha

The efficacy of an education system in serving its stake holders, the students is reflected by transition, retention, promotion and repetition rates. While the first three indicators are considered positive, the last one highlights the deficiency in the system. Transition rate measures the proportion in which students move to

higher class. Likewise retention rate is indicative of the proportion of students who remained in the school till the end. The pass outs are captured in promotion rate. The unsuccessful students repeat classes for success in next chance. The relevant rates for secondary education are presented in Fig-3. It may be read off the figure that transition rate from class-VIII to IX rose from 85.89% in 2009-10 to 97.39% in 2013-14 and retention rate increased from 74.59% to 83.51%. During the same period, promotion rate increased from 80.22% to 86.48%. Given the situation, expectedly repetition rate is showing a downward trend from 3.12% to 2.13% during this period. The gap between transition and promotion rates reveals that all enrolled under secondary education are not promoted to higher secondary classes. The gap between the two was approximately 5% in 2009-10, but it increased to 9% (approx.) in 2013-14, reflecting increasing failures. In the year 2013-14, transition rate (Table-A6) was highest in Dhenkanal district and more than 100% in 11 districts. The rate was very low in the tribal dominated backward districts like Boudh, Gajapati, Kalahandi, Keonjhar, Nawarangpur, Nuapada and Rayagada. The tribals with limited exposure are yet to appreciate the benefits of education. Not only the transition rate in the state is higher for girls (99.66%) than boys (95.21%), it is so in case of two-thirds of the districts. The credit for the highest transition rate for girls goes to Dhenkanal district (122.31%) while the rate was highest in case of boys of Jagatsinghpur district (108.25%).

Retention rate (Table-A6) of less than hundred speaks of drop outs from the school and so is the case in Odisha with a retention rate of 83.51% in 2013-14. No district in the state had 100% retention rate. The High rates are observed in districts like Koraput (97.95%), Malkangiri (93.99%), Jagatsingpur (93.04%) and Kalahandi (90.14%). Except Jagatsinghpur others have high concentration of tribals. The retention rate of girls (85.39%) was higher than that of the boys (81.7%) not only in the state but also in each district. The maximum retention rate both for girls (99.30%) and boys (96.86%) is observed in Koraput district (Table-A6).

Concluding Observations and Suggestions

It is evident from the above that much remains to be desired for secondary education in the state. Enrolment as indicated by GER and NER is less than 100 in the State, which implies children in the school going age group of 14-18 years remain outside the school network for which their childhood is lost and they permanently remain disabled to take advantage of skill development for better earning. This is the story in all most all the districts. The girls were the most disadvantaged as girls‟ school enrolment in the earlier years was very less. Though the situation has been improving for them in the recent years, there is still a long way to go. Dropout rates in the schools have declined but it still remains a matter of concern specifically in the tribal dominated backward regions.

The growth in the number of secondary schools in the state has been slow and pressure on these schools is mounting as they are called upon to serve more UP school pass outs in the recent years. The average number of teachers in the schools has started declining to 7 after stagnating at 8 for quite a few years. Many teachers do not have the required qualification and have been engaged by the government on contractual basis. This discourages them to exert themselves in the work place. The proportion of female, SC and ST teachers are too low to attract girls and students of these communities to the schools. The schools in the state are deficient in basic infrastructural facilities. An appreciable proportion of schools do not have drinking water facilities, separate toilet for girls and boys, and electricity. About half of the schools go without a playground. Absence of these facilities makes school life monotonous and lack lustrous for the young minds and kills their zeal to pursue study and learn new things. Needless to say that, the status of secondary education is not satisfactory. Therefore, there is need to universalize secondary education by making good quality education available, accessible and affordable to all children within the age group of 14 – 18 years with focus on gender, equity and social justice. The state government needs to provide secondary school within 5 km. and higher secondary school

within 7-10 km. of habitations, to increase secondary school enrolment and quality of secondary education in the state.

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14.Education Scenario in Gujarat: Women Education

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Abstract

The literacy population was 31.47 percent in 1961 in Gujarat state and it increased to 79.31 percent in 2011. The expenditure on education development is around 13 to 14 percent of total receipts of the state during the last five years. The interesting finding is that the number of total students including girl's student has declined during 2012-13 to 2016-17. The share of girl student number is significant in total number of the students and the share of number of women teachers in total number of teachers is also significantly increased in the secondary and higher education. The girl dropout rate has been gradually declined form 2004-05 to 2016-17 in the primary education. The total girl students in technical degree have increased by annual compound growth rate 11.8 percent and per institutions the girl student also increased by 2.15 percent during the period 1980-81 to 2016-17. The total girl students in technical diploma have increased by annual compound growth rate 7.8 percent and per institutions the girl student also declined during this period. The women share in technical teachers has also increased gradually. The literacy rates of rural SC and ST female has around 50 percent in Gujarat and India during 2001. The SC girl dropout rate in primary level was nearly double in Gujarat as compared to India. The ST girl dropout rate in primary level has about 20 point higher in Gujarat than the India.

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Introduction

The culture is most widely spread and has positive impact on all manner of human development in our society. The literate women had a better knowledge of health and family planning and they have to adopt preventive health measures (UNESCO, 2006). Educated parents provide better nutrition and healthcare for themselves and this own family. The general knowledge acquired at school increases understanding of modern health practices and scientific beliefs, which makes parents more open to using healthcare. The education is also an important for the household for reducing child labour and taken child health and overall development. Thus an education has a positive impact on overall human development and nation development *(Bhaiya, 2015).*

The nation motive not only education is vital for the individual's well-being but also for the national development. An education is important in many ways like improving self-life, enhancing economic stability and upliftment of social status, and gaining own confidence while dealing any fields. The education, especially of our women such as housewife, mothers helps to enhance the autonomy women have in household decision-making; and has a strong positive influence on schooling outcomes, in particular for the girl child (*Chandrasekhar and Mukhopadhyay, 2006)*. The literate girl is likely to marry later than a girl who is illiterate. This is especially true if the girl's education extends at least a few years beyond the primary schooling and she engages in economic activity outside the home. The benefits of girls' education accrue from generation to generation *(Mehrotra and Delamonica 2007).*

Major achievements regarding education

The major achievements regarding some goals and targets of education for India and Gujarat are presented *(Bhaiya, 2015).* (1) The goal is to achieve universal primary education and a country as a whole the net enrolment ratio is 99.89 percent in 2010-11 while the Gujarat state has reached up to about 85.73 percent for the same in 2010-11. As compared to the all India level, the total youth literacy

(89 percent), urban youth literacy (96 percent) and rural youth literacy (84 percent) has significantly higher in Gujarat in 2001. The corresponding figure for youth literacy was 76 percent, 87 percent and 72 percent for total youth literacy, urban youth literacy and rural youth literacy in Indian in the 2001. (2) In primary education for India, the gender parity index has gone up from 0.95 in 2004-05 to 1.01 in 2010-11, in secondary education the increase has from 0.71 in 2004-05 to 0.88 in 2010-11 and higher education, it has increased from 0.71 in 2004-05 to 0.86 in 2010-11. Whereas the primary education for Gujarat, this Index has 0.87 in 2004-05 to 1.02 in 2010-11; secondary education increased from 0.78 in 2004-05 to 1.17 in 2010-11 and the higher education has increased from 0.91 in 2004-05 to 1.76 in 2010-11. It shows that Gujarat has found batter situation in level of primary, secondary and higher education index.

Methodology and Objectives

This research paper is based on only secondary data and references which have collected from various government and non-government publications/ reports as well relevant websites. In this paper it has been attempting to examine the institutional and literacy rates, status of female education from primary to degree as well as technical field, women teachers, female enrolment ratio and dropout ratio. The available data of the different time period have used in the present study. The statistical and mathematical tools such as percent or percentage, share in respective total, ratios, rates, compound growth rate etc. are computed for batter economic analysis, comparison and easy understand. The objectives of this paper are as follows:

(1) To study the expenditures on education in Gujarat state during last five years;
(2) To examine the development in educational institutions, girl students and women teachers in primary; secondary and higher secondary; higher education in Gujarat;
(3) To study the girls dropout rate; gross enrolment ratio and net enrolment ratio in primary education in Gujarat;

(4) To examine the development in technical institutions for degree and diploma, statues of girl students and women teachers; and
(5) To check the literacy, gender wise school dropout rates in SC and ST population in Gujarat.

Growth of total, rural and urban population

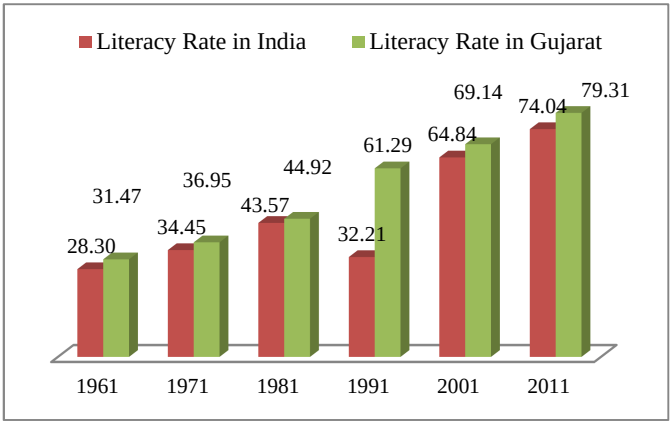
The population data (as per 2011 census) reveal that drastic increase in a proportion of urban population in India. In 2011, the urban population in India has about 31.16 percent (out of 121.02 Cr Population) wherein 2001 urban population was 27.81 percent as against 23.34 percent in 1981. The literacy was only 28.3 percent in 1961 in India which has increased to 74.04 percent in 2011 census year.

Table 1 - Growth of rural population in Gujarat and India: 1961 to 2011

Sr. No.	Census Year	Total Population (Lakh)	Percentage of Urban Population	Percentage of Rural Population	Sex Ratio (Female per '000 male)	Literacy Rate (%)
India						
1	1961	4392	17.97	82.03	941	28.30
2	1971	5482	19.91	80.09	930	34.45
3	1981	6833	23.34	76.66	934	43.57
4	1991	8434	25.73	74.27	927	32.21
5	2001	10287	27.81	72.19	933	64.84
6	2011	12102	31.16	68.84	940	74.04
Gujarat						
1	1961	206	25.77	74.23	940	31.47
2	1971	267	28.08	71.92	934	36.95
3	1981	341	31.10	68.90	942	44.92
4	1991	413	34.49	65.51	934	61.29

5	2001	507	37.36	62.64	920	69.14
6	2011	604	42.58	57.42	918	79.31

Source: Census of India, 2001 and 2011, Directorate of Censes Operations, Gujarat



In 2011, the urban population in Gujarat has about 42.58 percent (out of 604 lakh Population) wherein 2001 urban population was 37.36 percent as against 31.10 percent in 1981. Since 1961 urban population in Gujarat has steadily increased. The literacy percentage to total population was 31.47 percent in 1961 in Gujarat state and it increased to 79.31 percent in 2011 census year. Thus, the literate population has been increased in India as well as in Gujarat *(Bhaiya, 2014)*.

Expenditures on Education

The expenditure on development education; health and family welfare; water supply, sanitation, housing and urban development; information and broadcasting; welfare of SC, ST and OBC; labour and labour welfare; social welfare and nutrition and others has around 31 to 34 percent of total receipts of the state government of Gujarat during 2012-13 to 2016-17.

Table 2 - Expenditures on Education in Gujarat during 2012-13 to 2016-17

(Cr Rs.)

Sr. No.	Particular	2012-13	2013-14	2014-15	2015-16	2016-17(P)
1	Total receipts on govt account	94772.62	99459.47	112294.1	121094.2	137915.94
2	Development expenditure	29528.97	32381.78	36714.16	42119.88	44926.02
3	Share of development expenditure	(31.16)	(32.56)	(32.69)	(34.78)	(32.57)
	Education	**13078.66**	**14486.96**	**16421.11**	**17976.02**	**18559.76**
a	**Share in total receipts**	**(13.80)**	**(14.57)**	**(14.62)**	**(14.84)**	**(13.46)**
	Percentage share	**(44.29)**	**(44.74)**	**(44.73)**	**(42.68)**	**(41.31)**
	Health and family welfare	3367.65	3455.79	4297.73	5229.09	6241.83
b	Share in total receipts	(3.55)	(3.47)	(3.83)	(4.32)	(4.53)
	Percentage share	(11.40)	(10.67)	(11.71)	(12.41)	(13.89)
c	Water supply, sanitation, housing and urban development	7518.93	8107.01	8723.11	10404.21	11876.32
	Percentage share	(25.46)	(25.04)	(23.76)	(24.70)	(26.44)
d	Information and broadcasting	111.58	138.87	119.85	106.68	119.25
	Percentage share	(0.38)	(0.43)	(0.33)	(0.25)	(0.27)
e	Welfare of SC, ST and OBC	1983.77	2090.27	2359.95	2782.46	3248.82
	Percentage share	(6.72)	(6.46)	(6.43)	(6.61)	(7.23)
f	Labour and labour welfare	479.79	493.91	885.5	960.97	842.29
	Percentage share	(1.62)	(1.53)	(2.41)	(2.28)	(1.87)
g	Social welfare and nutrition	2925.98	3551.27	3748.71	4599.72	3966.9
	Percentage share	(9.91)	(10.97)	(10.21)	(10.92)	(8.83)
h	Others	62.61	57.7	58.2	60.73	70.85
	Percentage share	(0.21)	(0.18)	(0.16)	(0.14)	(0.16)

Source – Socio economic review Gujarat state, Directorate of economics and statistics Gadhinagar, Government of Gujarat

Among them the expenditure only on education is around 13 to 14 percent of total receipts of the state during the same period. Among the total expenditure of development, the share of education is about 44.3 percent in 2012-13 but is marginal declined in 2016-17 with 41.3 percent (table -2).

Educational Institutions – Primary

The development in primary institutions, students including girls in primary and primary teachers etc. during 2012-13 to 2016-17 are presented in table 3. The number of primary institutes are increased by 4.9 percent in this period while the number of girls institution increased by only 3.5 percent. The interesting observation is that the number of total students and girl student has declined during this period. The number of women teachers share in total number of teachers is noticeable increased.

Table 3 - Educational Institutions, Students and Teachers in Gujarat – Primary

Sr. No.	Particular	Period I 2012-13	Period I 2016-17	Percentage change
1	No. of total institutions	42447	44545	4.94
2	No. of institution for girls	1381	1429	3.48
3	Share of institution for girls	3.25	3.21	
4	No. of total student (no. in '000)	9176	9012	-1.79
5	No. of girl students (no. in '000)	4231	4160	-1.68
6	Share of girl students	46.11	46.16	
7	No. of total teachers	302112	327927	8.54
8	No. of women teachers	164398	185443	12.80
9	Share of women teachers	54.42	56.55	

Sources - Gujarat council of elementary education, Gandhinagar, Commissionerate of schools, Gandhinagar

Educational Institutions - Secondary and Higher secondary

The development in institutions, students including girls and teachers of secondary and higher secondary during 2012-13 to 2016-17 are given in table 4. The number of secondary and higher secondary institutes are increased by 10.3 percent in this period but this institutions for girl decreased by 15.3 percent.

The interesting observation is that the number of girl student institutes has increased with 20.1 percent during this period. The share of girl student number is significant in total number of the students in the education category. The share of number of women teachers in total number of teachers is also significantly increased.

Table 4 - Educational Institutions, Students and Teachers in Gujarat - Secondary and Higher secondary

Sr. No.	Particular	Period I 2012-13	Period I 2016-17	Percentage change
1	Number of total institutions	10406	11478	10.30
2	Number of institution for girls	692	586	-15.32
3	Share of institution for girls	6.65	0.51	
4	Number of total institutions (Standard 9 to 12)	6127	6997	14.20
5	Number of institution for girls (Standard 9 to 12)	349	419	20.06
6	Share of institution for girls	5.70	5.99	
7	Number of total student (no. in '000)	2601	2692	3.50
8	Number of girl students (no. in '000)	1074	1149	6.98
9	Share of girl students	41.29	42.68	
10	Number of total teachers	83625	85856	2.67
11	Number of women teachers	25619	30558	19.28
12	Share of women teachers	30.64	35.59	

Sources - Gujarat council of elementary education, Gandhinagar, Commissionerate of schools, Gandhinagar Commissionerate of higher education, Gandhinagar, and Rashtriya Madhyamic shiksha abhiyan

Educational Institutions - Higher education

The institutes for the higher education have increased about 47.1 percent during 2012-13 to 2016-17. The higher education institutes for the girls has been increasing with 15.7 percent and the girls students have increased by 8.7 percent during this period but the share in total students has declined. The share of number of women teachers in total number of teachers is also significantly increased about 15.4 percent during last five years. Not only that, the share of women teachers in total teachers has also increased importantly (table - 5).

Dropout rate in primary education

The dropout rate in primary education for the standard one to seven is presented in below table 6. The dropout rate for girl student was higher in 2004-05 for standard one to five and one to seven compared to boy students. The overall dropout rate has been gradually declined form 2004-05 to 2016-17 in the primary education. The dropout rate for girl students was 20.8 for standard one to five and 39.9 for standard one to seven during 1999-2000 year. This rate for girl students was 1.61 for standard one to five and 6.55 for standard one to seven during year 2016-17, thus its clearly indicates that this rate significantly declined in standard one to five.

Table 5 - Educational Institutions, Students and Teachers in Gujarat – Higher education

Sr. No.	Particular	Period I 2012-13	Period I 2016-17	Percentage change
1	Number of total institutions	1748	2571	47.08
2	Number of institution for girls	153	177	15.69
3	Share of institution for girls	8.75	6.88	
4	Number of total student (Number in '000)	1307	1457	11.48
5	Number of girl students (Number in '000)	543	590	8.66

6	Share of girl students	41.55	40.49	
7	Number of total teachers	48219	51323	6.44
8	Number of women teachers	16904	19510	15.42
9	Share of women teachers	35.06	38.01	

Note - Excluding external students

Sources- Gujarat council of elementary education, Gandhinagar; Commissionerate of schools, Gandhinagar; Commissionerate of higher education, Gandhinagar, and Rashtriya Madhyamic shiksha abhiyan

Table 6 - Dropout rate in primary education in Gujarat

Sr. Number	Year	Standard I to V			Standard I to VII		
		Boy	Girl	Total	Boy	Girl	Total
1	1999-2000	23.77	20.83	22.30	42.76	39.90	41.48
2	2004-05	8.72	11.77	10.16	15.33	22.80	18.79
3	2009-10	2.08	2.11	2.09	7.87	8.12	7.95
4	2014-15	1.67	1.81	1.74	5.88	6.79	6.34
5	2016-17	1.43	1.61	1.54	5.57	6.55	6.06

Source - Gujarat council of elementary education, Gandhinagar

The gross enrolment ratio and net enrolment ratio in primary education for Gujarat state are shown table 7. The net enrolment ratio for girl was 95.2 in 2004-05 and that was increased about 98.9 in 2016-17.

Table 7 - Gross enrolment ratio and net enrolment ratio in primary education in Gujarat

Sr. Number	Year	Gross enrolment ratio			Net enrolment ratio		
		Boy	Girl	Total	Boy	Girl	Total
1	2004-05	109.68	109.39	109.54	96.06	95.23	95.65
2	2010-11	105.03	103.12	104.08	99.06	98.23	98.64
3	2014-15	102.85	101.96	102.40	98.68	97.90	98.29
4	2016-17	102.83	101.96	102.42	99.34	98.92	99.14

Source - Gujarat council of elementary education, Gandhinagar

Technical education for degree

Technical institutions and admission for the degree

The institutes for technical education have registered the annual compound growth rate 9.5 percent during the period 1980-81 to 2016-17 (table - 8). The per technical degree institute sanctioned seats was 234 in 19980-81 and it was increased about 342 in 2014-15 but again that declined with 316 in 2016-17. Besides, the actual admission per institutes has declined form 1990-91 (275 admissions) to 2016-17 (190 admissions).

Table 8 - Number of Institutes, sectioned seats, actual admission in Gujarat for technical degree

Year	Number of Institutes	Sanctioned Seats	Per Institute sanction seats	Actual admissions	Per Institute actual admissions
1980-81	10	2339	234	2508	251
1990-91	14	3555	254	3845	275
2000-01	42	9430	225	8840	210
2005-06	77	16228	211	15289	199
2009-10	185	41130	222	39418	213
2014-15	225	77053	342	52011	231
2016-17	238	75162	316	45213	190
ACGR*	7.44	7.22	-0.20	6.50	-0.87
ACGR**	12.26	14.84	2.30	11.49	-0.68
ACGR***	9.48	10.42	0.86	8.61	-0.79

Note – Annual compound growth rate (ACGR) - *for the period 1980-81 to 2000-01, ** for 2004-05 to 2016-17 and *** for the period 1980-81 to 2016-17

Girl student in technical education for degree

The total students in technical degree have increased by annual compound growth rate 8.8 percent but per institution total students have declined about 0.6 percent during the period 1980-81 to 2016-17 (table - 9). The total girl students in technical degree have increased by annual compound growth rate 11.8 percent and per institutions the girl student also increased by 2.15 percent during the period 1980-81 to 2016-17. It shows that, over the period of time, the number of girl students in the technical line have been increasing from 6.1 percent in 1980-81 to 16.1 percent in 2016-17.

Table 9 - Number of students, girl student and teachers in technical education in Gujarat for technical degree

Year	Number of Institutes	Total students	Per Institute students	Total girls students	Share of girl students	Per Institute girl students
1980-81	10	9764	976	599	6.13	59.90
1990-91	14	11113	794	1343	12.08	95.93
2000-01	42	30508	726	6058	19.86	144.24
2005-06	77	48599	631	10343	21.28	134.32
2009-10	185	83058	449	18874	22.72	102.02
2014-15	225	215836	959	44143	20.45	196.19
2016-17	238	186524	784	30009	16.09	126.09
ACGR*	7.44	5.86	-1.47	12.27	6.05	4.49
ACGR**	12.26	12.83	0.51	11.26	-1.39	-0.89
ACGR***	9.48	8.79	-0.63	11.83	2.79	2.15

Note – Annual compound growth rate (ACGR) - *for the period 1980-81 to 2000-01, ** for 2004-05 to 2016-17 and *** for the period 1980-81 to 2016-17

Women teachers in technical education for degree

The total women teachers in technical education for degree were only 384 in 2000-01 which has increased and that was about 4918 women teachers in 2016-17, therefore the women shares in total technical teachers has also increased gradually form 20.1 percent in 2000-01 to 31.9 percent in 2016-17 (table 10).

Table 10 - Number of women teachers in technical degree education in Gujarat

Year	Number of Institutes	Total teachers in Number	Per Institute teacher	Per teacher students	Total women teachers in Number	Share of women teacher	Per women teacher girl students
1980-81	10	NA	NA	NA	NA	NA	NA
1990-91	14	NA	NA	NA	NA	NA	NA
2000-01	42	1910	45.48	15.97	384	20.10	15.78
2005-06	77	2308	29.97	21.06	515	22.31	20.08
2009-10	185	4718	25.50	17.60	1432	30.35	13.18
2014-15	225	11890	52.84	18.15	3649	30.69	12.10
2016-17	238	15398	64.70	12.11	4918	31.94	6.10
ACGR*	12.26	14.93	2.38	-1.83	18.53	3.13	-6.14

Note – Annual compound growth rate (ACGR) - * for 2004-05 to 2016-17.

Technical institutions and admission for the diploma

The institutes for technical education for diploma have registered the annual compound growth rate 6 percent during the period 1980-81 to 2016-17 (table 11). The sanctioned seats for technical diploma institute were 4549 in 1980-81 and it was increased about 66789 in 2016-17 but that was 70265 in 2014-15. The per technical diploma institute sanctioned seats was 186 in 1990-91 and it was increased about 498 in 2009-10 but that was declined thereafter with 454 in 2016-17. Besides, per technical diploma institute actual admission was 178 in 1990-91 and it was increased about 465 in 2009-10 but that was declined thereafter with 310 in 2014-15 and 315 in 2016-17. The actual admission per institutes has declined form 1990-91 (275 admissions) to 2016-17 (190 admissions).

Table 11 - Number of Institutes, sectioned seats, actual admission, total students and girl students in Gujarat for diploma

Year	Number of Institutes	Sanctioned seats	Per Institute sanction seats	Actual admission	Per Institute actual admission
1980-81	19	4549	239	5041	265
1990-91	38	7076	186	6778	178
2000-01	43	13368	311	11088	258
2005-06	70	22523	322	18493	264
2009-10	92	45811	498	42796	465
2014-15	142	70265	495	43972	310
2016-17	147	66789	454	46377	315
ACGR	4.17	5.54	1.31	4.02	-0.14
ACGR	8.54	11.32	2.56	10.01	1.35
ACGR	6.02	7.98	1.85	6.55	0.50

Note – Annual compound growth rate (ACGR) - *for the period 1980-81 to 2000-01, ** for 2004-05 to 2016-17 and *** for the period 1980-81 to 2016-17

Girl student in technical education for degree

The total students in technical diploma have increased by annual compound growth rate 9.5 percent but per institution total

students have declined about 1.7 percent during the period 1980-81 to 2016-17 (table 12). The total girl students in technical diploma have increased by annual compound growth rate 7.8 percent and per institutions the girl student also declined during this period. It shows that, the share of girl student was 10.3 percent in total student for diploma and it was continuously increased with 19.39 percent in 2009-10 and after that it declined trend.

Table 12 - Number and share of girl student in Diploma education in Gujarat

Year	Number of Institutes	Total students	Per Institute students	Total girls students	Share of girl students	Per Institute girl students
1980-81	10	12590	1259	1302	10.34	130.20
1990-91	14	18407	1315	2858	15.53	204.14
2000-01	42	31641	753	6106	19.30	145.38
2005-06	77	47390	615	7433	15.68	96.53
2009-10	185	92862	502	18004	19.39	97.32
2014-15	225	127765	568	17725	13.87	78.78
2016-17	238	162567	683	18219	11.21	76.55
ACGR	7.44	4.72	-2.53	8.03	3.17	0.55
ACGR	12.26	11.53	-0.65	7.56	-3.56	-4.19
ACGR	9.48	7.58	-1.73	7.83	0.23	-1.51

Note – Annual compound growth rate (ACGR) - *for the period 1980-81 to 2000-01, ** for 2004-05 to 2016-17 and *** for the period 1980-81 to 2016-17

Women teachers in technical education for diploma

With increasing the institutions for technical diploma courses, the women teachers in this field also gradually increased and the number of women teachers were only 175 in 2000-01 which was about 1239 teachers in 2016-17. Along with this the women share in total technical teachers has also increased 13.4 percent in 2000-01 to 25.3 percent in 2016-17 (table 13).

Table 13 - Number and share of women teachers in Diploma education in Gujarat

Year	Number of Institutes	Total teachers in Number	Per Institute teacher	Per teacher students	Total women teachers in Number	Share of women teacher	Per women teacher girl students
1980-81	10	NA	NA	NA	NA	NA	NA
1990-91	14	NA	NA	NA	NA	NA	NA
2000-01	42	1306	31.10	24.23	175	13.40	34.89
2005-06	77	1550	20.13	30.57	309	19.94	24.06
2009-10	185	3006	16.25	30.89	762	25.35	23.63
2014-15	225	6577	29.23	19.43	1714	26.06	10.34
2016-17	238	4902	20.60	33.16	1239	25.28	14.70
ACGR*	12.26	9.22	-2.71	2.12	13.94	4.32	-5.60

Note – Annual compound growth rate (ACGR) - * for 2004-05 to 2016-17.

Literacy in SC and ST population in Gujarat

The table 14 clearly show that the literacy rates of rural SC and ST female has around 50 percent in Gujarat and India during 2001, which has far below than the rural literacy rate of SC and ST male not only in Gujarat but also at country level.

Table 14 - Literacy rates of SC and ST persons in Rural Gujarat and India in 2001 (7 Yrs and above)

Particular	Schedule Castes			Schedule Tribes		
	Male	Female	Persons	Male	Female	Persons
Gujarat	74.2	51.3	63.5	74.2	52.7	63.5
India	73.0	52.1	62.8	70.7	52.1	61.6

Source: Government of India, Ministry of Human Resource Development, Educational Statistics, 2004-05 and NSSO

Dropout rate among SC and ST

As discussed earlier that the educational level along with the SC and ST social groups have been increasing after independence, particularly after 1991 in India. The earlier table is presenting the status of gross enrolment ratio of different classes of SC and ST

children and these ratios have quite satisfactory but it has to look the school dropout rates among them, the situation has become unsatisfactory. Therefore, here it has examined the school dropout ratio as a whole for country. The table 15 is presents the dropout rates among SC and ST social groups in India. This table very clearly indicating that the school dropout rates have increase by level of school and not only for girls but also for boys in India.

Table 15 - Gender wise school dropout rates among SC and ST in India

Sr. No.	Particular	Years	Schedule Castes			Schedule Tribes		
			Boys	Girls	Total	Boys	Girls	Total
1	Primary (Standard I to V)	1990-91	46.3	54.0	49.4	60.3	66.1	62.5
		2001-02	43.7	47.1	45.2	51.0	54.1	52.3
		2007-08	34.4	24.5	30.1	40.2	39.3	39.8
2	Elementary (Standard I to VIII)	1990-91	64.3	73.2	67.8	75.7	82.2	78.6
		2001-02	58.6	63.6	60.7	67.3	72.7	69.5
		2007-08	53.6	51.1	52.5	62.9	62.9	62.1
3	Secondary (Standard I to X)	1990-91	74.3	82.4	77.7	83.3	87.7	85.0
		2001-02	71.1	74.9	72.7	79.9	82.9	81.2
		2007-08	68.1	68.9	68.4	78	79.2	78.5

Source: Government of India, Ministry of Human Development, Educational Statistics, 2007-08

Table 16 is given the details of dropout rates of SC and ST boys, girls and total of Gujarat and India for the year 2007-08. The SC girl dropout rate in primary level (standard I-V) has nearly double in Gujarat as compared to India. The ST girl dropout rate in primary level has about 20 point higher in Gujarat than the India. For standard I-VIII and I-X, SC and ST girl dropout rates has more or less same with marginal variation in Gujarat and India.

Table 16 - Gender wise dropout rates in SC and ST - 2007-08

Sr. No.	Particular		Schedule Castes		Schedule Tribes	
			Gujarat	India	Gujarat	India
1	Standard I to V (6-10 Years)	Boys	46.37	34.37	53.21	31.04
		Girls	47.56	24.52	51.79	31.68
		Total	46.93	30.09	52.57	31.34
2	Standard I to VIII (6-13 Years)	Boys	42.84	53.56	62.68	62.62
		Girls	57.21	51.12	64.35	62.31
		Total	49.6	52.47	63.43	62.48
3	Standard I to X (6-15 Years)	Boys	60.81	68.05	72.21	76.02
		Girls	70.63	68.9	75.35	77.97
		Total	65.39	68.42	73.64	76.85

Source: Government of India, Educational Statistics, 2007-08, educationalIndia.com

Conclusions

The nation motive not only education is vital for the individual's well-being but also for the national development. The goal is to achieve universal primary education and a country as a whole the net enrolment ratio is 99.89 percent in 2010-11 while the Gujarat state has reached up to about 85.73 percent for the same in 2010-11. The literacy percentage to total population was 31.47 percent in 1961 in Gujarat state and it increased to 79.31 percent in 2011 census year. Thus, the literate population has been increased in India as well as in Gujarat.

The expenditure on development is around 31 to 34 percent of total receipts of the state government of Gujarat during 2012-13 to 2016-17. The expenditure only on education is around 13 to 14 percent of total receipts of the state during the same period. The number of primary institutes is increased by 4.9 percent in this period while girl student has declined during this period. The number of women teachers share in total number of teachers is increased in primary section. The number of secondary and higher secondary institutes are increased by 10.3 percent in this period but this

institutions for girl decreased by 15.3 percent. The share of girl student number is significant in total number of the students in the education category and the share of number of women teachers in total number of teachers is also significantly increased. The higher education institutes for the girls has been increasing with 15.7 percent and the girls students have increased by 8.7 percent during this period but the share in total students has declined. The share of number of women teachers in total number of teachers is also significantly increased.

The dropout rate for girl student was higher in 2004-05 for standard one to five and one to seven compared to boy students. The overall dropout rate has been gradually declined form 2004-05 to 2016-17 in the primary education. The net enrolment ratio for girl was 95.2 in 2004-05 and that was increased about 98.9 in 2016-17.

The institutes for technical education have registered the annual compound growth rate 9.5 percent during the period 1980-81 to 2016-17 and the actual admission per institutes has declined form 1990-91 to 2016-17. The total girl students in technical degree have increased by annual compound growth rate 11.8 percent and per institutions the girl student also increased by 2.15 percent during the period 1980-81 to 2016-17. The women share in total technical teachers has also increased gradually form 20.1 percent in 2000-01 to 31.9 percent in 2016-17.

The per technical diploma institute actual admission was 178 in 1990-91 and it was increased about 465 in 2009-10 but that was declined thereafter with 310 in 2014-15 and 315 in 2016-17. The total girl students in technical diploma have increased by annual compound growth rate 7.8 percent and per institutions the girl student also declined. The women share in total technical teachers has also increased 13.4 percent in 2000-01 to 25.3 percent in 2016-17. The literacy rates of rural SC and ST female has around 50 percent in Gujarat and India during 2001. The SC girl dropout rate in primary level has nearly double in Gujarat as compared to India.

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15. Role of Information Technologies Learning Process in Teaching

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Abstract

Today the changes brought about by new technology had a significant effect on the life of people living in every corner of the globe. Traditional process of teaching and learning in education has been replaced by new and emerging technologies. Information Technology is having a major impact on all areas of education- curriculum, methods of teaching, classroom learning etc. Rapid communication with increased access of Information Technology (IT) in home, work place and educational institutions has make education a life-long process. Information technology helps teachers and students in gaining up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technologies (Haag, 1998; p.10) are "set of tools that can help provide the right people with the right information at the right time."

Information technologies have affected every aspect of human activity and have a potential role to play in the field of education and training, specially, in distance education to transform it into an innovative form of experience. The need of new technologies in teaching learning process grows stronger and faster. The information age becomes an era of knowledge providing sound and unmatched feasibility for discovery, exchange of information, communication and exploration to strengthen the teaching learning process.

Students are independent and they can make best decisions possible about their studies, learning time, place and resources. Students are able to work in collaborative and interactive

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learning environments effectively communicating, sharing information and exchanging ideas and learning experiences with all in the environment. This paper highlights the role of information technologies in teaching learning process.
Key Words- *Information Technology, Teaching- Learning process, Computer, Internet, & Knowledge.*

Introduction

One of the basic functions of education is preparation of students for life. This function in 21st century may be participation in an information rich society, where knowledge is regarded as the main source for socio-cultural and politico-economical development of countries and/or nations. Information rich societies are developed and dominating and they are controlling the information throughout the world. Information encompasses and relies on the use of different channels of communication, presently called information and communication technologies (Hussain, 2005) and would be incorporating better pedagogical methods to cope with such emerging situations.

These have changed the scenario of education particularly, pedagogy and instruction making teaching learning process more productive creating collaborative, learner centered and interactive global learning environments. Therefore, information technologies are assumed to play a constructive role in education to make the teaching and learning process more productive through collaboration in an information rich society.

Information rich society promotes new practices and paradigms for education where the teacher has to play new role of mentoring, coaching and helping students in their studies rather to play the conventional role of spoon feeding in the classrooms.

Students can learn independently having a wide choice of programme selection and access to information. Students can be involved in skill oriented activities in group learning environments for accumulated knowledge. They can interact and share learning experiences with their teachers and fellow learners in knowledge construction and dissemination process. They can receive and use information of all kinds in more constructive and productive profession rather depending upon the teacher.

Branson (1991) stated that students learn not only by the teacher but they also learn along with the teacher and by interacting with one another. Indeed, now students can learn much more than that the teacher teaches in conventional learning environments. For productive teaching learning process teachers and students have to use information technologies according to their requirements and availability.

Relationship between Technology in Education and Pedagogy

Research has illustrated that many educators have had a hard time integrating technology into education. This may be because many educators have yet to explore the relationship between technology and pedagogy. Doing so could play a huge part in encouraging critical thinking by teachers as they attempt to integrate technology into education.

At the same time, for technology to work effectively, it should only be incorporated in classroom if it is appropriate for a given instructional task. Also, technology can only be an effective teaching tool if teachers participate in decisions to adopt technology. This is because teachers have the responsibility of facilitating instruction and incorporating technology at the classroom level, yet many school administrators tend to make decisions related to technology adoption/training without consulting teachers.

Information Technologies

At present, knowledge may be regarded as power and it comes from having information. Information encompasses and relies upon the use of different communication channels or technologies – called information technologies, for its effectiveness and equal access. Information technologies may extend knowledge beyond the geographical boundaries of a state or country providing relevant information to the relevant people round the clock.

Information Technology "is any computer-based tool that people use to work with information and support the information and information processing needs of an organization" (Haag. 1998; pp.17. 518). It includes computers and its related technologies; WWW, Internet and Videoconferencing etc. Information technology can be used to promote the opportunities of knowledge dissemination. It can

help the teachers and students having up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technology (Haag, 1998; p.10) is a "set of tools that can help provide the right people with the right information at the right time."

Information Technologies and Teaching Learning Process: Making Students Independent in their Studies

Using information technologies students can decide about their studies, learning time, place and resources in a better way. Students can work in more supportive environments, seek help from teachers and fellows, and share their learning experiences and ideas in romantic and productive fashion.

The innovative kinds of pedagogy empowered by these emerging media and experiences promoted the opportunities of distance education and at present virtual education and eliminated the barriers of distance and time. New and innovative learning experiences would be enhanced and encouraged by these technologies, as by virtual communities, which exist by interactions across the globe through global network of computers round the clock. The global sharing of experiences would make possible the group presentation form of instruction in distance education.

Rashid (2001, p.270) stated that

- Both teachers and learners can work with others at remote sites.
- The community of learners can expand to include virtually anyone who wishes to obtain information and who is not excluded by policy or cost.
- They can provide real access to experts in universities, research laboratories, the business community, government agencies and political offices.
- Information technologies can promote the opportunities of restructuring the teaching learning process.
- These can transform teaching and learning by offering alternatives to the teacher provided information, access to virtually unlimited resources and opportunities for real world communication, collaboration and competition.

The phases of this process as described by Marriam et al (1997, p.34) are,

- " developing awareness – recognizing that something is wrong or different;
- exploring alternative–researching for new ideas from other institutions and acknowledging that change is needed;
- making a transition–leaving the old approaches behind (or dramatically changed);
- achieving integration-putting the pieces from the transition phase back together; and
- taking action-putting new ideas into operation".

Educative environments definitely enhance and shape the teaching learning process to achieve the desired goals. There is a natural tendency for students to learn and learning can accelerate, in interactive and encouraging environments. Accelerating the encouraging environments may be psychological climates and students' interactions can create them. Interactions of students can make learning environment more effective and meaningful and 'much of learning takes place in a meaningful environment'. The on-line setting provides a level of flexibility and convenience not provided by traditional classroom courses".

Internet and WWW provide learners latest relevant information at their own pace and they can form a virtual community of learners at global level. Teaching organizations are adopting information and communication technologies specially the computers, World Wide Web, teleconferencing and educational television because of their cost effectiveness, access and flexibilities of choices.

Importance of Information Technologies for Students

- To participate in a media revolution.
- To improve the ways of learning in new learning fashions
- Improve the ability and skills of applying their learning in real situation.
- Working in groups for cooperative and collaborative learning
- Developing self-learning habits at their own pace and time.
- To learn with the teacher rather by the teacher.
- To develop inquiry-learning habits.

- Use right information at right time to achieve right objective.
- Review and explore qualitative data.

Information technologies facilitate students in their learning process through their active participation on one hand and help teachers on the other hand.

Importance of Information Technologies for Teachers

- To present the material in more interesting and attractive way.
- To guide and help students in searching the qualitative material.
- To make best and efficient use of time.
- Coach and Direct the students.
- Provide individualized instruction.
- Direct the students toward cooperative as well as collaborative learning activities.
- It is more important and useful in preparing learning material for students.
- Diagnose the learning problem of students and help them to overcome.
- Solve the study problems of students.

Information technologies affect the teaching learning process in different ways. These helps the teachers in preparing lecture notes for interesting presentation, on the one hand and facilitates the students on the other hand. Different technologies help the teachers and students according to their respective nature and capabilities of storage and presentation.

For example computers are used in education for various purposes as they can store and retrieve a huge amount of information. All 20 volumes of the Oxford English Dictionary are contained on one compact disc. The disc provides instant access to 616,500 words and terms, 137,000 pronunciations, 2.4 million illustrative quotations, 577,000 cross references, and 249,000 etymologies.

Information technologies provide the opportunities of global interactions. Students can learn from interactions with the information, interface, teachers and co-learners using global networks. They can interact at their own and get rid of their routine work. They may review and explore the qualitative as well as quantitative data

trough computer networks. They can work on group projects participating in peer learning and knowledge building activities. Under the influence of information technologies, teaching and learning occurs in a changed situation. There seems a shift from teacher centered teaching to student centered learning.

Menges (1994) – Eight Shifts

Reflect the effects of information technologies on teaching and learning process.

- **A shift from lecture and recitation to coaching:** Students learn by interactive technologies and teacher facilitates them on how to use and reflect responses. He/she may be diagnosing learning problems and helping learners to find their solutions. When students work with information technologies, teachers reduce the time they spend directing students; they spend more of their time facilitating student learning.
- **A shift from whole-class instruction to small group instruction:** Students progress at different rates and pace in their learning process. Teachers can interact with individual students and in small groups. They can become better informed of the individual student's progress and problems in their learning. So they can help and facilitate students individually in more effective way.
- A shift from working with better students to working with weaker students: Individual differences exist among students at all levels of learning. Information technologies enable teacher to cope with this problem in large classes working with individual students and in small groups. The teacher is then able to aim instruction at one specific target group and to devote time to those who mostly need help.
- A shift from all students learning the same things to different students learning different things: Conventionally, all students had to learn the same things what the teacher intended to teach them in a class. However, now the situation has changed and the use of information technologies has enabled the students to learn what they need, and what they want to learn.There also exists individuality in some common

attainments. Resources for learning are available through information technologies, it becomes possible for students to recognize and use the appropriate information to achieve the goals under the tutelage of teacher.

- A shift towards more engaged students: Conventionally, majority of students is passive listener in the classrooms for most of the time. Teachers carry on delivering lectures without any concern of students' participation in the teaching learning process. Use of Information technologies in classroom situation particularly interactive technologies however; ensure attention and active involvement of students. Well-designed computer-mediated instruction is more likely to engage individuals for effective learning than simple lectures and book reading a classroom.
- A shift from assessment based on test performance to assessment based on products and progress: Competencies and skills are necessaries to live a successful and productive life. These may result from undertaking creative projects rather than repeating or paraphrasing information from lectures and textbooks. The best projects include realistic tasks that generalize the student's learning and its application in new situations. Information technologies actively involve the students in different competency based activities through skill oriented projects in real situations.
- A shift from competitive to a cooperative goal structure: Collaborative and cooperative learning approach provides learners the opportunities of extensive interaction. Students have access to extensive databases and share their own work through networked communications to work on collaborative projects. Teachers guide the students on how to share and interact in networked collaborative learning environments.
- A shift from the primacy of verbal thinking to the integration of visual and verbal thinking: Using information technologies students would have extensive experience with video than with print, yet instruction is based primarily on print. However, visual literacy is poorly understood and poorly utilized in perceiving instruction. Teachers need to consider what capacities for visual knowledge and skills students

should possess, and determine how they can ensure progress towards developing these capacities. Information technology can help the teacher on the one hand and facilitates the learners on the other hand. Both, teachers and students get rid of their routine work, and have to play their new roles in new situations respectively. Teachers spend much of their time in assisting the students rather lecturing; and students access the information of their need.

New Situations – New Demands

In the age of information technology, effective and efficient learning is potentially possible at all levels for all round the clock. Content-centered presentation by teachers to large groups of students cannot have any justification to be dominant method of instruction. In the era of information technology teachers will be spending more time in facilitating students rather delivering lectures in the classrooms. They would be working in groups; preparing and evaluating instructional materials and organizing data into meaningful information and accessible forms. They will be spending their time in coaching students; helping them to learn through reviewing the huge information.

They will be offering group presentations. Presentations will not be used to provide new information instead, presentation will be carefully constructed to model and answer existing questions and solve current problems in certain disciplines. They will also be demonstrating the potential of skill development in students by using information in problematic situations.

Menges (1994. pp 188-190) - Changed Role of Teachers -

The following shifts reflect the new role of teachers in new situations.

- **A Shift from Covering Material to Assisting Students in Sampling Material:** Teachers decide what is essential and what is optional for students when the information is too much to decide by students. The essential information can be assigned and students guided to work in an effective way. The content should span a variety of media to ensure that students become adept in using information sources and that they experience the effects of diverse media.

- **A Shift From Unilaterally Declaring What Is Worth Knowing O Negotiating Criteria:** That Identify What Is Important: Instead of providing net packages of content, the teacher plunges into primary sources with students. Together they develop ways to discriminate the more important from the less important. Courses' exercises can help to develop criteria about the importance of information and its use for specific purposes. Students can discuss these criteria for understanding and developing the new one if needed. A discipline-specific criterion validates the information and enables students to develop expertise in formulating criteria in other disciplines. They must also medium specific as the characteristics of print and electronic information significantly differ from each other.
- **A Shift from Ranking Students Relative to One Another to Negotiating Standards Specific to Individuals:** Information technologies promote diverse academic opportunities and paths for each student. Students show progress according to their capabilities and some students may progress slowly than others. The teacher cannot use uniform standards of achievement and uniform rate of learning to evaluate students' work. Therefore, it would be necessary to negotiate learning objectives and rates of progress that reflect individual interests, abilities, skills and needs.
- **A Shift from Grading According To Individual Attainments To Grading According To Collaborative Contributions:** Evaluation of individual work is easy. But judging and rewarding individuals' work in group performance is difficult because roles and responsibilities of each group member vary. Information technologies permit almost variability in the tasks that group members pursue.
- **A Shift from Merely Verifying Student Source to Deriving Standards for Fair Use and Credit:** Plagiarism is a curse in academic affairs. For a teacher it is too difficult to verify all the sources to ensure the originality of students' work. This role of plagiarism detector seems impractical when sources are so numerous and information can be so easily altered. But

the computer software has made it possible to detect the plagiarism.

- **A Shift from Requiring Students To Produce Knowledge To Rewarding Them for Demonstrating Originality:** A student should have the skills and capabilities of understanding and applying knowledge in real situations. Without the application of knowledge students can no longer retain it and soon they forget. In the era of information technologies students should be able to apply core concepts and generalize principles to significantly different situations. Exposure to information technologies leads to this affective principle. Information technologies would develop in students, the ability of judging the validity and precision of information. Learning by information technologies, students would analyze and explore the information to achieve certain objectives of their study.

Need for the Preparation of Information Technology

Certain skills capabilities of using different information technologies are necessary for students as well as teachers. Therefore, gradual encounters with the technologies are necessary to prepare themselves for the age of information technology. They will anticipate in the age of information technology as:

- Requiring students to use electronic databases in their searches.
- Encouraging students to use electronic mail to ask questions, and for submitting assignments.
- Becoming familiar with the advantages and disadvantages of the technologies and exploring the capabilities of compact-disc read-only memory (CD-ROM), tele/videoconferencing etc.
- Surveying students about their familiarity with the information technologies and asking if they will share their knowledge and skills with the class.
- Using computer programs for keeping records in large class-enrollment lists, test items and so on and having students review and update their own record from time to time.

- Encouraging students to include visual elements as part of their projects.
- Spending students' time as a multimedia workstation, planning a presentation; assembling projection graphics, video clips, animation, sound and other materials; trying to match particular materials with specific learning objectives; and integrating the materials into a unified presentation.

Active Learning Opportunities

Active learning is a process in which the students are engaged in hands-on activities rather than passively receiving knowledge. Students interact with others to construct meaning from new ideas and concepts based on their background knowledge. Active learning is fastpaced, fun and personally engaging because students have the opportunity to try things out, use their senses, ask questions and discuss with others. Assignments are designed to draw upon the skills and knowledge that students have or must acquire. Cooperative learning, problem solving, and project- based learning are active learning strategies.

Need to Utilize Active Learning in the Classroom.

- Draws upon the pre-existing knowledge that students already have.
- Is essential for idea manipulation.
- Enhances understanding through cooperative learning and
- Augments learning through technology tools.

Suggestions

Effective Implementation of Active Learning Strategies will definitely help students to:

- Engage in higher-order thinking tasks as analysis, synthesis and evaluation;
- Study ideas, solve problems and apply what they have learned;
- Construct hypotheses and make decisions;
- Provide meaning and organization to experiences;
- Work collaboratively with others;

- Connect real-life work between college and what will take place in future
- Address cultural influences and individual learning styles.

Conclusion

The ultimate success of ICTs for learning will be attained when we stop marveling about the ICTs and apply our minds and emotions to the wonders of learning."

Information technologies are the result of knowledge explosion. These include hardware & software technologies and facilitate teaching learning process. Using Information Technologies learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They may learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technologies facilitate teaching learning process in more productive fashion. Similarly, the role of teacher is also different in new settings than in the conventional system. Teacher facilitates and guides the learners in their study playing the role of a coach or mentor. Now teacher is not at the center of the instruction and sole source of information as in conventional classrooms. He/she decides contents/experiences and/or activities, locates the resources and guides learners how to have access and utilize the information for required outcomes. In nutshell, information technologies are restructuring teaching learning process to meet the International standards.

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Charutar Vidya Mandal's

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Accredited 'B' Grade by NAAC

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ISBN 978-93-87493-85-8