BEST PRACTICES IN HIGHER EDUCATION
BEST PRACTICES IN HIGHER EDUCATION

Edited by
Gurudutta P Japee

and

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This book examines Best Practices in higher education and the Innovative Practices of Teaching and Learning. It introduces readers to pedagogical strategies that Higher education Institutions worldwide are using to overcome some of the challenges they face in higher education. To maximize their students’ learning, this book argues that institutions are compelled to innovate their policies and instructors must be collaborative and creative in their practices in response to students’ growing demands and needs, challenges to their learning, and the shifting terrain of a rapidly globalizing world. The text explores the idiosyncrasies and challenges that drive innovation across particular cultures, disciplines and institutions. It suggests that the responses to these drivers offer some universal and compatible lessons that not only optimize teaching and learning, but also transgress institutional, cultural, and disciplinary boundaries in higher education. The contributors to this collection work across India. They represent a broad range of disciplines, fields and institutional types. Their higher education students are equally as diverse, in age, cultural backgrounds and needs, but willingly lend their voices and experiences to their instructors’ study of teaching and learning in their particular contexts. This book harnesses the rich diversities and range our contributors represent and shares the results of their expertise, research, and assessments of some of the most creative and effective ways to improve Teaching, learning & Others in the face of stagnant practices, limited resources, and other challenges that educators and students face in higher education.
ACKNOWLEDGEMENT

We heartily congratulate all Contributors for their support and efforts. It is our privilege to work in association with the ISAC (International Society for Applied Commerce) and GAP (Grand Academic Portal). Our particular thanks go to Shri Prashant Dave, Former Professor of Philosophy. We are also thankful to the Mr. Rabin Chandra Koirala, President Lumbini Academic Foundation Nepal, for his continued encouragement and support for all quality enhancing activities. It is practically impossible to acknowledge the help and guidance of everyone who assisted in the preparation of this book, but mention must be made of the distinguished academicians and our colleagues, who made numerous suggestions for improvement of the book. Our Special thanks and appreciation are due to our colleague, Dr. Preeti Oza, who played a commendable role in coordinating this work and Darshan Desai, for coordinating the publication aspects of the book, and Mr Shekhar Iyer for editorial help.

Dr Gurudutta P Japee
Dr Bhavesh A Lakhani
‘OPEN AND DISTANCE EDUCATION’ AS BEST PRACTICE IN HIGHER EDUCATION: AN ASSESSMENT

Sunny Wadhwaniya

Abstract

The Indian Higher Education system is one of the largest higher education system of its kind in the world. The Indian higher education system is in its advance stage in 21st Century by adopting many best practices so that higher education cannot remain a distant dream for those who are not able to get access of it. In this direction of providing the access of higher education to all, use of Information &technology has proved to be a catalyst in today’s time. The open and distance learning is one such best practice. The Open and distance Education (ODE) has gained a lot of popularity among stack holders of higher education in India since its adoption. The growth and development of open and distance learning in Indian Higher education system is facilitated by technological innovations in field of ODE. The success and acceptance of Open Distance Learning has increased its credulity and acceptance as an effective mode of teaching and learning. The availability and new technology has provided students with more opportunities to participate in the learning process. The use of ODL through internet connectivity is improving at an unprecedented pace. India is at the third position behind then China as more then 40 % of the student at Higher Education level prefer to learn online through distance mode.

In light of the above, this article attempts to study the significance of Distance Open and Learning when it comes to Higher Education by extensive qualitative inquiry. Further, the paper also identifies what are the enabling factors for the growth and popularity of ODL system. At the end, the article concludes by suggestions and recommendations for improving the quality of ODL

Keywords: Growth, Development, Catalyst, Open & Distance learning

I. Background & Concept:

The Higher Education system of the country is facing diversified demands from the society like increasing population, development of more knowledge based economies, increasing mobility of people, programmes
and institutions across borders and their requirement in the world, continuous demand for updated knowledge. Therefore, it is the need of an hour that education more specifically higher education sector of the country is to be valued and considered in relation to global, economic, social and cultural context. All the developed and developing countries are making efforts to expand the access of higher education to the populations who are not getting the access, improvement in quality and ensuring quality etc. are some of the priorities by the developed and developing countries in context of higher education. (ICDE, 2013)

The Indian Higher Education system is facing two most critical challenges today. The first challenge is to make higher education system more cost effective with no compromise on quality standards. The second challenge is to make the higher education system of the country more accessible to those who cannot get access to higher education institutions of the country. In order to meet these challenges it is necessary to adopt an innovative solution which should have a robust technical foundation. Hence, the Indian higher education system adopted the concept and technics of Open and distance learning. (Singh & Paliwal, 2012)

1.2. The Concept:-

The Open and distance education system is different than the traditional system as it includes open form of education as there is no requirement for teachers and learners to be present on one place or time. The teaching pedagogy includes any means of communication like broadcasting, telecasting, electronic transmission of text and audio visual materials through e-mail, internet or intranet. The courses here are delivered through corresponding course institutes, seminars. The concept of Open and Distance learning has been explained by many scholars in the
past. (Holmberge, 1989) states that distance education is a special kind of education which consists of teaching methods which are interactive and self-instructional. The basic aim behind the online and distance education is to provide access to those who are not able to get access to higher education. According to (Chandler, 1990) in distance education, teaching and learning takes place in an environment in which teacher is at a distance from learner and vice-versa. (Pearaton, 1991) states that, in distance education the teaching is conducted by the person who is at a distance from the learner. According to (Rumble, 1997), distance education facilitates limited number of faculties to reach to very large number of students which enables endless economy of scale and cost reduction. The discussion so far in this section when it is summarized, it can be reduced to three major points as mentioned by (Verdun & Clark, 1991). These points are:

- Separation of teacher and learner during the learning process
- Use of learning technologies to determine content and connect teacher and learner
- Provision of two way interaction between teacher and learner.

In today’s time there is an increased use of technology to establish and deliver the distance education programmes. This has resulted in the revision of the formal definitions of distance and online learning: For example, (Greenberg, 1998) explained distance learning as a teaching learning experience which uses a lot of technologies to reach learners at the distance. According to United Nation Distance learning Association (1998) distance education is the acquiring knowledge and skills through information and instruction accompanied with technologies at the distance. (Paul, 1999) characterizes open learning as a commitment to help students to access higher education by overcoming barriers like physical
location, financial constraints, social responsibility etc. The (South African Institute for Distance Education, 2001)\(^2\) defines distance education as an approach to education which removes all the barriers to learning and at the same time providing learners the opportunity to access from any remote corner of the world.

2. Development

Open and Distance learning in India: A historical perspective & Current Scenario:-

The very first University in the world that offered the programmes through open and distance learning was University of London in 1858. In India for the first time, the State Government of Andhra Pradesh established the ‘Andhra Pradesh Open University’ on 26\(^{th}\) August 1982 through APOU act. This University was renamed as Dr. B.R. Ambedkar Open University on 7\(^{th}\) December 1991 by Government of Andhra Pradesh. The second largest national open University- Indra Gandhi National Open University was established on 20\(^{th}\) September 1985. Apart from these two open Universities as we have at present 11 State open Universities, 1 Central Open University in Delhi, 113 Universities offering programme through distance mode. At present there are 125 higher education institution involved in imparting higher education through Open and distance mode. The details of the University are given in the Table-1 below:
### Table 1
State wise number of Universities offering Education through distance mode

<table>
<thead>
<tr>
<th>State</th>
<th>Central Open University</th>
<th>State Open University</th>
<th>State Private Open University</th>
<th>University Offering Education Through Distance Mode</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andaman &amp; Nicobar Islands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td>Andhra Pradesh</td>
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<td>9</td>
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<tr>
<td>Arunachal Pradesh</td>
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<td>1</td>
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<tr>
<td>Assam</td>
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<td></td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Bihar</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Chandigarh</td>
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<td></td>
<td>1</td>
</tr>
<tr>
<td>Chhatisgarh</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Dadra &amp; Nagar Haveli</td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Daman &amp; Diu</td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>Delhi</td>
<td>1</td>
<td></td>
<td>5</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Goa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Gujarat</td>
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<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Haryana</td>
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<td>4</td>
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<td>Himachal Pradesh</td>
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<td>1</td>
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<tr>
<td>Jammu and Kashmir</td>
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<td>2</td>
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<tr>
<td>Jharkhand</td>
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<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Karnataka</td>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
<td>7</td>
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<tr>
<td>Kerala</td>
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<tr>
<td>Lakshadweep</td>
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<td>8</td>
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<tr>
<td>Maharashtra</td>
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<td></td>
<td>6</td>
<td></td>
<td>7</td>
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<tr>
<td>Manipur</td>
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<td></td>
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<tr>
<td>Meghalaya</td>
<td></td>
<td></td>
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<td>1</td>
</tr>
<tr>
<td>State</td>
<td>Central Open University</td>
<td>State Open University</td>
<td>State Private Open University</td>
<td>University Offering Education Through Distance Mode</td>
<td>Total</td>
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<td>----------------------------------------------------</td>
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<tr>
<td>Mizoram</td>
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<td>0</td>
</tr>
<tr>
<td>Nagaland</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Odisha</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Puducherry</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Punjab</td>
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<td>3</td>
<td>3</td>
<td></td>
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<tr>
<td>Rajasthan</td>
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<td></td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Sikkim</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td></td>
<td>1</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Telangana</td>
<td></td>
<td></td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Tripura</td>
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<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td></td>
<td></td>
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<td>6</td>
<td></td>
</tr>
<tr>
<td>Uttrakhand</td>
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<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
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<tr>
<td>West Bengal</td>
<td></td>
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<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>All India</strong></td>
<td><strong>1</strong></td>
<td><strong>11</strong></td>
<td><strong>0</strong></td>
<td><strong>113</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

*Source: All India Survey on Higher Education, 2015-16*

The above statistics clearly shows that there are about 40% Universities in India which are involved in Distance Education. In order to maintain the coordination and quality of educational standards, Distance Education Council was established in 1991 under section 16(7) read with section 5(2) of the IGNOU act, 1985. Hence, the DEC since then is an apex body which is responsible for recognizing Open and distance learning institutions in India. The permission of DEC is necessary for all the programmes available through distance mode. There were many reforms as far as apex body for distance education is concerned, from 4th May 2013, IGNOU through the notification notified that instead of DEC as an apex body, UGC will be the regulatory authority for higher education institutions offering Open and Distance learning. Therefore presently the approval of
UGC (University Grants Commission) is required. (Kundu, 2014) At present there are total 13 states which houses for State Open University. The details are given in (Table-2).

**Table-2**

State wise list of State Public Universities

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>State Name</th>
<th>University Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assam</td>
<td>Krishna KantaHanidiqui State Open University, Guwahati</td>
</tr>
<tr>
<td>2</td>
<td>Bihar</td>
<td>Nalanda Open University, Patna</td>
</tr>
<tr>
<td>3</td>
<td>Chhatisgarh</td>
<td>Pt. Sundarlal Sharma (Open) University, Bilaspur</td>
</tr>
<tr>
<td>4</td>
<td>Gujarat</td>
<td>Dr. Babasaheb Ambedkar Open University, Ahmedabad</td>
</tr>
<tr>
<td>5</td>
<td>Karnataka</td>
<td>Karnataka State Open University, Mysore</td>
</tr>
<tr>
<td>6</td>
<td>Madhya Pradesh</td>
<td>M.P. Bhoj (Open) University, Bhopal</td>
</tr>
<tr>
<td>7</td>
<td>Maharashtra</td>
<td>YashwantRaoChavan Maharashtra Open University</td>
</tr>
<tr>
<td>8</td>
<td>Rajasthan</td>
<td>VardhmanMahaveer Open University, Kota</td>
</tr>
<tr>
<td>9</td>
<td>Tamil Nadu</td>
<td>Tamil Nadu Open University, Chennai</td>
</tr>
<tr>
<td>10</td>
<td>Telangana</td>
<td>Dr. B. R. Ambedkar Open University, Hyderabad</td>
</tr>
<tr>
<td>11</td>
<td>Uttar Pradesh</td>
<td>U.P. RajarshiTandon Open University, Allahabad</td>
</tr>
<tr>
<td>12</td>
<td>Uttrakhand</td>
<td>Uttarakhand Open University</td>
</tr>
<tr>
<td>13</td>
<td>West Bengal</td>
<td>NetajiSubhash Open University, Kolkata</td>
</tr>
</tbody>
</table>

*Source: All India Survey on Higher Education, 2015-16*
3. Significance of Open and Distance Learning:-

The following characteristics which are listed below in (Table-3) makes Open and Distance learning very significant in today's time.

**Table-3**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Flexibility</td>
<td>The open and distance education offers lots of flexibility with regards place, time, age etc. Those who are not able to access higher education just because of financial constraints or other social issues will get an opportunity to explore it again. Secondly, the flexibility which is offered in terms of age and qualification makes system learners friendly as the students are given the opportunity to choose the subjects of their interest. Use of satellite, e-books/journals, audio-visual system in teaching learning process helps the learner to study their course materials in their own space and place. Again for better understanding, learners can attend counseling or personal contact program (PCP) in the nearby study centre during weekends/holidays</td>
</tr>
<tr>
<td>2</td>
<td>Cost Effective</td>
<td>The expenditure of higher education cannot be borne by everyone because of the socio-economic conditions and now a day the cost of higher education is also very high especially in private Universities. In case of education through distance modestudents can save considerable amount of money by excluding the cost of transportation, text-books etc. as teaching learning process in the Open and distance education adopts the multimedia approach and students can get digital study material for a reduced price. Radio and</td>
</tr>
<tr>
<td>Sr. No</td>
<td>Characteristics</td>
<td>Importance</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Accessible</td>
<td>television programmes also help them to take classes at their own places. Apart from this, the system also permits learning while earning</td>
</tr>
<tr>
<td>4</td>
<td>Migration</td>
<td>As discussed above, accessibility is one of the major challenge which is faced by our higher education system. The benefit of higher education is available to some and for some chunk of populations which belongs ST, SC, Transgender, Physically challenged etc. the benefits are not available. In such case distance education provides benefits to them and even they can have the benefits of higher education.</td>
</tr>
<tr>
<td>5</td>
<td>Learning satisfaction</td>
<td>Students taking admission for Masters degree in Open University do not need any migration from previous university where he/she obtained Bachelor degree. However, when a student graduated from Open University takes admission for Masters degree in a traditional university he/she needs migration</td>
</tr>
<tr>
<td>6</td>
<td>Assessment &amp; Examination</td>
<td>The ODL system of learning is much satisfactory to the students than the traditional system of learning as in case of ODL learning students can learn it even sitting at the distant corner without any disturbance. In a nutshell this system of learning provides flexibility to students which is not provided by the traditional system of learning. The examination system offered by ODL is very flexible as it allows the learner to sit at the remote place and take exam as per his or her convenience. Secondly, when the exam papers are submitted on time to the respective assigned centers it is then evaluated by the experts and given back to students for the review. The examination system carries 20 %</td>
</tr>
<tr>
<td>Sr. No</td>
<td>Characteristics</td>
<td>Importance</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>weightage of assignment and the rest 80% marks are dependent on the term end exam. This kind of marks distribution directly helps distance learners to secure pass marks.</td>
</tr>
</tbody>
</table>

4. **Enabling factors for growth and development of ODL:-**

The following factors contribute to the growth and development of Online and Distance learning. Each factor is explained in detail:

1. **Systematic design and development of course:** The course which is designed for the online and distance learning programme is updated and is prepared based on the feedback of learner and the instructor. The content requirement also takes into consideration while designing the curriculum of the programmes. The Indra Gandhi open University launched its academic programmes for the first time in 1987. Since then the Staff training Research Institute for Distance Education (STRIDE) has played a major role in design and development of syllabus for online and distance programmes. In addition to the above, the design of the course is such that which is self-instructive and which focuses on the interactivity between students and teachers. This is done mainly by the use of interactive technology and counseling services. The Distance Education Council has published a guideline which very categorically mentions instructions for design and development of the ODL courses. *(Ansari, 2002)*

2. **Preparation of Knowledge workers:** The Open University like Indira Gandhi Open University offers such a vocational courses which increases the rate of employment after the learner completes the course. This type of courses has wider access and they are very
inclusive also as rural and women students can also become a part of such programmes. Secondly, such kinds of programme are offered in almost all the languages and therefore, language is not considered as a barrier in learning those vocational courses. The Higher educational institutions like University of Hyderabad and BITS Pilani have started offering programmes which are very popular in technical and scientific disciplines. (Goswami, 2013)

3. **Extra Curriculum activity for personality development:** The Universities which offers programme through distance mode offers various extra circular activities to students like yoga, sports in addition to their courses. The University also allows the students to access the university premises for all such activities. These activities are integral part of personality development. This practice has been adopted by several other universities offering programme through distance mode. (Sheeja, 2011)

4. **Sharing of quality materials:** Taking into consideration duplication of content, cost effectiveness etc. IGNOU has started sharing its material with the other institutes in the country so that a learner can access those materials irrespective to the University with free of cost. There are efforts in the way to build the ‘common resource pool’ under the ages of Distance Education Council for sharing material across the institutions. (Ansari, 2002)

5. **Focus on special target groups:** The Open and Distance learning courses are prepared for special target group of population. For example Madhaya Pradesh Open University offers special courses for the teachers with disability; Indra Gandhi Open University has started special programmes for teachers of north-east. Likewise there are many courses which are targeted to special groups who
are marginalized so that they those groups can get a chance to come in main stream by having access of such programmes. The enrollment (Table-3) in all the State open Universities of ST’s, SC’s & OBC’. The Statistics given clearly shows that how the system of ODL is becoming more and more popular in special target groups

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Male</th>
<th>Total Female</th>
<th>SC Male</th>
<th>SC Female</th>
<th>ST Male</th>
<th>ST Female</th>
<th>OBC Male</th>
<th>OBC Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Babasaheb Ambedkar Open University, Ahmedabad</td>
<td>29015</td>
<td>29073</td>
<td>4841</td>
<td>5012</td>
<td>4616</td>
<td>5096</td>
<td>10665</td>
<td>9261</td>
</tr>
<tr>
<td>Karnataka State Open University, Mysore</td>
<td>15157</td>
<td>30705</td>
<td>3978</td>
<td>5559</td>
<td>1072</td>
<td>1568</td>
<td>8041</td>
<td>18650</td>
</tr>
<tr>
<td>Krishna Kanta Hanidiqui State Open University, Guwahati</td>
<td>12976</td>
<td>8176</td>
<td>965</td>
<td>608</td>
<td>1420</td>
<td>1121</td>
<td>3708</td>
<td>2691</td>
</tr>
<tr>
<td>M.P. Bhoj (Open) University, Bhopal</td>
<td>66281</td>
<td>41053</td>
<td>8213</td>
<td>4458</td>
<td>9695</td>
<td>5581</td>
<td>29336</td>
<td>17442</td>
</tr>
<tr>
<td>Nalanda Open University, Patna</td>
<td>21610</td>
<td>15783</td>
<td>1987</td>
<td>974</td>
<td>587</td>
<td>658</td>
<td>11257</td>
<td>6446</td>
</tr>
<tr>
<td>Netaji Subhash Open University, Kolkata</td>
<td>22227</td>
<td>20890</td>
<td>6176</td>
<td>4007</td>
<td>792</td>
<td>819</td>
<td>5469</td>
<td>3544</td>
</tr>
<tr>
<td>Pt. Sundarlal Sharma (Open) University, Bilaspur</td>
<td>14697</td>
<td>9337</td>
<td>1846</td>
<td>1159</td>
<td>4600</td>
<td>2945</td>
<td>6287</td>
<td>3141</td>
</tr>
<tr>
<td>Tamil Nadu Open University, Chennai</td>
<td>29842</td>
<td>27349</td>
<td>7111</td>
<td>6404</td>
<td>0</td>
<td>0</td>
<td>18733</td>
<td>17891</td>
</tr>
<tr>
<td>Uttarakhand Open University</td>
<td>7442</td>
<td>8511</td>
<td>828</td>
<td>822</td>
<td>360</td>
<td>542</td>
<td>1373</td>
<td>1646</td>
</tr>
<tr>
<td>Vardhaman Mahaveer Open University, Kota</td>
<td>31133</td>
<td>16632</td>
<td>4894</td>
<td>1847</td>
<td>2588</td>
<td>1093</td>
<td>15596</td>
<td>7501</td>
</tr>
<tr>
<td>Yashwant Rao Chavan Maharashtra Open University</td>
<td>297633</td>
<td>169933</td>
<td>49434</td>
<td>29982</td>
<td>24182</td>
<td>12294</td>
<td>90896</td>
<td>51197</td>
</tr>
<tr>
<td>All</td>
<td>548013</td>
<td>377442</td>
<td>90273</td>
<td>60832</td>
<td>49912</td>
<td>31717</td>
<td>201361</td>
<td>139410</td>
</tr>
</tbody>
</table>

Source: All India Survey on Higher Education, 2015-16
6. **Appropriate media for teaching and learning:** The Universities which are offering programmes through distance mode have adopted several technological innovations which are user friendly like multimedia learning, use of interactive technologies, use of self-instructional materials etc. This provides the learner maximum flexibility in ODL. *(Kumar, 2012)*

7. **Student Support services:** In the process of learning, the continuous interaction between student and teacher is necessary but in case of ODL sometimes it is not possible. Therefore, to overcome that draw back the student support service is started by the Open Universities. This service includes the following:

   a) **Counseling services:** At the entry level counseling is provided to the student at the university campus and at study centers. The counselors provide information related to fees, programmes, student support services, examination and evaluation system etc.

   b) **Assignment and student feedback:** There is a lot of students which are involved in ODL programmes. Therefore, assignment are made compulsory for the students.

   c) **Contact Programmes:** Here there is face to face counseling is provided through the use of multimedia technologies. There are some Universities which has their own toll free number so that students from rural location can access the useful material

   d) **Library services:** Library services are provided to most of the study centers so that the students can access the material related to their subject. However, the arability of library depends on the host institutions.
5. Recommendations for improving the quality of Open and Distance learning Programme in Higher Education:

Following are the recommendations for improving the quality of open and distance learning programme in higher education:

1. **Open Educational Resources:** It is advisable to create a common platform through collaborative efforts from all the higher education institutions offering programme through online mode. This platform should have the study materials published by all the universities and any student should be able to access these resources at any time and from anywhere.

2. **Reusable Learning Objects:** There is a need to develop reusable learning objects. The Reusable Learning Objects is an alternative approach to content development. Here the content is broken down into chunk. This approach also helps in maximizing the learner autonomy.

3. **Common Metadata standards:** Common metadata standards should be instituted to enable reusability, free movement and combination of open courseware content. These standards and specifications should be used for developing associated tools. They must also be consonant with international standards for allowing access to global resources.

4. **Policies for Intellectual Property right:** The policies of IPR should not become hurdle in having access to any study material or content which is kept in an open source.

5. **Pedagogy:** The pedagogical process in the ODL should not be as the conventional system it should have its own unique structure and aims. The pedagogy should not only include the teaching process but should also take the instructional design, interaction of learner and
instructor, supervision and guidance, flexibility in both time and space so that there is a life long learning. The pedagogy should be dynamic and flexible to the extent that it suits the need of every learner. The student should be actively engaged wand involved with the tools.

6. **Adaption of Baldridge Model for Internal Quality evaluation of ODL:** The model which is given below is known as Baldridge model which is used for assessing educational excellence especially when it comes to Online Distance and Learning.

**Cycle of Operations:**

![Figure-1 Baldridge model]

The model which is shown in Figure-1 consists of the following:
1. **Situational task:** This includes class/tutorial groups, college, Universities, Societies, learners, students etc. On the basis of needs analysis of students, stakeholders and market focus, situational and contextual tasks are identified. “Market” refers to sites where the knowledge, competencies and capabilities of students and institutions find applications and employment. In this step, goals and objects are identified. They may also be made to conform to the wider goals, mission and core values of the institution. Outcomes and performance achievement targets are fixed and decided depending upon the situation and context.

2. **Approaches:** Strategies and processes are identified or designed for achieving outcomes and are measured for appropriateness, effectiveness and systemic relevance. The possibility of replication of methods and processes, and their potential for adoption or adaptation in all components of the ODL areas are assessed for holistic development of the ODL.

3. **Deployment:** In this step the resources and implementations of action plan in a consistent and holistic manner is taken at the priority. There is continuous assessment and improvement in overall operations.

4. **Learning:** In this step the outcome of the entire process is measured accompanied with the analysis of the performance of ODL programmes. Here the performance evaluation is carried out by identifications of the reforms which are required in the future. These reforms should include best practices & Innovations.

5. **Integration:** Here local approaches are aligned to global approaches.
6. Concluding Remarks:

It can be concluded from the above discussion that the Open and Distance Learning Education is gaining more and more popularity day by day in India and around the world. It is evident from the fact that there are large number of students who are enrolled every year, many unique and innovative programmes are also offered by the Universities, in addition to that there are lot of healthy practices which are adopted by the State open universities which promotes growth of Open and Distance learning in India. However in spite of all the success there are certain challenges which is faced by ODL system of learning and keeping that in mind certain suggestions are also given in the above section. Distance education brings new approach to education which enhances access, quality, cost, effectiveness, equality etc. This approach has indeed helped Indian students to study as per their wish regardless of geographic, socio-economic and other constraints and it will continue to help in the time to come provided the system of Online and distance learning is amended with unique and innovative suggestions from time to time.
ACCREDITATION AS A BEST PRACTICE IN HIGHER EDUCATION: A CASE STUDY ON THE ROLE OF NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), INDIA AND COUNCIL FOR HIGHER EDUCATION ACCREDITATION (CHEA), UNITED STATES

Dr. Mayur Wadhwaniya

Abstract

Accreditation is considered as one of the crucial factor for the success of Higher Education in the country because it plays a central role in establishing the culture of Quality in Colleges and Universities of the Country. In India the task of accreditation is entrusted upon National Assessment and Accreditation Council (NAAC) and in United States, Council for Higher Education Accreditation (CHEA) is responsible for accreditation of its Higher Education Institutions. The growth of Indian Higher Education system is remarkable especially after the post-independence period but since 1980s the growth and expansion of Indian Higher Education system was coupled with criticisms and controversies with regards to 'Quality'. Therefore it was strongly felt that Indian Higher Education system is in need of quality assurance systems to ensure quality of Higher Education in the country. Considering these need and by the recommendations of various committees, NAAC was established as an autonomous body under section 12-CCC of the UGC act 1956. The Higher Education system in United States was suffering from long history of difficulties coupled with controversies related to fees hike, scandals etc. Therefore, to overcome these difficulties The Council for Higher Education Accreditation (CHEA) was established in 1996 to coordinate US accreditation process of Higher Education.

This paper seeks to understand the mechanism of accreditation and ranking based upon specific parameters and analyses the scope, significance and limitation of the system by comparing both the regulatory bodies through extensive qualitative inquiry. It also sets the stage for the discussion of the identification, dissemination and adoption of best practices by Colleges & Universities which assures quality, equity, and
accessibility of Higher Education. At the end, based on the findings of the study it will be a sincere attempt to understand- (1). What kind of interventions and changes can be adopted by NAAC from accrediting agencies like CHEA ?. (2). what are the hindering factors that make our higher education institutions fare poorly in world rankings. (3). What are the ways by which our Universities can achieve global standards? The implications of the findings will be discussed in the paper.

1. Setting the Context:

1.1. What led to the establishment of NAAC?

There was a remarkable growth in the Indian Higher Education system particularly after independence of the country. This growth has lead India to have the third largest Higher Education system after China and United States. But in spite of such growth and development, the Higher Education system of the country is facing many challenges and issues which are related to the access, quality , financial management, Infrastructure, Equity, reorientation of programmes, etc. These issues are certainly important when it comes to accreditation of Higher Education. (UGC, 2003). In present time, Higher Education has become an International service and because of that there is growing concern about the quality of Higher Education not only in India but in the world. The natures of challenges faced by Higher Education Institutions are similar nationally and internationally.

These challenges includes: Increasing workloads, funding, under prepared students, lack of resources and infrastructure etc. However, among all these challenges it is necessary to maintain the quality of academic programmes through periodic review and assessment. In addition to that the opportunity for higher education should be accessible for all. The Higher Education system have witnessed enormous amount of
transformation in most of the countries whether they are developing or
developed countries. This growth among the higher educational Institutes
is accompanied by more intrusive quality assurance and inspection
arrangement. (Gandhi, 2013).

The process of quality assurance is therefore considered as
important and significant. The roots of the quality assurance process can be
traced back to New Education Policy of 1986 and Plan of Action in 1992
which very categorically mentions the importance of Quality assurance and
accreditation in the Institutes of Higher Education since then the colleges
and Universities were encouraged to make self-assessment of their own
performance. At that time it was felt by the policy makers that rather than
insisting the Universities and colleges for self-assessment it is advisable to
established an accrediting agency authorized by the Government to access
the progress. This led to establishment of NAAC in 1994 with is
headquarters at Bangalore.

2. National Assessment and Accreditation Council (NAAC)-
An Overview:

The National Assessment and Accreditation Council was established
as an autonomous body under section 12-CCC of the UGC act 1956 and
registered at Bangalore on 16th September 1994 under the Karnataka
Societies Registration Act of 1960 and Karnataka Societies Registration
Rules of 196. The working of NAAC is controlled by General Council also
called GC and Executive Council also called as EC. Both of the regulatory
bodies consist of senior academics and educational administrators from
Universities, colleges and professional bodies and representatives from
organizations like UGC and MHRD. The Chief Executive Officer of the NAAC
is the Director, with the status of a Central University Vice-Chancellor who
is its academic and administrative head and is also the member secretary of both GC and EC. (NAAC, 2004)

2.1. Vision and Mission of NAAC:

**Vision:**

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

**Mission:**

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- Stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance. (Stella, 2004)

2.2. The Methodology for Accreditation:

The methodology for the assessment which is followed by NAAC is a combination of self-study and peer review for assessment of University & Colleges:

- The preparation of Self Study report by the University or Colleges
- Constitution of the peer committee by NAAC
- On site visit of the peer team for inspection and accreditation
- Preparation of report by the peer committee
• Recommending the assessment outcome to NAAC
• Final decision by the executive council of NAAC

The self-study report which is submitted by the University and Colleges is the backbone of the whole exercise because self-study report is the first impression of the University and colleges.

2.3. Criteria for the Assessment:

The below mentioned 7 criteria are the base for the assessment procedures adopted by NAAC:

1. **Curricular aspect:** This criteria deal with the curriculum development and implementation process of the curriculum. The criteria essentially looks into how the curriculum either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the institutional mission. The criteria also checks the enthusiasm of an institution to initiate a wide range of programmes option and courses which are in response to the emerging national and global trend. In addition to the above aspects the criteria also takes into account various carrier options which are available for the student. The criterion takes into account the following key aspects:(Jisha, 2015)
   1. Curriculum design and development
   2. Curriculum planning and implementation
   3. Academic flexibility
   4. Curriculum Enrichment
   5. Feedback system

2. **Teaching-learning and evaluation:** The main aim of this criterion is to see the efforts of an institution to serve the students from different
socio-economic backgrounds by providing effective teaching and learning experiences. The criterion also looks at the interactive instructional technique which engages students for analytical thinking and investigation. This interactive instructional technique involves interviews, FGDs, presentations, experiments with the application of ICT resources. The professional development of the faculties of the Institute is also considered as important aspect under this criterion. The following are key aspects of this criterion: (Jisha, 2015)

1. Student Enrolment and Profile
2. Catering to Student Diversity
3. Teaching-Learning Process
4. Teacher Quality
5. Evaluation Process and Reforms
6. Student Performance and Learning Outcomes

3. Research consultancy and extension: The main aim of this criterion is to seek information policies, practices and outcomes of research, consultancy and extension. It looks at the facilities provided by the institution for promotion of research culture in the institution. It sees how efficiently the institute is promoting research among the faculties and students. Another main objective of this criterion is to look into the area of extension activities which is indeed a social responsibility and the core value to be demonstrated by institutions. The following are the main aspects of the criteria: (Jisha, 2015)
1. Promotion of Research
2. Resource Mobilization for Research
3. Research Facilities
4. Research Publications and Awards
5. Consultancy
6. Extension Activities and Institutional Social Responsibility
7. Collaborations

4. **Infrastructure and learning resources:** This criterion takes into account the adequacy and optimum use of the facilities which are available in an institution in order to maintain quality of academic and other programmes. It also takes into account how every stakeholder of the institution (students, teachers & staff) gets benefit from all the facilities. Besides this, the main focus of the criteria is to look as to how the institution is expanding this facility for students and teachers. Following are the key aspects of this criterion:(Jisha, 2015)

   1. Physical Facilities
   2. Library as a Learning Resource
   3. IT Infrastructure
   4. Maintenance of Campus Facilities

5. **Student Support and Progression:** This criterion takes into account the efforts taken by the institution to provide assistance to students in terms of acquiring meaningful experiences for learning at the campus and for the holistic development and progression of students. The alumni profiles and progression of students in higher education is also considered in this criterion. Following are the key aspects of the criteria:(Jisha, 2015)
1. Student Mentoring and Support
2. Student Progression
3. Student Participation and Activities

6. Governance, leadership & Management: The main aim of this criterion is to look into the practices and policies of an institution with respect to planning of human resources, recruitment, training and financial management. Following key aspects are included in this criterion: (Jisha, 2015)

   1. Institutional Vision and Leadership
   2. Strategy Development and Deployment
   3. Faculty Empowerment Strategies
   5. Internal Quality Assurance System (IQAS)

7. Innovation and Best Practices: This criterion takes into consideration the innovative and creative efforts of the institution which is helpful in academic excellence. Following aspects are taken into consideration:

   1. Environment Consciousness
   2. Innovations
   3. Best Practices

3. Current Scenario of Accreditation in India:

   Table: 5
   Status of Accreditation in India-2013-14

<table>
<thead>
<tr>
<th>First cycle/second cycle/third cycle</th>
<th>Universities</th>
<th>Colleges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>10</td>
<td>241</td>
<td>251</td>
</tr>
<tr>
<td>Cycle II</td>
<td>06</td>
<td>217</td>
<td>223</td>
</tr>
<tr>
<td>Cycle III</td>
<td>03</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>484</td>
<td>503</td>
</tr>
</tbody>
</table>

   Source: NAAC annual report-2013-14
The above table shows that from 503 Higher Education Institutions (484 colleges & 19 Universities) were accessed and accredited during the reported period. Thus, bringing the total to 5350 colleges and 182 Universities accredited by NAAC till 31st March 2014 (Including 79 Universities 1460 colleges for Cycle II and 5 Universities and 63 colleges for Cycle III). The total number of accreditation done by NAAC as on 31st March, 2014 is 6878 colleges and 266 Universities. (NAAC, 2014)

4. Council for Higher Education Accreditation- An Overview:

The Council for Higher Education Accreditation is based in United States. The main purpose of this organization is to provide recognition to Higher Education in United States. (CHEA, 2006). The Council for Higher Education Accreditation was established in 1996 and it is a successor to many other national non-governmental associations which were formed to coordinate with US accreditation process for Higher Education. The Federation for Regional Accounting Commission of Higher Education (FRANCHE) and National Commission for Accrediting had been merged by the Government and as result it was renamed as Council on Post-Secondary Accreditation (COPA).

The main purpose of COPA was ensuring the quality of accreditation but with the passage of time the COPA had to be dissolved because of the increasing tensions regarding increment in the fees, Scandals, Corruptions etc. (Ewing, 1998). After the dissolution of COPA the National Policy Board on Higher Education Institutional Accreditation (NPB) and other groups started the ground work for establishing another organization which can be the successor of COPA. Thus, after much deliberations and consultations the Government of United States established Council for Higher Education Accreditation in 1996. (Bloland, 1999)
4.1. Objectives of CHEA:

1. Advocacy:
   - CHEA acts as a national voice for accreditation and quality assurance for US Congress and U.S. Department of Education as well as for opinion leaders, students and families.
   - CHEA also acts as a representative of the U.S accreditation community to international audience. (CHEA, 2006)

2. Service:
   - Leader in articulating the issues in accreditation and quality assurance
   - National forum to address issues of mutual interest and concern in accreditation.
   - Authoritative source of data and information about regional, faith-related, career-related and programmatic accreditors.
   - Projects and initiatives to strengthen accreditation and its role in serving the public interest.
   - Databases and directories of accredited institutions and programs and accreditation and quality assurance bodies. (CHEA, 2006)

4.2. Core Values of Council for Higher Education Accreditation:
   - The Primary responsibility of Higher Education Institutions is to maintain the academic quality.
   - The Institutional autonomy is very essential in sustaining and enhancing the academic quality.
   - The Institutes of Higher Education has to link themselves with the society through decentralization.
   - The academic freedom will flourish only when there is environment of academic leadership (CHEA, 2006)
5. Comparison of accrediting agencies:

Table: 6
Comparison in terms of criteria of NAAC & CHEA

<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Criteria for Comparison</th>
<th>National Assessment and Accreditation Council, India</th>
<th>Council for Higher Education Accreditation, United States</th>
</tr>
</thead>
</table>
| 1     | Benefit/Value of accreditation | 1. Institution to know its strengths, weaknesses, and opportunities through an informed review process.  
2. Identification of internal areas of planning and resource allocation  
3. Collegiality on the campus.  
4. Funding agencies look for objective data for performance funding.  
5. Institutions to initiate innovative and modern methods of pedagogy” | 1. Accreditation sustains and enhances the quality of higher education.  
2. Accreditation maintains the academic values of higher education  
3. Accreditation is a buffer against the politicizing of higher education.  
4. Accreditation serves public interest and need |
| 2     | Process of Accreditation | 1. Preparation of Self-study Report (SSR), and uploading on the institution website prior to submission of LOI.  
2. On-line submission of the Letter of Intent (LOI).  
3. On-line submission of Institutional Eligibility for Quality Assessment (IEQA) for applicable institutions.  
4. Submission of Hard Copies of SSR  
5. Peer team visit to the institution.  
6. Final decision by NAA | 1. Accrediting organizations develop standards that must be met in order to be accredited  
2. Institutes and Programmes undertakes self-studies based on standards  
3. Institutes and Programmes are subject to peer review including site visits and team reports  
4. The decision making commission decides submits the report and based on that report it is decided that whether the institute should be accredited or not  
5. |
6. Case study of the Best Practices adopted by Colleges and Universities of Gujarat for Accreditation:

6.1. Curricular aspect:

Gujarat Vidyapith, Ahmedabad

**Grade-’A’, Institutional CGPA-3.01**

Gujarat Vidyapith imparts education to youth so that they can through their work mainly in rural areas try to achieve equity, self-development, community and national development through rural reconstruction and self-employment. The emphasis and insistence on dignity of labour, propagation of Khadi and village industries and commitment to Gandhian values have been weaved in the mode and content of teaching. Class-room instruction,
prayer assembly, off-campus programmes, internship, community living, craft training, and educational tours are helpful in translating institutional goals in to academic programmes. Research is conducted based on Gandhian Philosophy and NaiTalim keeping the betterment of rural areas and urban slums in focus. For contributing in the field of increasing literacy and developing scientific temperament in the society, the institute has established remarkable mile-stones through various departments and Rural Science Extension Centre.

Peer review by neighboring institutions, guidelines from UGC and suggestions from the Vidyapith Mandal are instrumental in need assessment. For curriculum development process; faculty, academic experts, AbhyaskramVikasEkam (Curriculum Development Unit), Abhyas Samiti (Board of Study) and Vidya Sabha (Academic Council) are actively involved. A draft is prepared while taking into consideration guidelines provided by the relevant bodies like UGC, NCTE, and AICTE etc. The proposed draft is put before the Abhyas Samiti for discussion and deliberation, followed by approval of Vidya Sabha. Vidyapith curricula have three components, classroom academics for which the available models of UGC and other bodies are used; community living in which living together is practiced and vocational skill that had taken a back seat for a while has been revived again. Equal emphasis is placed on theory and practical. The Institute believes that globalization would also generate serious negative externalities. The Institute propagates sustainable development of the rural societies that are self-reliant. However, The Institute have welcomed technologies that reduce drudgery, improve productivity in decentralized production systems and that conserves natural resources.
6.2. Teaching-learning and evaluation:

Gujarat National Law University, Gandhinagar-
Grade: ‘A’- Institutional CGPA-3.10

The University has been entrusted with different phases of “Remedial Coaching Schemes” at Under Graduate level for SCs/STs students and students belonging to minority communities. All the students belonging to SCs/STs and other minority communities are being informed through Notice Board and electronic-mail about the “Remedial Coaching Schemes” and an overwhelming response is being received from time to time. The classes are held before and after the regular university class hours as per the convenience of the students as well as teachers. The students have been very much responsive.

The course has been arranged in such a manner that the students get the maximum exposure to various books and journals. Class notes on different subjects are provided to them. Through various repeated class works, tutorials, work-assignments, followed by group discussions and interactive sessions, students get a scope to improve their academic skills and proficiencies on language Periodical tests are held regularly. Attendance Registers are maintained both for the students and the teachers. Periodic evaluations of teachers are also done by the students as a feedback to improve the teaching methods. Frequent meetings and discussions among the teachers and students are held to overcome the difficulties which are faced during conducting course. The University has a mechanism through which the differential requirements of the student population are analyzed after admission and before the commencement of classes. The orientation programme conducted at each subject before the commencement of the teaching programme helps in understanding and assessing the knowledge base and skills of the students. The performance of students in the first and
second internal tests which are a part of continuous internal assessment also helps in getting an understanding of the requirements of the student population.

6.3. Research consultancy and extension:

A. G. Teachers College, Ahmedabad

Grade-‘A’- Institutional CGPA-3.30

All the staff members have Ph.D. degree. All the staff members are recognized P.G. teacher from Gujarat University. They give research guidance to the M.Ed. trainees of different affiliated colleges of Gujarat University. College faculty members have taken up Research Project with financial assistance of various funding agency like CTE and UGC. The thrust areas of research of our institution are : Women Education, ICT in Education, Educational Psychology, Value Education, Educational Policy, Testing and Measurement. The institution and its faculty members are actively involved in organizing, conducting and participating in various conferences, seminar and workshop.

6.4. Infrastructure and learning resources:

Institute of Rural Management, Anand

Grade: ‘A’- Institutional CGPA-3.30

Ever since its inception IRMA adopted a policy of adequate and appropriate infrastructural facilities for a student-centric teaching and learning ethos. IRMA has a sufficient number of classrooms (eight classrooms with a combined seating capacity of 720 persons). Other physical facilities include: six tutorial rooms, three hall in the library basement, two computer and GIS labs, two exam halls, and one auditorium with seating capacity of 376 persons. Library basements are used by the students for debating and
group tasks as well. The Institute provides **hostel facilities to each student** to promote peer-group learning. Hostels are equipped with common rooms for case discussions, dining, recreation, sports and are WI-FI enabled. The Institute has a gymnasium, badminton courts, table tennis facilities, and a common room with TV and DVD player along with other things. It also has a football ground, basketball ground, volleyball ground, and cricket ground.

An auditorium with a seating capacity of 376 persons is used for seminars, public lecturing, screening movies, and for hosting cultural/entertainment programmes. IRMA also extends residential facilities to its faculty members, officers, staff, trainees, and visiting and guest faculty members so that they are able to address the students' problems at any given time. There are 15 bungalows and 20 row houses for the faculty members. Guest faculty members and trainees have at their disposal 49 fully furnished AC rooms and 4 suites. A total of 93 houses are available for officers, staff, and married doctoral students. Being a high performing knowledge institution, IRMA's infrastructure and knowledge resources are utilized optimally.

The infrastructure has been enhanced and modernized keeping pace with the growing strength and needs of the faculty, staff, and students. The Institute has a dispensary with a part-time doctor and full-time nurse. Medicines are provided to faculty, students, staff, and trainees free of cost. All the students are covered under a health insurance scheme. Faculty and staff receive several other provisions for health care including medical reimbursement, health check-ups, financial assistance up to Rs.1 lakh in case of hospitalization, among other things. IRMA facilitates active academic participation of physically disabled students by providing relevant facilities.
6.5. Student Support and Progression:

Sumandeep Vidyapeeth, Vadodara  
Grade-‘A’- Institutional CGPA-3.53

The implementation of mentor system is one of the important activities for student support for and progression. Institute provides scholarships to financially weak students. The carrier and competitive examination cell guide the student appearing for competitive examinations such as USMLE, FLAB, GPAT etc. The center also provides student placement services to enhance student participation in sports and extra-curricular activities. International standards sports complex and Amphy Theater is also provided. There is a grievance redressal cell in the campus to take care of student complaints and provide remedy to them.

There is also anti ragging and anti -sexual harassment cell established in the campus. There is also counseling center for behavioral transformation. Institution has registered alumni association and thus the program of alumni association like present and past student interface activities are conducted periodically. Anti-ragging and anti-sexualharassment committee is implemented to monitor as per the statutory guideline. The University facilitated the student participation in sports and cultural activities throughout the year and promotes participation of student at regional, state and national level competition

6.6. Governance, leadership & Management:

St. Xavier’s College, Ahmedabad  
Grade-‘A’, Institutional CGPA-3.41

St. Xavier’s College is a Jesuit College and is part of a network of nearly 150 higher education institutions across the world managed by the Jesuits. At the global level the International Committee for Jesuit Higher Education
ICJHE, is headed by a Secretary for Higher Education (SHE) who reports to the head of the Jesuit Order, the General of the Society of Jesus. The Provincial who heads the Jesuits working in Gujarat has an annual review with the heads of institutions and also attends the Province level meetings on Higher Education which are held 3-4 times a year. This body acts as a watchdog for ensuring proper implementation of the Values, Vision, and Mission at the Province level. A similar system is operative all over the world vis-a-vis Jesuit educational institutions. Thus a robust, effective structure has been set in place to ensure that quality in terms of service is converted to excellence in each of its units of higher education. It also ensures the implementation of the vision and mission of each institution while making these relevant to the changing times and circumstances.

6.7. Innovation and Best Practices:

Shree M.P. Shah Commerce College, Surendranagar
Grade-‘B’ Institutional CGPA-

The college is very active in terms of spreading environmental awareness. Social and Environmental awareness is promoted through awareness programmes on reptiles by Savannah Nature Conservation Society in collaboration with green world mission. In addition to that, modern teaching aids are provided to enhance the quality of teaching. The college has also taken active steps in direction of Swatch Bharat Abhiyan in which the faculties and students are engaged in cleaning the college premises and the surroundings of the college which indeed helps in waste management.

The college does not generate hazardous waste. Garbage collection from the residential areas and office buildings is arranged by the college. Taking into consideration the increasing scarcity of water. The college is also planning
to have water harvest and sewerage treatment plant. A Student Centric Environmental Cell is also set up to strengthen consciousness on environmental issues. Students are made aware about the importance of environmental conservation by celebration of environment day.

7. Interventions and changes which can be adopted by NAAC from CHEA:

- Independent Quality Assurance framework should focus on rendering qualitative and highly productive functioning of the institution at various levels and also look at its effect on other contending institutes, university to which it affiliates, on the state education system as well as on the society at large. The criteria in this framework must be very clear, well organized, authenticated as well as coherent in nature so that accreditation system should stimulate the academic environment that will lead to enrichment in quality of higher education.

- Unified Higher Education Qualification framework should have proper monitoring system in adherence with existing accrediting /regulatory agencies so that periodic monitoring would bring in effectiveness and efforts to bring in equal standards of quality across all educational institutions irrespective of geographical barriers. “Access to Quality” should be the guiding principle that will give more impetus to learning principle.

- Zone wise Assessment & Accreditation Centre should be established to cater to the needs of assistance and attention.

- Parameters and high benchmarks should be set up in order to assure ways of functioning against other comparable institutions and the
performance of Heads of Institutions should also be monitored as it plays vital role in maintaining quality standards of institutions.

8. Hindering factors that make our higher education institutions fare poorly in world Rankings:

- Lack of infrastructural facilities in terms of advanced educational laboratories, highly digitized libraries with international collaborations, pertinent hostel facilities, hi-tech campus building etc. at university level is one of the major hindering factor due to which our Higher Education institutions fare poorly in world rankings.

- Absence of awareness among poor and illiterate people regarding the importance of education has affected the growth of GER in higher education system and thus achieving 100% GER has become a grey area of concern.

- Due to absence of a flawless faulty evaluation system, there is a huge gap in terms of important elements of quality education like skill, value and research in the higher education system.

- Due to slow paced administrative processes, universities/colleges lack in utilization of modern technology.

- Lack in creating the quintessential environment of research and innovation in higher education, resulting in negligible no. of patents, academic articles, post-doctor degrees, citations, high-citations etc.

9. How our Universities can achieve global standards:

- Curricular and academic reforms – CBCS, credit transfer, student and faculty mobility should be enacted to develop thinking ability among students. There is a need to introduce greater diversity and flexibility in course structures.
- CBCS would open up numerous opportunities for students like improving the employability, flexible system that will allow students to transfer credit earned, wide options for the selection of the subjects across various departments and subject by providing interdisciplinary learning. Every student should be required to earn a minimum number of credits in his/her discipline but should be given the freedom to earn the rest from courses in other disciplines.

- There should be student and faculty mobility to provide necessary national and international exposure to students and teachers in terms of latest technology, teaching tools, curriculum, research work and methods adopted.

- Contributions from international experts should be considered to place the entire sector of higher education in sharp focus in areas like self-evaluation, accountability, autonomy and innovation.

10. Conclusion/ Recommendation:

The discussion so far has given an detail overview about the methodologies of accreditation in the United States and India. The accreditation in Indian and United States has been considered of immense importance because it is the quality of higher education that decides the quality of human resources in a country. The accreditation system of India higher Education system has been evolved and improved from time to time in order to improve the quality of Higher Education in the Country. The study has also pointed out that what are the interventions and changes which can be made in the accrediting system of the country. The State Higher Education councils also play a noteworthy role in maintaining the quality of higher education institutions by regular monitoring and accreditations but it is quite disappointing that at present only 8 states are
having State Higher Education council. Secondly, the government should recognize the role of State Accreditation agencies it should be made mandatory for every Higher Education Institution to get accredited by the State Accreditation agencies also.

In case of Gujarat, Knowledge Consortium of Gujarat acts as of State Accreditation agencies. It also helps the Higher Education Institutions to prepare themselves for NAAC peer team visit. It is important that New colleges which have been set up within five years should be provided training awareness on accreditation and building their capabilities for accrediting their colleges through NAAC. Accreditation standards & grading should also be decided for the courses offered by the Universities. UGC should enhance possibility of giving additional funds to high performing institutions those could use the resources effectively. Accreditation criteria should be made mandatory for the institutions that are seeking permission for starting up new projects.

The accrediting methods of the both the accreditation agencies (CHEA & NAAC) have been subject to valid criticism regardless of the fact that accessing the quality of Higher Education Institutions based on some predetermined indicators is never an easy job. It is a common understanding that education is different from other marketable products because there is no production function involved in it rather education should be recognized as something which imparts value to the society and therefore the same should be reflected in quality assurance. Notwithstanding the fact that quality is not homogeneous across nations and institutions therefore the accreditation mechanism should consider different societal context.
According to Lancelot, W. H. (1929) “A true educator is not one who makes learners memorize information. A true educator is one who is able to assimilate knowledge within the minds of learners. As a result, learners become sound, careful thinkers. The Interest Approach is not the only element in quality teaching, but it is an important educational tool. Creating interest in the minds of learners ensures the information learned is not only retained, but applied as well. As an educator, it is your responsibility not only to teach, but also to teach in a way that will make learners want to come back for more”.

General Information:

In 1986, Radhakrishnan Commission and the Kothari Commission highlighted five Main points to higher education of India such that

1) **Access**: To provide opportunities to all those who deserve and desire higher education.

2) **Equity**: Equity involves fair access of the poor and the socially disadvantaged groups to higher education.

3) **Quality and Excellence**: with accepted standards, students received helps to enhance their human resource capabilities.

4) **Relevance**: It involves promotion of education so as to develop human resources keeping pace with the changing economic, social and cultural development of the country.

5) **Value Based Education**: It involves inculcating basic moral values among the youth.
Highlights of Five years Plan:

The 5th Five year Plan was focus on infrastructure development; the 6th five year Plan was focus on improvement in quality of higher education; the 7th five year Plan focus on research and academic developments of higher education; 8th five year Plan focus to provided necessary funds to bring up developing departments facilities and activities to an optimum level for their teaching and general research programs; 9th five year Plan aimed at gearing the system of higher education to meet the challenges arising out of the major social, economic and technological changes; 10th five year Plan was focus on quality and relevance of higher education, research and development, management in financing and the use of the new information and communication technologies. The 11th five year plan provided the basis for higher education in the 21st century; while in The12th Plan ensuring equal opportunities for all sections of society and maintaining focus on quality. Moreover, According to a survey on higher education released by the MHRD, the enrollment in higher education in India was 33.3 million in 2014-15 compared to 30.1 million in 2012-13 while The GER has improved to 23.6 per cent in 2014-15 from 21.5 per cent in 2012-13.

What is best Practice?

According to Bogan and English “Best practices are used to maintain quality as an alternative to mandatory legislated standards and can be based on self-assessment or benchmarking.” The 'best' educational practice depends on our own limited knowledge and Interest.
What is Higher Education?

Now a day, Higher Education recognized as re-orientation and reconstruction of knowledge, skill and action. Higher Education and learning is concerned with the development of experience of a whole person. (1997 Agarawal argues that “only system of education is good which ensures effective learning”.)

Higher education includes teaching, research and social services activities of universities. Indian Higher education includes both the undergraduate and postgraduate level. There are different types of universities and colleges in the higher education system in the country. There are different universities state universities, central universities, deemed universities, open universities and Private universities etc.,

At present, it was observed that the structure and quality of higher education in India is very bad, the gross enrolment ratio (GER) of most universities are needed to improve, the shortage of skilled man-power is observed in Indian Higher education. It shows that every student is capable for thinking. The problem is to stop teachers from precluding the chance for it to happen, therefore as a college teacher we assume a responsibility to obtain and develop the best practices list.

1. Entrance test:
   An entrance exam is taken by many educational institutes for selection of students for admission. It was observed that most of the Entrance exams in Indian higher education is taken just for sake. It mostly affected by three main aspects such as malpractices, politics, influences. It was also observed that to get much amount of the fee, private institution conducts such entrances exams. Most state Government universities has try to improved it by merit marks system.
II. **Lecture-with pause:**
Now a day the teacher used to conduct the entire lecture without any kind of pause which may sometimes get difficult for students to understand the topic thoroughly and deeply. But in this new method after few 15 minutes of lecture. The teacher is suppose to ask the questions related to the explained topic and students should try to interact with the teacher about the question related to the topic asked by the teacher. (For example: teacher asked the question like, What did you hear in last few 15 minutes? What is the difference between so and so? What is the Purpose of this sentence? What was interesting about the topic? ) The questions, opens the door to student's participation and focus the students attention upon applying their current understanding to the problem. As this method is repeated several times in lecture which helps the students overcome their queries easily.

III. **Lecture-without pause:**
In other method after completion of lecture, the teacher is suppose to ask the questions related to the explained topic and students should try to interact with the teacher, during the interaction the teacher should ask the students to raise their hands if they know the answer or have any doubt about the explained topic and also the teacher should teach the student to discuss among the group of students, share their ideas and then ask question according to their understanding.

IV. **Lecture-read – Analyze:**
The student should make to read and analyze the passage from the text loudly, due to which raise the thinking skills and criticism which is also included in intellectual exercise is cleared very well.
V. **Lecture with without notes:**
During the interaction the students are allowed to take notes of that lecture and in another method the students are not allowed to take the notes but in the new methods students are made to take the notes after completion of the lecture of 10-15 minutes. By recalling the whole lecture the teacher should made them interact among the group to complete their whole notes of that lecture and answer the question that arises.

VI. **Lecture with projector:**
Lecture with projector or power point presentation is also one of the best practice. In this method teachers are highlighted some important points and explain it topic and students should try to interact with the teacher.

VII. **Lecture with Group discussion:**
In this method after completion of topics students are assign in different groups. (This group need a common experience to; draw them into successful Participation) First a brief assignment is read in class with constructing viewpoints, students can explore their own feelings, attitudes and values. It can raise a variety of complex issues and stimulate discussions of alternative viewpoints. In short with the help of this method students develop their ability to articulate their thoughts, frame problems and generate solutions.

VIII. **Faculty Review:**
Faculty reviews their students at least twice during the semester, give valuable suggestions to his/her students. Such that detail assessment of the students work, the student’s goals and the progress towards the degree. It is also one of the best practices for higher education.
IX. **Student’s feedback:**
After completion of lectures student’s feedback is taken by faculty is also one of best practices in higher education.

Moreover students counseling, preparing journals, creating reading habits, reading summaries and class essays can improve the knowledge and skills.

**References:**
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3. Report of Hanover Research, April 2013
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HAPPINESS AND MARITAL ADJUSTMENT BETWEEN WORKING AND NON-WORKING WOMEN

Dr. Hetal M. Patoliya

Abstract

The present study is aimed at exploring the happiness and marital adjustment between married working and non-working women. Sample of the study consisted of 60 working and non-working women (working married women 30, non-working married women 30). Their age ranged 35 to 50 years, their education was at least graduation and above and they belonged to middle socio-economic status. Oxford Happiness Questionnaire (OHQ), and Revised Dyadic Adjustment Scale (RDAS) were used. Results revealed that there is significant difference in happiness between married working and non-working women. Married working women are happier than non-working women. The results further show that there is no significant difference in marital adjustment of working and non-working women.

Keywords: Happiness, Marital Adjustment

Introduction

In the present era drastic changes are taking place in Indian society. To have a comfortable and luxurious life, money becomes an important factor even in our personal relationship. One of the most important relationships between man and woman is marriage. It involves emotional and legal commitment that is quite important for the relationship. Marriage is commitment of love and responsibility for peace, happiness and development of strong family relationship. To meet the increased demands of life, women are also coming out as paid workers. Married working women have multiple roles to fulfill. They have to work both inside the
home and also outside the home. Working women are often perceived as not happily married.

Increase in divorce rate, separation case, living together as strangers in a suffocated environment, suicide, extra marital relationship and many more reasons make the issue relevant. Children suffer most from lack of family cohesiveness and happiness. Marital happiness measure in Johnson et al., study (1991) is composed of individual's global feeling about the marriage (overall happiness) and the person's feeling about the specific aspect (understanding, love and mutual agreement). Happiness can be defined as an individual’s global assessment of positive/negative emotional experiences and satisfaction with life. Marital adjustment is the state in which, there is an overall feeling in husband and wife of happiness and satisfaction with their marriage and with each other.

Roberts and Levenson (2001) reported that greater job stress leads to poor marital interaction, thus having a negative impact on marriage. Thomas et al., (as cited in Pimental 2009) reported that financial problems significantly contributed to lower reported marital satisfaction among married couples. Survey conducted by Frisby (2007) also shows that family income affect the degree of marital satisfaction. James (2009) proposed a “family stress model” in which economic pressure cause adult's emotional distress, which disrupts both the marital relationship and parenting. The present study is intended to study the happiness level between working and non-working married women and marital adjustment between working and non working women.

**Hypotheses**

1. Non - working married women would be happier than working married women.
2. Non-working women would have better marital adjustment in comparison to working women.

Method

Sample

Sample of the study consisted of 60 working and non-working women (working married women 30, non-working married women 30). Their age ranged 35 to 50 years, their education was at least graduation and above and they belonged to middle socio-economic status.

Tools

Oxford Happiness Questionnaire (OHQ): It was developed by Argyle and Hills (2002), it has 29 item to measure of happiness that utilize a six point rating scale. It is designed to capture the cognitive appraisal component of happiness (i.e., life satisfaction).

Revised Dyadic Adjustment Scale (RDAS): It has been developed by Busby, Christensen, crane, & Larson (1995), it has 14-item test with four subscales: Dyadic consensus (the degree to which couples agree on matters of importance to their relationship), dyadic affectional expression (the degree to which the couple express their affection to each other) dyadic satisfaction (the degree to which the couple is satisfied with the relationship) and dyadic cohesion (the degree of closeness and shared activities experienced by the couple).

Results

In the present study results indicate that married working women are happier than non-working women. Thus the first hypothesis is rejected. Further result shows that there is no significant difference on marital adjustment between working and non-working women. That means both
the groups are statistically same on marital adjustment. So the second hypothesis is also rejected.

This result clearly indicates that there is a significant difference in happiness that means, married working women are happier in comparison to non-working women.

Table : 7
Mean, SD and t-value of married, working women and non-working women on happiness

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working women</td>
<td>30</td>
<td>138.13</td>
<td>18.35</td>
<td>3.46**</td>
</tr>
<tr>
<td>Non-Working women</td>
<td>30</td>
<td>122.50</td>
<td>16.59</td>
<td></td>
</tr>
</tbody>
</table>

**p<0.01**

Table 2 shows that only one dimension of marital adjustment which is consensus has significant t-value (2.05). The mean of working women on consensus is 16.97 and the mean of non-working women is 15.83 It indicates that consensus level is higher in working women in comparison to non-working women. Apart from consensus, the other dimensions of marital adjustment have no significant difference between

Table : 8
Mean, SD and t-value of working women and non-working women on different dimension of marital adjustment

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consensus Working women</td>
<td>30</td>
<td>16.97</td>
<td>2.14</td>
<td>2.05*</td>
</tr>
<tr>
<td>Non Working women</td>
<td>30</td>
<td>15.83</td>
<td>2.13</td>
<td></td>
</tr>
<tr>
<td>Affectional Working women</td>
<td>30</td>
<td>8.20</td>
<td>1.61</td>
<td>0.87</td>
</tr>
<tr>
<td>Expression Non Working women</td>
<td>30</td>
<td>7.83</td>
<td>1.64</td>
<td></td>
</tr>
<tr>
<td>Marital Working women</td>
<td>30</td>
<td>15.47</td>
<td>3.44</td>
<td>0.22</td>
</tr>
<tr>
<td>Satisfaction Non Working women</td>
<td>30</td>
<td>15.27</td>
<td>3.63</td>
<td></td>
</tr>
<tr>
<td>Cohesion Working women</td>
<td>30</td>
<td>12.93</td>
<td>3.80</td>
<td>0.87</td>
</tr>
<tr>
<td>Non Working women</td>
<td>30</td>
<td>12.03</td>
<td>4.20</td>
<td></td>
</tr>
<tr>
<td>Total Working women</td>
<td>30</td>
<td>53.37</td>
<td>8.90</td>
<td>0.99</td>
</tr>
<tr>
<td>Non Working women</td>
<td>30</td>
<td>51.17</td>
<td>8.32</td>
<td></td>
</tr>
</tbody>
</table>

*p<.05
Married, working and non-working women. It has also been observed that there is no significant difference on marital adjustment between working women and non-working women. That means both the groups are statistically same on marital adjustment.

From table 3, it has been found that in the group of working women, the correlation value (0.27) between happiness and marital adjustment is not significant which shows there is no relationship between happiness and marital adjustment in working women but in the group of non-working women the correlation value (0.39) between happiness and marital adjustment is found significant. It infers that there is relationship between happiness and marital adjustment in the group of non-working women.

Discussion

Present study revealed that married working women are happier than non-working women. There may be two apparent reasons for such result, one can be economic and the other would be status and recognition in society, self-identity, self-efficacy, self-esteem, daily interaction with their friends and various situations at their work place and social environment.

Working women are happier in comparison to non-working women because she can take her decisions and feels autonomy. She can lead her
life according to interest and aspirations on the other hand non-working women have very little choice due to economic dependence and less exposure towards the different situations. Jacobs and Schain (2009) support the fact that employed women, regardless of marital status, reported greater happiness than the non-employed women. Ayub and Iqbal (2009) reported that people with higher income felt happier, more satisfied and adjusted with their lives. Research studies have inferred that working women are less depressed than non-working women (Aneshensel, 1986; Kendel, Davies & Raveis, 1985). Crosby (1991) noted that women who occupy multiple roles are less depressed than other women.

In present study, it has been found that there is significant difference on consensus in working women and non-working women. The reason may be that the financial independence of working women increases the consensus between husband and wife. The previous researchers also confirm the present results. Gudmunson et al., (2007) found economic strain is directly linked to increase couple disagreements. Results show that there is no significant difference on marital adjustment in working women and non-working women. The reason may be, if non-working women are fully devoted to their family life, working women are also contributing with money and helping in other aspects like home, family relationship, banking, child education etc. Hashmi et al., (2007) found that there is non-significant difference between working and non-working married women and their marital adjustment He also found that non-working married women also have many problems like working married women. Chaudhari and Patel (2009) reported that working status was not found effective role play in marital adjustment.

In this study, it was found that there is significant relationship between happiness and marital adjustment in the group of non-working
women but in working women group the relationship value was not significant. The reason of this finding may be that non-working women are more dependent to their husband in comparison to working women. Non-working women’s happiness is generally limited to their husband, children and family but working women have other sources of happiness in their work and their own social circle. Apart from the social identity, economic independence and recognition in society, sense of achievement and promotion in career are also the major source of happiness in married working women’s life.

**Conclusion**

Results indicated that married working women are happier as compare to non-working women. This result may be considered good in this economic age but due to working parents, sometime children feel very neglected and lonely. Due to lack of emotional maturity and family support, children are committing suicides, showing delinquent behavior and aggression. The impact of working and non-working women on the development of their children should be compared and studied in further research. Happiness and adjustment of the married couple has a great impact on their children. Child will feel more sense of security, stabilities and happiness. Happy and well adjusted marriage leads to happy family and the right foundations being laid down for the over all development of the child. Marriage is still an important ashram in the life of Indians. A successful marriage is an asset that must be rebuilt everyday.
QUALITY IN HIGHER EDUCATION

Dr. Dinesh K. Bhoya

According to Lancelot, W. H. (1929) “A true educator is not one who makes learners memorize information

The majority of studies published as scientific literature deal with factors contributing to study success and drop-out (especially the reasons for drop-out). Student characteristics such as, socio-economic and ethnic background, motivation, competencies and ability are a key focus. Institutional characteristics such as organisational leadership and the composition of the student population at the institution or in selected study programmes are also explored. The search revealed that scientific studies dealing with the impact of national policies and practices regarding study success are less common. In addition, the geographical coverage of the research is limited. Not all European countries under review have studies published as scientific literature on either factors contributing to study success and drop-out or policies to address these issues. A number of published scientific studies are available for example for the UK, Norway, Germany and Italy.

The questionnaire has been completed for 35 countries - only the expert from Iceland has not returned the questionnaire to date. Besides open questions, the quick scan survey among national experts also included some closed questions (see Annex 7.3). These investigated the relevance of study success and drop-out for the national policy agenda, the national understanding of study success, the existence of national policies dealing with study success and dropout, the role of study success and drop-out in the funding of higher education institutions and the most active
stakeholders in dealing with study success and dropout. The main results of the closed questions are summarized below. Relevance of stimulation of study success in countries Compared to other issues currently important for higher education policy in the countries under review, only three country experts indicated that the stimulation of study success is very high on the agenda: England, France and Greece. For Austria, Latvia and Turkey, experts indicated that the topic is not on the political agenda at all. Table 1.1 gives an overview of the current relevance of the stimulation of study success for the national policy agendas in European countries.

The countries have implemented regulations that deal with study success and drop-out. For one third of the countries, study success plays a role in the funding of higher education institutions. In the majority of the countries universities and other higher education institutions are engaged ‘actively’ in improving study success, while in some countries governmental authorities like ministries also play a pivotal role there is a slight correlation between the relevance accorded to study success and the existence of policies and regulations at the national level. For most of the countries where study success was high or very high on the agenda, we find that policies as well as regulations and funding related measures are in place and that governmental authorities are engaged with this topic. In countries where study success is not on the higher education policy agenda at all, there are no policies or regulations at the national level and universities and other higher education institutions are usually the only stakeholder engaging with this issue. Indicators and measurements of study success and drop-out Study success is the dependent variable in this study, but it is still an open question as to how the concept should be measured, especially across countries. How study success is defined and measured in different countries will be explored in detail as a part of the
case studies and the development of the study success profiles. From the scientific literature it is clear that drop-out and completion rates are measured in very different ways.

Though describing a rather simple matter – students successfully completing or unfortunately leaving their study programme – the indicators of ‘success’ are difficult to operationalize and calculate. In particular, identifying students who have finally left higher education is a major issue. For instance, a student may leave higher education but subsequently return after a break from study. Also changes to study programmes and/or in the higher education institutions are a challenge for these indicators. In recent years different measures and approaches have been developed in the literature. Among the indicators used the completion rate is the most important indicator. Mostly the completion rate relates the number of students who have successfully completed a study programme at a higher education institution compared to the number of students who started the study programme at the higher education institution. Although this appears to be a straightforward calculation there are several problems associated with defining who actually completed and who actually started the programme. Here switching between programmes and/or institutions needs to be considered. Also the time frame for analysis needs to be set (Chalmers, 2010). Usually, completion rates refer to a selected entrance cohort and a point in time when it can be assumed that most students would have completed their study programme (for example one to two years after the nominal study time). A further important indicator is the retention or continuation rate. This refers to the number of students who after entering and starting the study programme, re-enrol in subsequent years of the study programme. Factors impacting on study success Here we review those factors that influence – either positively or negatively on
study success and drop out. In the research literature, a range of different variables influencing study success have been identified. Enablers of study success may exist at different levels: the individual level, the institutional level, and the higher education system level, as well as the labour market may influence study success. These are described in more detail in the following sections. The review starts with research about the national level and higher education systems, it then moves to variables at the institutional and then at the level of the individual student. The review also investigates research on the potential influence of labour markets on study success and drop out. National system factors contributing to study success There are great variations among the European higher education systems, both concerning access to higher education, the structure of higher education, and the cost of higher education. Consequently are there several aspects of the higher education system that may contribute to promoting study success for students, for example how selective or how flexible the higher education system is, as well as the type of student financial support available, and if tuition fees are charged. Selectivity of the higher education system There are distinct differences between countries in terms of how selective their higher education system is. In some countries (e.g. Germany and Spain), students who successfully complete upper secondary education automatically have the right to access to higher education in their chosen field of study and institution. In Spain, law regulates this right, but because places in higher education are allocated based on admission marks set by (average) grades obtained in upper secondary education and success in the university entrance exam, in practice, Spain has a selective system. In Germany, in some study programmes and disciplines students are selected by the institution or the faculty. Here institutions have – in some of federal states – the right to
establish a numerus clausus or numerus fixus to regulate enrolments for selected study programmes. For some study programmes like medicine, veterinary medicine or pharmacy study places are distributed by a national agency based on the average degree of the Abitur and the so-called ‘Wartesemester’ (Stiftung für Hochschulzulassung). Other systems have a strict hierarchy between institutions, where some institutions are selective and only grant admission to the most able, while other institutions apply ‘widening participation’ and accept many, if not all, of their applicants. In France, the open admission policy applies to university education, while admission to the grand écoles is very competitive.

The UK also has a hierarchical higher education system, where some institutions are very selective and others are practically open to all that have completed secondary education. The number of semesters an applicant has been waiting since she/he graduated from upper secondary education. There are also differences between countries in how many entry routes there are to higher education. In Italy, Greece and many of the Central and Eastern European countries there is only one entry route to higher education, while many in Western Europe countries have alternative routes to higher education, other than completion of upper secondary school. Alternative routes to higher education may increase opportunities for more nontraditional students to enter higher education, but may also create a challenge to completion, as these students may not be as well prepared for higher education as those that completed upper secondary education directly preparing for higher education. Analyses of students that entered higher education based on documented non-formal learning in Norway indicate that these students do less well in higher education than ordinary students, even when controlling for the fact that students entering based on non-formal learning come from less educated
family background. In addition, many of them have family or work obligations. Hence, opening up admission to students who have not entered through the regular admission routes will, in some circumstances. This illustrates the tension between widening participation and completion. Flexibility of the higher education system Another aspect of the higher education system that might influence drop-out and completion is the flexibility of the system. Flexibility can be defined as the opportunity to move between programmes and institutions and to transfer credits from one degree-program to another. Flexibility can have positive as well as negative consequences for study success: In several of the Scandinavian countries, credit transfers are widely accepted, which means that students can start one degree and then switch to another, and still be able to use all or at least some of the credits they have already acquired in their new course. This means that students that find out that they were not that interested in the programme they first started, get the opportunity to choose again, without the costs of reorientation being too high. By contrast, in the UK, credit transfer is not widely accepted. In the UK students often indicate that they left their higher education programme because of an incorrect choice of programme this is more often than in Norway, although it is not possible to compare study success directly between the two countries. However, flexibility also allows students to move easily between programmes and institutions, which in turn might cause study delays and will increase the time spent in higher education to complete the degree. In Norway, Sweden and Denmark students usually spend quite a long time to complete a degree, and this is partly due to the opportunity to change courses along the way. This implies that while flexibility might be a remedy against drop-out (students reorient to another programme), it may also contribute to increasing time spent to get a degree, which can be regarded
as inefficient financial support and tuition fees. There is considerable variation between European countries in tuition fees, some countries have no tuition fees, some have fees only for students repeating courses or studying for an extended period of time, and some have tuition fees for all students. There are also great differences in the level of the tuition fees, as well as in student financial support systems. In OECD’s Education at a Glance countries are grouped in four categories according to tuition fees and student support systems. The Nordic countries are an example of countries with no tuition fees and a generous financial support system; the Netherlands and the UK as an example of countries with high tuition fees and well-developed student financial support systems; while low tuition fees and a less developed financial support system can be found in Austria, Belgium, the Czech Republic, France, Ireland, Italy, Portugal, Spain and Switzerland. The fourth category the OECD identifies is high tuition fees combined with less developed student financial support, which only applies to Japan and Korea. However, according to an earlier publication of Education at a Glance there is no direct link between the level of tuition and completion rates. On the one hand it is argued that students that pay for their education may be more committed to completing their education, as they pay to attend, than those students paying nothing. On the other hand, the fact that students have to pay tuition fees may also contribute to slower completion due to a need to engage in paid work while studying, or even to leave higher education because they are unable to meet the costs. However, there is little research suggesting that tuition fees force students to leave higher education, although there is evidence, that without some appropriate student financial support, tuition fees hinders access to HE for some student groups (Fitzsimons, Dearden and Wyness forthcoming). So the picture about the role of tuition fees is complicated by the nature of the
student support in place. 3.2 Factors’ impact on study success at the level of the HE institution Much of the research on improving student completion and success, especially in the US, points to the role of the HE institution.

1. Social integration and student support services;
2. Matching of students and programmes.
3. Clear expectations about study programme.
The Indian higher education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change: by 2020, India will be the world’s third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India’s population is under 25 years old; by 2020 India will outpace China as the country with the largest tertiary-age population.

The global economy is undergoing structural transformation: there will be need for a workforce of 3.3 billion by 2020, increasingly in the services and capital intensive-manufacturing sectors. The phenomena is also expected to play out in India – by 2020, 90% of India’s GDP and 75% of employment is expected to be contributed by the services and manufacturing sectors. Technological advancement will make several jobs redundant while also creating new job roles. This structural shift in employment will increase demand for sophisticated workers, innovators, and thinkers who can thrive in a globally-connected and dynamic economy. India, with its large workforce and increasing pool of higher education graduates, is strategically positioned to reap the benefits of this shift. However, the ‘demographic divided’ will be squandered unless India is able to create a “globally relevant and competitive” higher education system that serves the requirements of both the domestic as well as global economy.
We believe that “globally relevant and competitive” in the Indian context implies the following:

- India prominently placed on the global higher education map in terms of more globally-reputed Indian institutions, significant student and faculty mobility, presence of / collaborations with quality international institutions.
- India as a hub for talent that is able to drive competitiveness of the Indian economy and is fit to work in or serve international markets.
- A culture of research, innovation and entrepreneurship that can power high economic growth in the country.

While the Indian higher education system has made considerable progress in terms of capacity creation and enrolment especially in the last decade, it lags significantly in terms of “global relevance and competitiveness”. We believe the key gaps are as follows:

- Low employability of graduates, driven by several factors including outdated curricula, shortage of quality faculty, high student-teacher ratios, lack of institutional and industry linkages, and lack of autonomy to introduce new and innovative courses.
- Low impact research output and patents filed given relatively low government and corporate spending on research, insufficient doctoral students, missing research focus and culture in most institutions, and lack of international research collaborations.
- Limited focus on entrepreneurship on campus as reflected in the fact that there are few institutes that offer programs in entrepreneurship and have active incubation / entrepreneurship cells.
- Complex regulatory requirements and hurdles, poor institutional governance standards, and lack of professional management.
To overcome the above challenges the Indian Government has proposed and is also taking several measures to improve the system on the above aspects, there are some steps it could take to make the Indian higher education system a role model for other emerging systems. Institutions, on their part, would need to adopt a transformative and innovative approach across all levers of higher education: from curricula and pedagogy to the use of technology to partnerships, governance and funding, to become globally relevant and competitive. In this report, we have looked at some world-class institutions and country systems that could hold important lessons for government and institutions.

Over the next five years, every aspect of higher education is being reorganized and remodeled: funding, leadership and management, quality assurance, accountability, relationships with industry, international collaboration and the way teaching and research are conducted. Emphasis will be placed on strengthening existing institutions. In arguably the biggest reform in the governance and funding of state universities, an ambitious programme is underway to devolve authority and budgets for higher education from federal government to the state governments. Increasing internationalization in research and teaching is strongly supported by the Indian sector and considered vital for Indian institutions in developing India’s capacity in research and innovation, driving up India’s institutional rankings and increasing the quality of teaching and learning.

India will move towards international credit recognition to enable more international student mobility.
INNOVATIVE PRACTICES IN HIGHER EDUCATION

Dr Gurudutta P Japee

Dr Bhavesh A Lakhani

Abstract

The term innovation is often used to refer to the use of new technology in development. However, in the case of Higher Education, innovation goes beyond this definition, and also includes non-technological and IT-orientated practices. The UNICEF PPeM describes good practice as, “A practice that has demonstrable results with qualitative and quantitative evidence of impact….Good practices have utility for learning and adoption inter-country and inter-regionally...” A good practice is an intervention or approach that has been tried and tested elsewhere - either within India or in other countries – and that can be built upon and/or adapted. The intervention may be new for the local and national stakeholders involved, but is not necessarily a new approach for foreign Institutions or for other organizations globally. In this Paper we have shared few Innovative Practices adopted by the A grade College and Universities of India.

Introduction

Innovation in higher education is key to ensuring that our nation’s colleges and universities continue to serve our nation’s students. In order to achieve academic excellence innovative practices are carried out by the institute. These innovative practices are helpful in creating quality culture in institution. In the often-contentious discussions about the future of Indian higher education, one idea garners wide agreement: our institutions need to innovate. Many college and university administrators have developed and piloted creative solutions to the most pressing problems facing higher education, and many of these interventions are showing promise at
individual institutions. We see examples of success nearly everywhere; leaving no question of the commitment to helping more students access higher education and attain a degree to expand opportunity in their lives. Where we need more progress is in sharing these innovations widely across institutions. The notion of an individual "a-ha" moment is as old as Newton’s apple, yet experience tells us that collaboration is actually the driving force for most innovation. Following are the list of Parameters which are considered by best University ranking frameworks

- Maximum patents to be registered by University
- Good amount of Quality research articles and publications should be published in reputed journals
- There should be Maximum Employability.
- It should be supported by best infrastructure.
- University should have Nobel Laureates
- Maximum no of foreign students should be enrolled in the Universities.
- There should be good research resource center in almost all universities.
- There should be Project based and research based learning.
- Skill based education should be introduced at different level of graduation.
- There should be Scholar exchange Programme.
- High citation Index and citation index should be maximum.

Unfortunately Indian Higher education Institutions are facing following challenges

- Access, participation and successful completion of studies
- Deliver high quality education and research
Need to improve transversal skills (critical thinking, creativity, entrepreneurial skills, flexibility, languages skills)
Need to improve the knowledge triangle to obtain excellence
Deliver high quality education and research
Massification
Graduate unemployment
International cooperation
Increase Learning Mobility
Equality of opportunities in higher education
Accountability vs. autonomy
Quantity vs. quality (elite or mass?)
Comprehensiveness vs. special focus
Efficiency vs. collegiality
Within or beyond ivory tower
Internationalization or Americanization
Internationalization vs. localization
International perspectives vs. local solution
global villager vs. national identity

Innovative Practices by Best Higher Education Institutes

Personalization: Personalization of learning is an important underpinning of the whole New Paradigm model of education. It starts with the idea that learners are not products that can be mass-produced by colleges. If one accepts the undeniable truth that no two students are exactly alike, then it must logically follow that no one system of education can work for all students. From this follows the notion that a good educational model will "personalize" each student's learning experience. The idea that each student has an "Individualized Education Program" is not new to those who
specialize in educating students with learning disabilities. Now, the idea of an "IEP" for all students is gaining currency. Personalization includes not only what will be learned in school, but also how it will be

**Multi-Age Classes:** Author Daniel Pink once asked, “When was the last time you spent any significant time with a group of individuals who were all the same age as you?” Age-based groupings don’t make sense in the real world and make no sense in college either. While there are certainly some developmental stages that are more or less age-specific, even these milestones are not exact. That means, it makes eminent sense to group students in ways that offer them the best opportunity to get a rich learning experience and not on the basis of their age. Accordingly, multi-age groupings (in and outside “classrooms”) are a more suitable way in which to organize a given student population.

**Small Learning Communities:** - When it comes to colleges, there is ample evidence that “smaller is better”. But smallness is not a virtue unto itself. It is a means to an end, and the end is to have each student feel that he or she is part of an intimate community where (to borrow a line from the popular TV show “Cheers”), “everybody knows your name”. Students need to identify clearly with their smaller community and feel a sense of belonging, common purpose and loyalty to the smaller unit. As to how big this unit should be, there are various theories. Some insist that the small learning community should be no larger than 100 students, yet others say that it can work well up to 150 students. However, there is general agreement that the smaller this unit, the more likely it is to provide the sense of security and belonging that students need.

**Student “Advisories”:**- It is almost impossible to think about a college and not see the "classroom" as its basic building block. And, yet, as this report on New Paradigm College illustrates, there is absolutely no logical or
educationally compelling reason for classrooms in colleges - at least not classrooms in the traditional sense. With personalization, multiage classes, project-based learning and team teaching, colleges have an opportunity to organize themselves differently than they have done in the past. One such organizational structure is the "advisory". While small learning communities remove the anonymity associated with large institutional settings, advisories carry the idea of student belonging one step further. Advisories team up a certain number of students (no more than 15 for purposes of manageability) with an adult “mentor” and try to keep this core group together for as long as possible.

**Small Learning Communities with Academia:-** In the case of middle and high schools (grades 6 and higher), there is evidence that developing small learning communities around some common “themes” is the most effective strategy to improve student engagement and a sense of belonging. Academies can run the gamut from computer technology to veterinary science. But the key to their success in not so much that they prepare students for any particular career, but that they develop essential life skills associated with the world and workplace outside school.

**Multi-disciplinary Curricula with Block Scheduling:-** It is true that nothing that is worth learning can be taught or learned in the traditional 45 - or 50-minute block that most colleges employ. Block scheduling is an alternative way to break up the school day into larger time segments that permit students to enjoy a richer learning experience. Another disadvantage to the traditional college day is that it divides up time according to subject classifications like language arts, mathematics, social studies, science and art in ways that isolate these subjects from each other and from their natural richness as they are encountered in real life. In this sense, the word “multidisciplinary” is just a fancy way of saying “real
Cooperative Learning: - Education Week defines cooperative learning as, “A method of instruction that encourages students to work in small groups, learning material, then presenting what they have learned to other small groups. In doing so, they take responsibility for their own learning as well as their classmates.” In other words, cooperative learning is a system in which students become both motivated and motivators. By shifting responsibility for learning from teachers to students, cooperative learning takes away the “us vs. them” mentality that the typical college organization naturally tends to encourage and creates in its place a new dynamic where students feel empowered and eager to succeed on their own terms and not only to please their teacher.

Project Based Learning: - This strategy is implicit in various others described here. PBL is a way to make learning meaningful and real. Instead of “learning” material out of textbooks, students work in teams to tackle real-world problems. Often, students will collaborate with peers across the world on global projects, forge meaningful relationships and build virtual communities of learners in the process. There are many advantages to PBL as a way to promote learning. Among them:

- develops collaboration skills
- deals with real-world problems so students can make important connections between what they earn in school and its relevance to the world outside school;
- results in a deeper and more holistic understanding of the subject being studied;
- provides the means to integrate skills in various disciplines in much the same way that problems in the real world need a multi-faceted approach to solving them
- provides a good vehicle for delivering multidisciplinary curricula.
Peer Tutoring: There is a saying that the best way to learn something is to teach it. In colleges across the world, students become better learners as they take on the role of teachers and mentors to younger children. Peer tutoring is also valuable because students can often forge stronger bonds with other students than with adults and are more easily able to develop interest and motivation in the younger learner. While there are some problems with this approach including the fact that not all students are good teachers and also that the quality of instruction may not be as high as desired, there are many advantages to peer tutoring as set forth by the University of Western Australia below:

- Involves students directly in the teaching and learning process;
- The act of teaching others enhances student’s own learning;
- Encourages collaboration between learners;
- Enriches learning environment;
- Shares responsibility for teaching between teacher and learners;
- Uses expertise in the learning group;
- Can be viewed as a strategy for dealing with individual differences in the classroom.

Peer Instruction: While peer instruction is not a new concept (it is what happens when two friends study together), it is rarely practiced in the classroom. The problem lies with two questions – how best to implement peer instruction in class, and what kind of role does it entail for the teacher? There are also questions regarding the quality of the instruction and the resulting quality of learning that takes place using this system. Beyond that, there are the obvious concerns regarding the
organization of the classroom itself and how peer instruction may be disruptive, noisy and chaotic within the confines of small spaces. Eric Mazur at Harvard has addressed these concerns and has used a method of peer instruction that can work successfully even when it is applied to groups as large as 250 Students.

Peer instruction in practice confirms what many of us know intuitively. That we sharpen our knowledge and understanding of most subjects when we get a chance to discuss them with our colleagues and friends. While the exact form of peer instruction may vary from class to class, there seems little doubt that when students talk to other students, they do become engaged in ways they never would have if they were passively listening to a lecture. While this is not an argument to do away with the lecture format, it certainly suggests that teachers should supplement lectures with opportunities for classroom discussions between the students themselves.

**Team Teaching:** Strategies like Project Based Learning can work in isolated classrooms with a good teacher, but they are most effective when teachers of various interests and abilities work together as a team to deliver a multidisciplinary program for the students. Team teaching is also beneficial because it makes teaching a less lonely profession than it has traditionally been. By working closely with their peers, teachers themselves gain the benefits of cooperative learning. Students benefit from team teaching curricula, not hampered by a teacher’s weakness in any given area because that might be strength another teacher in the group possesses. Team teaching also facilitates the use of block scheduling that was discussed earlier.
Community Service learning: - Community service learning is now becoming an integral part of most college programs. Many colleges are requiring students to compile a certain number of hours of community service for graduation. But like all good ideas, this one is also only as good as its implementation. Community service programs work best when students are matched up by the college and community organizations in accordance with their unique strengths and interests. In this scenario, community service also becomes a vehicle to deliver quality programs to the recipient communities. As for the students, they gain an important lesson in giving, are better prepared for the challenges of college, and sharpen and strengthen the social and technical skills they will utilize in the real world after college.

Looping: - Most students will confirm what we already know – that teachers are among the most important people in their lives. However, the extent to which a teacher can really know a student diminishes sharply as the number of students that teacher has to teach on a daily basis increases. How many parents have attended parent/teacher conferences in a large college where the teacher has to shuffle through her papers to see how a student has performed on tests and assignments before she can even comment on how the child is faring in her class? Don’t blame the teacher for this – it is hard for anybody to keep detailed track of 150 students who flit in and out of the classroom. Looping allows students to return year after year to the same teacher.

Global Connections: - Not all colleges will be able to take advantage of the proximity of related industries as Dave Master was able to in Los Angeles. However, with the advent of distance learning, it is now possible to reach experts wherever they might be. Colleges are increasingly using the distance learning capacities they are installing as part of their technology
infrastructure to reach national and international experts. Such global networks are good not only because they bring expertise to college, they might not otherwise be able to get, but also because they forge relationships between students throughout the world based on common goals and aspirations. Dave Master himself is now developing an international network of animators who volunteer their time to work with students from around the world via distance learning technology. This program also permits students spread across six continents to communicate and work with each other

**Internships**: Such programs are aimed at improving student engagement and achievement by giving relevance to the curriculum. The newly emerging internship programs are designed to prepare students for the world outside College while exposing them to career choices. This approach is different from the older “vocational” internships which were simply designed to give students proficiency in one particular industry. Both approaches are legitimate and have been proven to improve student achievement in and outside college attendance rates

**Resurgence of Art**: Artists and creativity have always gone hand-in-hand, but the study of art in college used to be seen as something separate from and less important than the “hard” subjects like math and science. Only now are connections being recognized between the creativity that is implicit in artistic endeavors and the creativity that the global society will demand from all citizens. “Creative people invent, imagine, problem solve, create, and communicate in fresh, new ways. Every business requires creative thinkers in the form of scientists, engineers, medical researchers, technology innovators, business entrepreneurs, artists, performers, writers and illustrators.” Beyond the use of art as a means to nurture and strengthen the creative spirit that resides in all children, there is now an
added impetus for art to assume its rightful place in our schools – the advent of technology.

With technology, learning is quickly becoming a multi-media experience whose demands include not only technological know-how, but also artistic skills. Regardless of the subject being studies, demands are now being placed on all students to present their work professionally, and this takes a certain level of artistic competence. By combining their artistic ability with technological competence, students are also expanding their career choices. Today, there are many professions where art and technology are interwoven. They include graphic arts, advertising, set design, architecture, computer animation, claymation, digital photography, computer art, computer game design, digital publishing, industrial and costume design and even filmmaking, which now involves extensive off-camera “effects” that are created in the studio

**Student-Led Performances:** - Play is a legitimate form of learning and is often the only form that works when students are disenchanted with the educational process. Students are natural performers, and this is one way to introduce play into the learning equation. Performance is a way to get student to become engaged, active and motivated participants in college. Performances can range from impromptu skits in the classroom to elaborate professional-quality stage Productions.

**Meaningful Career Counseling:** - Career counseling in College has come a long way from the traditional "career day" or worse, the "tracking" of students according to so-called ability. we should do everything we can to encourage them to achieve their fullest potential. But do we have to make the other student who has no interest in science and math look stupid in the process? What happened to actors and musicians and artists and architects? The counsellors and naturalists and chefs and jewellers and
librarians and historians and writers, marathon runners and entrepreneurs? Society will still need all these people so why are all students forced to compete with the future geneticists and rocket scientists? So this the way we can do career counselling to students about other career opportunities.

**Developing disciplinary understanding**
- How do we define disciplines?
- Identifying disciplinary ways of thinking and practicing.
- Helping students to participate in disciplinary practices.
- Introduce critical reading exercises.
- Develop student writing by getting them to different ‘voices’.
- Use argument mapping to help analyses academic arguments.

**Learning and teaching for interdisciplinary**
- Introducing interdisciplinary into the university curriculum.
- Identify why and when different disciplines might be brought together to promote interdisciplinary thinking.
- Recognize an negotiate differences in language use and how they communicate findings to an interdisciplinary or non-specialist audience.
- Develop a disciplinary ‘meta-perspective’ that enables them to see and describe the different disciplines and situate disciplines in a wider “map” of knowledge” (parker, 2010:331).
- Embrace opportunities for creative thinking, experimentation and active enquiry within an environment that encourages risk-taking, open-mindless and autonomy free from the constraints of disciplinary structures (livingstone, 2010).
Explore Real-world problems experientially through fieldwork or workplacements that demonstrate the relevance of system-thinking and importance of interdisciplinarity for future and employment (Davies and Delvin, 2007).

Participate interdisciplinary and multi-professional teams and find ways to collaborate and manage team-work to effectively integrate all perspective.

Knowledge as we frame it in the curriculum is not neutral but socially constructed and reflective of the power and interest of those who create and disseminate it.

Critical thinking means helping students to adopt ‘meta-perspectives’ about how knowledge is created, communicated and used.

Multi and interdisciplinary thinking enables holistic, system-thinking necessary for complex real-world challenges.

Learning to be critical involves opportunities for participatory, discursive and collaborative engagement and action.

Promoting critical approaches to the curriculum

Understand the curriculum as a social process that reflects the beliefs, varieties and power relationships of the context within they are designed and delivered.

Critically evaluate the curriculum as a process to which knowledge is co-constructed with our students.

Rethink ways in which are interact with our students as new members of the academic community and bringing resources, perspectives and ‘knowledge’.
Working with students from engagement to partnership

- Low student attendance at time tabled teaching and learning activities;
- Lack of appropriate independent study and preparation for class;
- Reluctance to participate in active face-to-face or online learning activities;
- Failure to adopt meaningful approaches to learning;
- Preference for transmission modes of teaching;
- An emphasis on individual; credentialism and competition rather than collaboration as members of a learning community (Baron and Corbin, 2012; McCulloch, 2009).

Integrating research and teaching in practice

- Teaching can be research-led so that the curriculum is informed by the out-comes of research and the emphasis is on developing students’ undertaking of existing research findings;
- Teaching can be a research-oriented where the focus is on the methodological processes of research in the discipline and students learn the practices of inquiry or how new knowledge is created and validated;
- Teaching can be research-tutored where students are engaged in discussions about existing research findings and practices;
- Teaching can be research-based where the curriculum is built almost entirely around students undertaking research activates;
- Teaching can be research-informed where teachers undertake enquiry into their teaching that, like all scholarly work, ensures, teaching is evidence-informed, public and open to scrutiny by peers;
- Research can be teaching-influenced where engagement of students in ongoing research can inform the direction, scope, methods and outcomes of a study.
Lecture Method V/S Non Lecture Methods

Chirag. H. Jariwala

[1] INTRODUCTION:

As long as class sizes continue to increase, it is likely that lecturing will be a dominant teaching method in university class rooms. However, there are many different activities that can be integrated into a lecture-based course to encourage the students to engage with the subject material, to facilitate interaction among the students and between the students and the professor, and to revitalize the course by providing a change of pace.

[2] ADVANTAGES OF LECTURE METHOD;

- Effective lecturers can communicate the intrinsic interest of a subject through their enthusiasm.
- Lectures can be specifically organized to meet the needs of particular audiences.
- Lectures can present large amounts of information.
- Lectures can be presented to large audiences.
- Lecturers can model how professionals work through disciplinary questions or problems.
- Lectures allow the instructor maximum control of the learning experience.
- Lectures present little risk for students.
- Lectures appeal to those who learn by listening.

- Lectures fail to provide instructors with feedback about the extent of student learning.
- In lectures, students are often passive because there is no mechanism to ensure that they are intellectually engaged with the material.
- Students' attention wanes quickly after fifteen to twenty-five minutes.
- Information tends to be forgotten quickly when students are passive.
- Lectures presume that all students learn at the same pace and are at the same level of understanding.
- Lectures are not suited for teaching higher orders of thinking such as application, analysis, synthesis, or evaluation; for teaching motor skills, or for influencing attitudes or values.
- Lectures are not well suited for teaching complex, abstract material.
- Lectures require effective speakers.
- Lectures emphasize learning by listening, which is a disadvantage for students who have other learning styles. It is waste of time to repeat the matter already present in books.
- The teacher to make the lecture impressive may care more for manner and style but very little for matter or content.
- If the lecture is very fast, the pupil cannot easily take notes and will not have any written record of the salient points made out.
- A lecture delivered in a style not easily understood by pupils will serve no purpose. In the process of lecturing, the learners are more passive than be active in class.
- The problem solving attitudes of pupils may disappear in the lecture method. There is no cooperation and interaction between the
teacher and pupils in the lecture process. In conclusion, the flaws of lectures method may depend upon inadequacies in the

This paper provides more detailed descriptions of **fifteen activities**, including a number of relatively structured activities, along with their time requirements, special features, implementation procedures, and function in the course. The activities are:

1. Questions
2. Pro and con grid
3. Debate
4. Guided analysis
5. Case study
6. Field trip/visits
7. Role play
8. One-minute paper
9. Ungraded quiz
10. Case method
11. Concept Mapping
12. Jig saw
13. Peer instructions
14. Concept Tests
15. Problem-Based Learning

**Activity 1: Discussion Questions**

Discussion questions engage students by challenging them to think analyzing, synthesizing and evaluating the subject matter. These are critical questions conceived to utilize group discussions in a manner that will move the student from knowledge of facts to the evaluation of outcomes. When
designing class discussion questions we recommend utilizing Bloom’s
cognitive levels by beginning with a comprehension question (what)
followed by an analysis question (why) and end with a synthesis question
(how). This methodology develops the skills necessary to be a critical
thinker and assesses the student’s learning based on the six different levels
specified in Bloom’s Taxonomy. One of the great benefits of this method is
that students must come to class prepared because class time is devoted to
upper level learning. You can develop your own discussion questions or
save time by utilizing previous exam questions or questions at the end of
the textbook chapters. Encourage your students to review the questions at
the end of the textbook chapters in preparation for class. Remember this
assignment is about learning!

**Time requirements:** Varies

**Special features:** Questions are the simplest form of interactive teaching
tool. They are useful in any discipline. They can help make students active
learners and gauge their level of interest and comprehension.

**Procedure**

1. Develop key questions before class. They won’t occur to you on the
   spot.
2. Decide when you’re going to ask them. Thinking ahead also allows
   you to plan your time.
3. Ask questions that can be answered, but favour open-ended
   questions over yes/no questions.
4. Vary the form and level of the questions. Questions that have
   multiple correct answer or that rely only on general knowledge are
   good for encouraging participation. More complex questions can
   be used to gauge student knowledge.
5. Ask only one question at a time or you will confuse the students.
6. Pause between asking and accepting replies (pausing gives students a chance to think of an answer, and by not asking the first person who raises his/her hand, you encourage quieter students to participate).
7. Acknowledge all answers – thank students for participating, repeat their comments so the class can hear and/or write them on the board. This supports continued participation.
8. Keep the whole class involved in the question and answer exchange. Move around the room when trying to elicit participation. When responding to a student question or comment, split your attention so that you are focused on the class in general 75% of the time and the student commenter 25% of the time.

**Function in the class:** Questions are integral to the success of discussion groups. They can also be the organizing principle behind a tutorial or lecture. During lectures, ask questions early on to stimulate interest and gauge students’ level of knowledge; in the middle, to break the pace of the lecture; and/or at the end, to review main ideas and gather ideas for future classes.

**Activity 2: Pros and con grid**

**Time requirements:** 15-20 minutes

**Special features:** This technique helps students develop analytical and evaluative skills, and encourages them to go beyond initial reactions to complex issues. It can be used in any discipline: students can evaluate the pros and cons of a procedure, technique, conclusion, action of a fictional character, political decision, etc.
Procedure

1. Divide students into small groups, if necessary.
2. Specify how many pros and cons you’d like each individual or group to develop.
3. Allow five to ten minutes for discussion or silent thought.
4. Ask for input: write pros on one side of the board and cons on the other side.
5. Combine pros and cons that are very similar, and count the number of times they recur to show their perceived importance.

**Function in the class:** Consider using the pros and cons as the basis for a debate or for a discussion/lecture structured around the evaluation of course material.

**Activity 3: Debate**

**Time requirements:** 15-25 minutes

**Special features:** Debates can be formal or informal: what follows is about informal debates (i.e., debating as a method of class discussion). A debate is a good way to encourage class participation in large groups without losing control, and they can work in any discipline. Instructors can plan debates before hand, or they can emerge spontaneously from classroom material.

Classroom debate is a form of empowered learning in which students become involved in researching, teaching, and recognizing alternative points of view. The benefits of a formal classroom debate include:

1) Reducing the biases of both students and the instructor;
2) Enhancing student research and analysis skills;
3) Promoting logical and critical thinking;
4) Increasing oral communication skills;
5) Motivating students; and
6) Building effective team work skills.
Debate revolves around the debate proposition, which should be a carefully worded one-sentence statement, calling for some new position or change in the present. Although the proposition should be worded to avoid excessive ambiguity, they are often normative in style and offer the opportunity to argue both issues of fact and belief. This allows debaters, considerable flexibility in building arguments. The affirmative team argues in favour of the proposition while the negative team tries to refute the arguments of the affirmative team and in essence argues to maintain the status quo.

Debates should focus on topics for which there is no "right answer" or too which a marginal view is valuable. Recreating historic debates is also an excellent learning model. Websites that could assist you in organizing, executing and assessing a debate.

Procedure

1. Describe the background context, and explain why you are having a debate.
2. Consider establishing ground rules for the discussion (ex. Disagreements are welcome, name calling and interruptions are not).
3. Decide on the two (or more) sides to the debate.
4. Physically group the class according to points of view: either assign students a point of view depending on where they sit, or ask people who want to argue each point of view to move to sit together.
5. Invite someone from one side to begin the debate by stating his/her point of view.
6. Invite someone from the other side to state the opposite point of view.

7. Open the floor to comments that question or expand on the issues that were raised.

8. For large groups, you may want to have speakers raise their hands while you moderate, but for small groups, anyone can speak up.

The debate will probably start slowly at first, but the intensity should pick up as the students become more comfortable with the new style of in-class interaction. You, as moderator, can ask provocative questions, but don’t express judgment on any point of view or students will hesitate to bring out new ideas for fear of being embarrassed. After 10 to 15 minutes of debating, end the debate.

**Function in the class:** Use ideas and conflicts from the debate to lead into your presentation of course material.

**Activity 4: Guided analysis**

**Time requirements:** 30-50 minutes

**Special features:** This technique helps students develop their analytical skills in any field by observing your analytical skills in action.

**Procedure**

1. Select a document (a short review, section of computer programming, poem, proof, chart, abstract from an article, news item, etc.) to analyze as an example.

2. Make enough copies of a similar document to distribute to all class members or to small groups (depending on your preference).
3. Perform an analysis of your document in front of the class, making clear the procedure you use to reach your assertions, and using visual aids and supplementary material as necessary.

4. Give students five to ten minutes to analyze their document: the conclusions they reach will be their own, but they will have learned rigour and analytical skills from you.

5. Depending on class size, have students (or representatives from small groups) present their analysis, and respond to each one.

**Function in the class:** An entire 50-minute tutorial or lecture can be structured around this exercise. Consider leading into the exercise with a mini-lecture on the type of document you and your students will be analyzing.

**Activity 5: Case study**

**Time requirements:** 20-50 minutes

**Special features:** The case-study method was pioneered at the Harvard law and business schools. Business and law cases tend to be very detailed and long, and take several classes to analyze, but instructors can apply a simplified case-study method for teaching in many disciplines. Applying theory to an instance as described by some source material can demonstrate the applicability of the course material beyond the classroom.

A good case study: Presents students with a situation they can relate to from their own life experience. Includes realistic information. Examples can include scripts of exchanges that took place between key parties, news articles about situations of interest, background information about the organization of interest, etc.
Procedure

1. Get source material (short story, news articles, account of a decision or procedure, video, role-play script, etc.) to use as the basis for the case study.
2. Provide students with a focus or framework to use in doing their analysis.
3. Give students time to analyze the case individually or in groups, and to write down their analysis.
4. Begin a discussion of students’ analyses.
5. Act as a mediator of the discussion. Don’t offer your own opinion except to provide guidance on the process (remind students of the framework if discussion becomes unfocused).
6. After analysis has been completed, show how the case study illustrates application of theoretical or background concepts in course material.

**Function in the class**: Use a case study to lead into a discussion or lecture of course material, showing its relevance by referring back to the case study.

**Activity 6: Field Trips/Visits**

**Time requirements**: At least 50 minutes; preferably a couple of hours

**Special features**: A field trip can be especially interesting for students and instructors, and it facilitates some types of learning that cannot take place in a classroom. A field trip to a professional institution can show students where their studies may lead them. A field trip for the purpose of gathering data can give students practice with research
techniques and show them the relevance of course material to the outside world. Some courses or departments require field trips which you will have to lead. In other courses, you might be able to consider short field trips during your discussion groups or tutorials to locations on or near campus. For example:

For an engineering course, consider arranging a tour of one of the lab facilities

For a sociology course, consider sending students to observe the working conditions of various jobs on the college campus.

If leaving the classroom is not feasible, consider using media such as videos or computer simulations as "virtual" field trips.

**Procedure**

1. Prepare for time constraints, bad weather, and other misfortunes.
2. Look at past course outlines or notes to gather ideas for where to go.
3. Communicate a clear “mission” of the field trip to the students.
4. Research shows that students learn more from field trips in which they are not simply observers: encourage students to participate in their surroundings by giving an assignment that must be accomplished using data from the field or notes from a visit.
5. Taking effective field notes and identifying the key points of a field trip can be hard: consider giving students a worksheet allowing them to do a self-guided tour – include questions to be answered.
6. During the class before the field trip, have a preparatory session: discuss practical matters (dress, safety, equipment to bring) and the academic background to the field trip.
7. Very important: allow enough time for debriefing (discussing and processing data obtained on the field trip) as soon as possible afterwards.

**Function in the class:** Generally, an entire class will be spent on a field trip. Classes before and afterwards can be used to prepare for and process the trip. A field trip can provide a good focus for a segment of course material.

**Activity 7: Role-play**

**Time requirements:** 20-30 minutes

**Special features:** Role-plays can be used to allow students to experiment with different styles of interaction, practice new communication techniques or explore complex issues. They are generally used in classes dealing with social issues (social sciences, management sciences, etc.) or communication strategies (interviewing techniques, conflict management, etc.). If possible, participate in a role-play yourself before trying one in class. Essentially, a role-play is a form of interactive case study where the experience of participating in the role-play is the basis for further discussion.

**Procedure**

1. Get scenarios and characters for role-plays from news stories, history books, generic business situations, or by writing them yourself from scratch.
2. Explain why you are using a role-play to cover course material.
3. Describe the background context or setting to the role-play.
4. Give roles to “players”: hand them a card with a brief description of the character they’re playing, their point of view, characteristics, etc.

5. For groups with more students than possible roles, you can either assign “observer” tasks to non-players (e.g., taking notes on a particular player), or assign identical roles to subgroups of students (e.g., one student can play a city council member, and a sub-group of four or five students can play a homeowners’ coalition).

6. Ask for volunteers for certain roles or observers: you may use this as one way to allot bonus points to students.

7. Allow a few minutes for students to prepare for their roles.

8. After 10-15 minutes, end the role-play.

**Function in the class:** Debrief and discuss the role-play. Use players’ perceptions and observers’ notes to lead into discussion of course material. Pay special attention to conflicts, ambiguities, etc.

**Activity 8: One-minute paper**

**Time requirements:** 3-5 minutes

**Special features:** The one-minute paper and the ungraded quiz that follows are both examples of ungraded, written, in-class activities. These activities are a flexible way to acquire candid feedback on the course material and your presentation style. The one-minute paper can be done especially quickly and it shows students that they can write quickly and spontaneously, and enhances general writing ability.
Procedure:

1. Give a prompt for the paper such as “what was the most important concept of this lecture?” or “what was the muddiest point of this lecture?”
2. Give students one or two minutes to think about the topic without writing anything.
3. Give students a short period of time (1 minute?) to write as much as they can.
4. Collect papers (depending on the class atmosphere and the types of questions used, you may ask students to put their names on them but generally these ungraded assignments are left anonymous to encourage open responses to the questions.)

Function in the class: Assign one-minute papers at the end of a class to gauge comprehension, provide general writing practice, and give students an incentive to absorb and comprehend course material. Consider using the content of one-minute papers to plan content of upcoming classes: when students see that the instructor responds to their concerns, confusions, and questions in future classes, they will be motivated to participate.

Activity 9: Ungraded quiz

Time requirements: 5-10 minutes

Special features: An ungraded quiz encourages students to pay attention during lectures by presenting them with a short-term, non-threatening learning objective. It can be done very quickly, and also provides you with a source of candid feedback on students’ knowledge level.
Procedure:

1. Write question(s) on the board, overhead, or handout
2. Give students five to ten minutes to respond on a blank sheet of paper (depending on the atmosphere in the class, you may keep the quiz anonymous or ask students to put their names on papers)
3. Collect papers and report on responses next time the class meets
4. One variation: Prepare multiple-choice answer options and present each one in turn, asking for a show of hands
5. Another variation: Before (or instead of) collecting quiz papers, have students exchange and "grade" each other's quiz papers based on the answers you present. This grading is to allow students to provide the students with timely feedback so that they can gauge their understanding and should not be used as a formal assessment.

Function in the class: Use ungraded quizzes at the beginning of a lecture to determine the level of knowledge, or at the end of a lecture as a review and incentive for students to retain and comprehend information. Alternatively, use an ungraded quiz at the end of a lecture to gauge how successful you've been in teaching the material.

Activity 10 Case Method;

The case-based approach to teaching and learning utilizes real or imagined scenarios to teach students about their field of study. Barnes (1994) describes the case as "an account of events that seem to include enough intriguing decision points and provocative undercurrents to make a discussion group want to think and argue about them." According to Harris and Johnson the key in utilizing this technique is to capture the imagination of the students. In this manner students are challenged to learn by doing,
develop analytical and decision making skills, internalize learning, learn how to grapple with real life problems, develop skills in oral communication and team work.

The significance of case-based learning is that it links theory and application to real or possible circumstances. Students must acquire knowledge and understanding from required readings before attending class in order to apply the information in small discussion groups. Cases prepared by the instructor from textbooks, professional experience, websites, current issues, etc. are then presented to the students with specific questions or issues to be resolved. These questions are designed to reveal a required answer or may be open to a creative response for which there is no right or wrong. In all cases the intention is to create questions that guide the students through appropriate analysis, synthesis and evaluation. In this manner the students are aided in exploring possible solutions and recognizing the consequences of their answers by the instructor.

Activity 11 Concept Mapping

A concept map is a graphic representation for organizing and representing the pieces and parts of knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between two concepts. The principle goal of concept mapping is to have your students discover, define and develop an understanding of the interrelated parts of a complex set of ideas. Cognitive psychologists postulate that learning is a process that new knowledge is added to an existing knowledge web/network by creating associations to existing knowledge (Anderson 1992).
**Activity 12 Jig Saw**

The jigsaw learning technique is drawn directly from a jigsaw puzzle. The faculty member’s goal is for the students to see and understand the big picture, problem or issue. As in a jigsaw that picture consists of numerous interrelated parts. First students are asked to become masters of specific parts of the big picture. After developing this mastery they are required to work as a team to integrate and link their specific knowledge and understanding in a manner that promotes an analysis and synthesis of the big picture. Students learn a subject best when they have to explain it and the jigsaw structure creates a setting in which students will become teachers who explain concepts and procedures to one another.

**Activity 13 Peer Instruction**

Harris and Johnson, according to their review of literature and experiences have identified three principle types of peer instruction. These include concept testing, peer teaching and student critiques all of which place the student in the position of engaging higher levels of cognitive domain by taking on the role of teaching. Peer instruction offers the faculty member timely feedback during classroom sessions in regard to the students understanding and the faculty’s expectations.

**Activity 14 Concept Tests**

In 1991 Eric Mazur, Harvard University, developed the peer instruction model utilizing Concept Tests. In this 90 minute model Mazur assigns students pre-class readings for each lecture and begins each lecture with a short multiple choice quiz over the required readings. Then the
remaining class time is divided into fifteen minute time periods, each devoted to one of the main points of the reading. Each of these is followed by a conceptual question, Concept Tests, which tests the students’ understanding of the idea or point presented. These questions are multiple-choice and are taken individually. Each student is given one minute to select an answer. This is followed by group discussions in which students are peer pressured to think through their responses and defend their answers.

Then the students are asked to respond to the question a second time individually. Mazur has found the proportion of students who chose the correct answer always increases after the discussion, suggesting that students are successfully explaining their reasoning, and in the process are teaching each other.

**Activity 15 Concept Tests**

This collaborative learning and peer teaching model is student-centred by encouraging student involvement, discovery, manipulation, and personalization of research based information (Rubin and Hebert, 1998). Student presentations can be done by groups of three to five students or individually based on the size of the course.

One can utilize peer teaching in a senior seminar course where each student is responsible for an entire 50-minute class. The student is required to research a current topic or issue with the approval of the instructor. Generally the class is divided up to include an oral PowerPoint Slide presentation usually 20-25 minutes on the cutting edge research followed by small groups of two to three students discussing critical questions on this topic. If the audience has little prior knowledge about the topic beginning presented, the peer student teacher will have difficulties
engaging the class in discussions. Consequently, each student is required to read, prior to the class, and bring, at least, two current research articles on the topic. This encourages all students to be engaged in researching the topic and prepared for class. The peer student teacher is responsible for developing three discussion questions for the class. Refer to the section on discussion questions for assistance on how to develop engaging questions that support higher level learning. Students are teaching students with the teacher in the background, as a member of the student audience.

The faculty member’s responsibility is to evaluate the critique, clarify, and perhaps expand and on the critiquing student’s analysis. As a by-product of this teaching and learning strategy students learn to trust and seek collaborative learning opportunities, challenge the mythical authority of faculty, and become better able to analyze their own work.

**Activity 16 Problem-Based Learning**

Problem-based learning links theory and practice by engaging students in real life problems. Higher order skills such as application, analysis and evaluation can only be achieved through a more active approach to learning.

The purpose of the problem is to motivate students to learn by providing a real-world context for examining the issues involved. PBL is thought of as a high risk educational strategy because of its lack of structure. This lack of structure is a by-product of open ended problems which have many ways of resolving or answering the problem at hand. When learning is in context rather than as a series of isolated facts and theories, the concepts are better retained. The underlying belief of PBL is that learning is more meaningful and enjoyable when it occurs in small active groups which are self-directed. This process encourages students to
take responsibility for their own learning and that of their learning group (Lieux and Luoto, 2000).

PBL is a time hungry method of learning. Class time, once reserved for lectures, must be exchanged for group, problem-solving activities according to Wu and Fournier (2000). The faculty member must be actively engaged in coaching and critiquing the problem solving process that students are utilizing.

It is important to find to a balance between the breath of material covered in the course and learning effectiveness as neither learning effectiveness nor teaching quality can be equated with the sheer volume of information delivered. According to Savoie and Hughes (1994), the following six steps can be utilized to organize the PBL experience in the classroom:

1) Begin with a problem;
2) Ensure that the problem connects with the students' world;
3) organize the subject matter around the problem, not the disciplines;
4) give students the major responsibility for shaping and directing their own learning;
5) Use small teams as the context for most learning; and
6) Require students to demonstrate what they have learned through a product or a performance.

CONCLUSIONS:

The majority of all college faculties still teach their classes in the traditional lecture mode. Some of the criticism and hesitation seems to originate in the idea that techniques of active and cooperative learning are genuine alternatives to, rather than enhancements of, professors' lectures. A wide variety of active learning techniques which can be used to
supplement rather than replace lectures. The lecture is a very efficient way to present information but use of the lecture as the only mode of instruction presents problems for both the instructor and the students. There is a large amount of research attesting to the benefits of active learning.

"Active Learning" is, in short, anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems. The term "cooperative learning" covers the subset of active learning activities which students do as groups of three or more, rather than alone or in pairs; generally, cooperative learning techniques employ more formally structured groups of students’ assigned complex tasks, such as multiple-step exercises, research projects, or presentations.

Cooperative learning is to be distinguished from another now well-defined term of art, "collaborative learning", which refers to those classroom strategies which have the instructor and the students placed on an equal footing working together in, for example, designing assignments, choosing texts, and presenting material to the class. Clearly, collaborative learning is a more radical departure from tradition than merely utilizing techniques aimed at enhancing student retention of material presented by the instructor; we will limit our examples to the "less radical" active and cooperative learning techniques. "Techniques of active learning", then, are those activities which an instructor incorporates into the classroom to foster active learning.
RETHINKING AFFECTIVE DOMAIN IN HIGHER EDUCATION

Sujata Wadhwa

Dr. Siddharth Jadeja

Recalibrating Higher Education:

The changed learning styles of the digital natives (Prensky) and increasing rate of detained students in higher education has emphasized the need to change the existing pedagogical techniques in higher education. In past, it was considered that the innovative approaches being used in the teaching-learning process may effect and internalize learning. Gradually, it has been realized that these approaches certainly affect and it is just a beginning, much is still left to enter to reshape and revolutionize the Indian education system. In most of the educational institutions, the teaching learning process is still teacher centric or else a few academic organizations are at preliminary level of implementing learner-centric education. Moreover, the prevalent system does not focus on all the three domains of learning i.e. cognitive, psychomotor and affective.

Whatever we receive is at superficial level. The internalization of the learning does not take place because of the absolute focus on marks. One of the biggest challenges for me is that I believe in the integration of developing all the three domains but many times my impact is neutralized by the prevalent dominance of the cognitive domain in higher education. Nevertheless; empowering humans can be actually done by empowering them physically, mentally and spiritually.

This article is an endeavor addressing the challenges confronted by higher education in the modern education system, especially higher
education; the challenge to organize both work and learning by emphasizing the overlooked affective domain, in education and profession as well, contributing to the generations of self-motivated, self-regulated and innovative hearts and minds.

It is also an attempt to focus on establishing a striking balance among the three domains of learning i.e. cognitive, psychomotor and affective (Bloom) (Krathwohl) Learning Today:

We have to bring about radical change in the structure of our consciousness and only then we can empower ourselves and others. For this, how people learn better, how to make connections with the accumulated knowledge, learn how to learn i.e. metacognition, learner friendly environment, neuroscience and learning are prime conceptions that the modern education system must pay heed to. The learner of 21st century is recipient and the creator of information at the same time. 21st century is no time to be passive to the needs and demands of 21st century workplace which is fast-pace and technology-rich. In this information-era, century learning is learner driven and learner centered”. It is not only confined to classrooms neither it does have to be one-size-fits all. Self-awareness and interpersonal relations are receiving due attention as Internet is releasing intellectual energy that comes from our latent desires as human beings to have a voice, to create, and to participate. However, the idea of 21st century learning is open to interpretation and controversy as well.

**Essential 21st century skills:**

The term “21st century skills” is generally referred to the core competencies like critical thinking, collaboration, communication, digital literacy and problem solving that the education system strives to inculcate
amongst the pupils to confront the daunting challenges of the modern era. The 4Cs of 21st century skills are:

1. Collaboration
2. Creativity and Innovation
3. Critical thinking and Problem Solving
4. Communication

Along with these 4 Cs, I would like to add 2 more Cs: Character: the universal values of all major religions and cultures (honesty, empathy, justice, fairness, etc.) and Cosmopolitanism Cross Cultural Competency. These additional Cs are critically missing in the modern techloving, multitasking, hyper active, super energetic, digital natives or the millennial. These can be imbibed by targeting the integration of all the three domains and not only the cognitive domain. As said by Albert Einstein, “I never teach my pupils; I only attempt to provide the conditions in which they can learn.”
Engage and Affect:

Since times immemorial, the learning environment has been playing a significant role in teaching learning process. Hence, learner–friendly environment is essential to engage the learner, to arouse his interest and liking for the content and to enhance learning. For this, concentrating on the affective domain of learner can be fruitful. A conducive, stimulating and structured learning environment is a result of aligning cognitive and affective domain that helps the pupils to cope up with the pressure (peers, parents, teachers, exams, assignments etc.)

Motivation, Failure and Learning:

Education has always been a quest for the intellectuals to improve its methodology to teach people. Learning is not only cognitive function but it is also connected to feelings and emotions. It is connected with our emotional state all the times. Motivation, failure and learning are interconnected. Harvard psychologist, Tal Ben Shahar, cites fear of failure, resulting from often unrealistic and perfectionist demands, as being one of the key detractors from learning, leading to lack of creativity and procrastination (Shahar). We all remember our teachers, especially those who have brought some change in our lives because they taught us in a very different way with special care and attention i.e. they affect our emotions, feelings, attitudes, interests etc. in one way or the other.

The Affective Learning:

The Affective learning refers to the learning that relates to students’ interests, attitudes and motivations (Gano-Phillips). It is concerned with how learners feel when they are learning, as well as how learning
experiences are internalized and how these learning experiences guide the learner's attitudes, opinions and behavior in the future (M.Orey) (Miller).

**Internalization of Learning through Emotion and Attention:**

Our own experiences as teachers and academicians from last 15 years have given us an opportunity and insights about connecting learning with the emotions, feelings, interests and attitudes of the learner i.e. his affective domain. But most of us are unaware of the process of learning and also the connection of learning and emotions, moods, attitude and interests of the students when they are learning. Emotions bind memory. Like adding fuel to a flame, an emotional cue ignites more neuronal activity in more brain centers and, consequently, burns a deeper pathway (Vorhauser-Smith). In fact, the essence of teaching profession is to affect your learner by affecting his affecting domain. Educational research findings suggest that instructors, teachers and faculties can foster the growth of affective domain determinants to make learning easy if they really come to know about the role of emotions in internalizing learning. This also connects us with neuroscience and adult learning which serves as a principle area of research in the contemporary period. (Louis Cozolino) (D.R. Krathwohl). The neuroscientific research has provided us new ideas that have informed our teaching (E.Zull). It has worked as a catalyst for me to write this article. This article deals with making teaching and learning more effective by also paying heed to affective domain of the students, and its development helping them to focus on their learning and learning about learning so that they can become self-motivated to learn, change and grow and become life-long learners to encounter and sustain the challenges of the modern workplace.
Inferences:

There is a dire need to pay greater attention to the affective domain as a critical piece in improving achievable outcomes of any course. The emphasis on affective domain simulates learning process. The ability of a teacher to engage students in their affective domain plays an important role in the students' satisfaction. The learning techniques that are engaging and interesting broaden the learning in the affective domain. All we need to do to meet the new requirements is tack some methods for assessing communication skills, global awareness, and lifelong learning skills onto the things we've always done (Richard M. Felder). This work is to emphasize that learning should not take place domain wise and separation of the three domains in the process of learning is not possible. Learning is a result of cognitive, psychomotor and affective processes and hence, the best teaching practices integrate the three domains of learning to engage the learners and internalize learner.
STUDY OF DIFFERENTIAL APTITUDE OF STUDENTS STUDYING IN STANDARD 8TH AT SARVAJANIK PRIMARY SCHOOL, BORIJ

Dr. Raviraj Rajpura

Mr. Archit Patoliya

Introduction

Taking decision about career is one of the most important task, so it is natural that students feel confused about their decision. This decision decide our career which is always with us throughout the life. At this stage, students need proper guidance. The proper guidance requires some aptitude test, which measure aptitude of the students. All the students have specific aptitude which may be mechanical, clerical and numerical or many more. Every field requires specific combinations of aptitude, the students who have proper combination of an aptitude for selected field they perform best in selected field. Aptitude is defined as ‘A capacity or talent, both innate and developed, for successful performance in one or another area and especially for future development of capability in the area.

Importance of knowing aptitude for teacher

In competitive world, many career options are available but suitable career option lead to the success. For choosing best career optio teacher should provide the guidance and for providing guidance teacher have to identify the combination of aptitude present in students. By the specific training teacher can develop identical aptitude in the student.
Looking to current need, as discussed above, researcher decided title of study as ‘Study of differential aptitude of students studying in standard 8th at Sarvajanik Primary School, Borij’.

**Objective of study**

1. To study differential aptitude
2. To study effect of Gender on different aptitude

**Hypothesis of study**

**Ho1)** There will be no significant different between correlation coefficient (correlation between speed of part – 1 and speed of part – 2 of clerical speed and accuracy test) for clerical speed of primary school boys students and primary school girls students.

**Ho2)** There will be no significant different between correlation coefficient (correlation between accuracy of part – 1 and accuracy of part – 2 of clerical speed and accuracy test) for clerical accuracy of primary school boys students and primary school girls students.

**Ho3)** There will be no significant different between mean score of space relation test of primary school boys students and primary school girls students.

**Ho4)** There will be no significant different between mean score of mechanical reasoning test of primary school boys students and primary school girls students.

**Ho5)** There will be no significant different between mean score of language usage ability test of primary school boys students and primary school girls students.
**Ho6)** There will be no significant different between mean score of verbal reasoning test of primary school boys students and primary school girls students.

**Ho7)** There will be no significant different between mean score of abstract reasoning test of primary school boys students and primary school girls students.

**Ho8)** There will be no significant different between mean score of numerical ability test of primary school boys students and primary school girls students.

**Methodology of Study**

**Population and Sample**

For the purpose of the study, population was all government primary schools of Gandhinagar (Gujarat), having eighth standard class. From the population, sample was selected using purposive sampling, i.e., eighth standard boys and girls of Sarvajanik Primary School, Borij. In the present study, boys are 22 and girls are 25 in number in the school. All of them are included in the study.

**Research Method**

As researcher studied aptitude of students and described it, present study will be identified as descriptive study. To perfume study researcher used test so survey technique was used for study.

**Tool**

Researcher used self made DAT Battery for study. DAT Battery was standardized on sample of 13000 primary school students of Gujarat.
**Procedure of Data Collection**

Information was collected through questionnaire. Students were given awareness about testing and questionnaire. Scores obtained were calculated according to opinion given by students.

**Statistical Procedure**

For testing of hypothesis significance of difference for correlation and mean score was calculated using t-test of significance.

**Data analysis and findings**

**Ho 1)**

There will be no significant difference between correlation coefficient (correlation between speed of part-1 and speed of part-2 of clerical speed and accuracy test) for clerical speed of primary school boys students and primary school girls students. Result of analysis is listed in table 1.1

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>r</th>
<th>z</th>
<th>σDz</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>0.82</td>
<td>1.16</td>
<td>0.311</td>
<td>0.41</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>0.86</td>
<td>1.29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 1.1 in clerical speed, difference between correlation coefficient of boys students and girls students is not significant. So the null hypothesis is accepted.

Thus, there is no significant difference between correlation coefficient for clerical speed of boys student and girls student of primary school, Borij.
Ho 2)

There will be no significant different between correlation coefficient (correlation between accuracy of part–1 and accuracy of part–2 of clerical speed and accuracy test) for clerical accuracy of primary school boys students and primary school girls students. Result of analysis is listed in table 1.2

Table: 11

Significance of different between correlation coefficient for clerical accuracy of primary school boys students and primary school girls student

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>r</th>
<th>z</th>
<th>σDz</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>0.73</td>
<td>0.93</td>
<td>0.311</td>
<td>0.064</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>0.74</td>
<td>0.95</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 1.2 in clerical accuracy, difference between correlation coefficient of boys students and girls students is not significant. So the null hypothesis is accepted.

Thus, there is no significant difference between correlation coefficient for clerical speed of boys student and girls student of primary school, Borij.

Ho3)

There will be no significant different between mean score of space relation test of primary school boys students and primary school girls students. Result of analysis is listed in table 1.3
Table : 12
Significance of different between mean score of space relation test of primary school boys students and primary school girls students

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>7.5</td>
<td>2.63</td>
<td>1.79</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>8.8</td>
<td>2.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 1.3 in space relation test, difference between mean score of boys students and girls students is not significant. So the null hypothesis is accepted. Thus, there is no significant difference between mean score of space relation test of boys student and girls student of primary school, Borij.

**Ho4)**
There will be no significant different between mean score of mechanical reasoning test of primary school boys students and primary school girls students. Result of analysis is listed in table 1.4

Table : 13
Significance of different between mean score of mechanical reasoning test of primary school boys students and primary school girls students

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>18.6</td>
<td>4.16</td>
<td>0.25</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>18.3</td>
<td>4.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to table 1.4 in mechanical reasoning test, difference between mean score of boys students and girls students is not significant. So the null hypothesis is accepted.

Thus, there is no significant difference between mean score of mechanical reasoning test of boys student and girls student of primary school, Borij.

Ho5)
There will be no significant different between mean score of language usage ability test of primary school boys students and primary school girls students. Result of analysis is listed in table 1.5

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>19.6</td>
<td>4.56</td>
<td>0.95</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>21</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 1.5 in language usage ability test, difference between mean score of boys students and girls students is not significant. So the null hypothesis is accepted.

Thus, there is no significant difference between mean score of language usage ability test of boys student and girls student of primary school, Borij.
Ho6)

There will be no significant different between mean score of verbal reasoning test of primary school boys students and primary school girls students. Result of analysis is listed in table 1.6

Table : 15
Significance of different between mean score of verbal reasoning test of primary school boys students and primary school girls students

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>8.45</td>
<td>2.91</td>
<td>3.02</td>
<td>0.01 level</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>10.8</td>
<td>2.44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 1.6 in verbal reasoning test, difference between mean score of boys students and girls students is significant. So the null hypothesis is rejected.

Thus there is significant difference between mean score of verbal reasoning test of boys student and girls student of primary school, Borij.

Ho7)

There will be no significant different between mean score of abstract reasoning test of primary school boys students and primary school girls students. Result of analysis is listed in table 1.7
Table: 16

Significance of different between mean score of abstract reasoning test of primary school boys students and primary school girls students

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>9.91</td>
<td>4.42</td>
<td>0.32</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>10.3</td>
<td>4.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 1.7 in abstract reasoning test, difference between mean score of boys students and girls students is not significant. So the null hypothesis is accepted.

Thus there is no significance different between mean score of abstract reasoning test of boys student and girls student of primary school, Borij.

Ho 8)

There will be no significant different between mean score of numerical ability test of primary school boys students and primary school girls students. Result of analysis is listed in table 1.8

Table: 17

Significance of different between mean score of numerical ability test of primary school boys students and primary school girls students

<table>
<thead>
<tr>
<th>Gander</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Value of t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>7.73</td>
<td>3.28</td>
<td>3.57</td>
<td>0.01 level</td>
</tr>
<tr>
<td>Girls</td>
<td>25</td>
<td>11.6</td>
<td>4.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to table 1.8 in numerical ability test, difference between mean score of boys students and girls students was significant. So the null hypothesis is rejected.

Thus, there is significant difference between mean score of numerical ability test of boys student and girls student of primary school, Borij.

**Conclusion**

In the present study, it was found that the girls and boys studying in standard 8th at Sarvajanik Primary School, Borij have same clerical accuracy & clerical speed, space relation, mechanical reasoning, language usage ability and abstract reasoning. Further, it was found that girls and boys have different numerical abilities and verbal reasoning abilities. In both cases of numerical ability and verbal reasoning aptitude score of girls students found higher than boys students.
ADJUSTMENT OF HOSTEL AND NON-HOSTEL BOY STUDENTS

Dr. U. J. Goswami

Abstract

Adjustment plays an important role in human life and it is important to study it. An attempt has been made to measure adjustment level of hostel and non-hostel high school Boy students. The sample consisted of 120 high school Boys students - 60 hostel students and 60 non-hostel students. The adjustment level was measured by “Revised Adjustment Inventory”. The result shows that there is no significant difference between the emotional adjustment level of hostel and non-hostel high school students. No significant difference found between the social adjustment level of hostel and non-hostel high school students.

Keywords: Adjustment, High School Boy students, Hostel Students, Non-Hostel Students

The base of the success of person’s life is adjustment. Person has to proceed constantly for adjustment. Adjusted person is having balanced personality and good mental health. There are two words in the word 'adjustment', sm & yuj. sm = Good and yuj = To organized. Thus good organized behavior is adjustment. Person’s success depends on his/her adjustment. It is the process of continuous interaction and the process of good organization between person and his/her environment. (Lehner & Cube) Adjustment is a two ways process and it is a development process. It starts and ends with needs and it is universal process. It is self evaluative process. Adjustment is not a compromise. Adjustment is related with changes. There are individual different in adjustments. Person tries to adjust with different fields. Like family, school, vocational, old age adjustment etc. there are very wide fields of adjustment and spread from
birth to end of the human being. Some important fields of adjustment are family adjustment, educational adjustment, occupational adjustment, marital adjustment, old age adjustment etc. Hostel students do not get enough support and attachment from their family. Hostel life of adolescent is said to play a crucial role in the social and emotional level of an individual.

➢ **OBJECTIVE**

Objective of this study is to measure adjustment level of hostel and non-hostel high school Boy students.

➢ **HYPOTHESIS**

1) There is no significant difference between the emotional adjustment level of hostel and non-hostel boy students.
2) There is no significant difference between the social adjustment of hostel and non-hostel boy students.

**Method**

➢ **SAMPLE**

Sample consisted of 120 students, 60 hostel and 60 non-hostel boy students from the hostile and non-hostile area while studding in various school of Mehsana city of Gujarat state.

➢ **TOOLS**

To measure social adjustment and emotional adjustment level, ‘Revised adjustment Inventory’ was used. The test was developed by Pramod Kumar in 1995. It consisted of 40 statements and the subject has to give his/her answer in ’YES’ or ‘NO’. It measures three types of adjustment.
**RELIABILITY**

As The Method of Half split, the Reliability of This test is 0.88 and as per the Method of Test-Retest it is 0.81 for male and 0.74 for female.

**VALIDITY**

The validity of this is found out with the score of adjustment inventory and it was 0.70.

**PROCEDURE**

The sample of 120 high school boy students of Mehsana city was selected randomly. There were 60 hostel and 60 non-hostel students in this sample. After giving them proper instruction the test was administrator and obtained data were analyzed.

**RESULT & DISCUSSION**

Table : 18

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hostel</td>
<td>60</td>
<td>20.43</td>
<td>5.45</td>
<td>1.23</td>
<td>N/S</td>
</tr>
<tr>
<td>Non-hostel</td>
<td>60</td>
<td>22.78</td>
<td>6.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table shows the mean value for 60 hostel and 60 non-hostel students are 20.43 and 22.78. SD for hostel students is 5.45 and SD for non-hostel students is 6.12. The‘t’ value for hostel and non-hostel students is
1.23 has been found significant at 0.05 level. It shows no significant effects of hostel factor on emotional adjustment of high school students. The result does supports hypothesis 1.

Table: 19

Social Adjustment (Hostel & Non Hostel Boy students)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hostel</td>
<td>60</td>
<td>12.75</td>
<td>3.65</td>
<td>0.84</td>
<td>N.S.</td>
</tr>
<tr>
<td>Non-hostel</td>
<td>60</td>
<td>11.23</td>
<td>3.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table shows the mean value for 60 hostel students and 60 non-hostel students are 12.75 and 11.23. SD for hostel students is 3.65 and SD for non-hostel students is 3.97. The ‘t’ value for hostel and non-hostel students is 0.84 has been found no significant at 0.05 level. It shows no significant effects of hostel factor on social adjustment of high school boy students. The result supports hypothesis 2.

＞ CONCLUSIONS

1) There is significant difference between the emotional adjustment of hostel and non-hostel Boy high school students. Non-hostel Boy students are more emotionally adjusted than hostel students.

2) There is no significant difference between the social adjustment of hostel and non-hostel Boy students. Both the types of students are equally adjusted in their social level.
BEST PRACTICES TO ACHIEVE HIGH QUALITY IN HIGHER EDUCATION IN LIGHT OF GLOBAL RELEVANCE

Dr Gurudutta P Japee
Ms Deepika Mittal

Abstract

This paper studies about the key aspects and the expectations from ideal higher education system. As the time is changing, we need to focus on global scenario of higher education and adopt some of the best practices from them to improve the quality of it. India has to play a bigger role as a skilled labour supplier to the world in coming years.

Introduction:

Mahatma Gandhi once said, “We must be the change we wish to see in the world.”

The World Conference on Higher Education (UNESCO 1998) had rightly stated that each higher education institution should define its mission to provide access to quality education the basis of human rights and democracy. Quality therefore defines the goals and purposes of education. Quality impacts the content of higher education, its processes, its output or product, as it seeks to develop human resources with required skills, excellent in performance and capable of delivering the goods as a unit of the work force.

In an environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country, not only in their scholastic attainments, but also in terms of the value system and richness of their personality. Unless
the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/professionals to compete in the World scene.

During the last 50 years, higher education in India has made great strides leading to the Indian higher education system becoming one of the largest systems in the World. Unfortunately, it is the Indian experience that this expansion in quantity has overshadowed the quality of higher education. This is the high time that we mend the deteriorating quality of our higher education system through introducing innovative practices. The basic question arises what do we expect from the education in general or application of education?

**Ideal approach towards application of Education**

- Imparting knowledge
- Instilling values
- Creating Employability
- Building logical capacity/creativity/innovation
- Transforming citizens into responsible citizens
Key aspects of Education:
Access to higher education needs to be widened in the country, both within the formal system and through other effective innovative measures, such as a truly open system and networking of Universities.

Learning
The process of learning may be facilitated according M.C. Paul by “instilling the following capabilities in an efficient, effective and excellent manner:

1. to think logically, analytically, critically and laterally;
2. to make a healthy and honourable living, employing learning/occupational skills and work experience;
3. to realize one’s potential for self-development in terms of physical, emotional, intellectual, aesthetic and moral attainment through education and experience; and
4. to acquire a discriminatory capability to appreciate, imbibe and balance emerging values concerning areas of sustainability, ecosystems, development with equity and civility, harmony and cultural pluralism.”

Learning process being the central activity of any educational institute the same old syllabi and teaching methods must be replaced by new updated items of teaching and learner centered methods of teaching that are listed below such as:

- Group work, role play, project work, field visit, case study, debates etc., to supplement classroom teaching so that students could translate this knowledge into practical implications.
Employability

One of the important applications of education is to create employment opportunities for the people. However, the economic situation of our country is not in a position to generation employment opportunities to absorb the graduates passing out from the educational institutions. Swami Vivekananda had rightly said, “Education is not the amount of information that is put in your mind and runs riot there undigested all your life. The use of higher education is to find out how to solve the problems of life”

Dr. APJ Abdul Kalam has proposed steps to meet this challenge. “Firstly, the educational system should highlight the importance of entrepreneurship and prepare the students to get oriented towards setting up of the enterprises... The youth should be imparted the spirit and confidence that “We Can do it”. Secondly, the banking system should provide venture capital right from every village level to the prospective entrepreneurs... Thirdly, the capacity to identify marketable products and methods of enhancement of purchase poser among the people has to be built as part of education.”

Training:

It is not possible to achieve quality higher education without sufficient training process. According to Viney Kirpal “a rigorous, highly practical three or four week training for every teacher would generate tremendous confidence in them, especially the beginner, and make them more effective in contributing to the quality of education. This training should focus on subject-specific training as well as technique and the use of audio-visual aids, the latest learner-centric teaching methods facility in the use of English, training in etiquette, good grooming and social behavior
since our students have begun to expect it of us teachers.” In his words “retired teachers renowned for their teaching can be actively involved as volunteers in sharing best teaching practices with their younger colleagues and mentoring them into excellence.

**Current global trend in higher education**

This is the time where in world is undergoing structural transformations in terms of skilled labour, there will be need for a workforce of 3.3 billion by 2020, increasingly in the services and capital intensive-manufacturing sectors.

The phenomena is also expected to play out in India – by 2020, 90% of India’s GDP and 75% of employment is expected to be contributed by the services and manufacturing sectors and technological advancement will make several jobs redundant while also creating new job roles. This structural shift in employment will increase demand for sophisticated workers, innovators, and thinkers who can thrive in a globally-connected and dynamic economy. India, with its large workforce and increasing pool of higher education graduates, is strategically positioned to reap the benefits of this shift.

Increase in demand for highly skilled labour: Structural shifts in global economy, productivity enhancement and technological progress are driving demand for highly skilled workers, innovators and knowledge workers
Globally, 3.5 billion jobs are expected to be created by 2020 and the demand for highly skilled labour is projected to outpace that for low-skilled workers.

The advanced economies, China and India are likely to drive demand for labor by 2020.

This will require the greater part of the workforce to have appropriate educational qualifications.

Source: McKinsey Global Institute “The world at work: Jobs, pay and skills for 3.5 billion people”

- The US and other advanced countries are expected to witness the highest job growth in services including healthcare and business services. These are knowledge-intensive sectors that require highly skilled workers.
- Job growth in China is likely to shift from labour intensive manufacturing to capital-intensive manufacturing and services.
- Most sectors are replacing mass labour with a boutique, high-tech workforce.

- The demand for highly skilled college graduates is expected to increase around the world, e.g. demand for Science Technology Engineering and Mathematics (STEM) graduates in the US is expected to increase at a CAGR of 1.8% between 2008-2018; since the current supply of domestic STEM graduates will not be sufficient for the US to meet this demand.
- Shortage of highly skilled workers with a tertiary level of education is expected to reach 18 million by 2020 globally. This is likely to be largely met by higher tertiary enrolments, the increased women’s participation in the workforce and increase in the retirement age of workers.
**Future opportunities & challenges for India**

Why we need to focus on innovative practices to improve quality of higher education?

For a country it is quite difficult to survive in isolation and tide against the global trends. We will have to react accordingly as far as skilled man power is concerned. Economic growth and employment in India should also continue to shift toward the manufacturing and services sectors.

**India is expected to be the third largest-economy in the world by 2030**

**Skill-intensive industries such as manufacturing and services are expected to contribute more than 90% of India’s GDP by 2030**

**Real GDP in 2030 (in US$ billion at 2005 PPP) with growth Rates**

![Real GDP Chart]

**Source: IHS Global Insights**

**GDP share (estimate by sector)**

![GDP Share Chart]

**Source: Planning Commission, EY Analysis**

**The focus of employment is expected to shift towards services and manufacturing**

**FDI, both inbound and outbound, has increased dramatically since 2003 and is primarily concentrated in the manufacturing and services sectors**

**Employment estimate by sector**

![Employment Chart]

**Source: Planning Commission, EY Analysis**

**FDI inflow (US $ billion) Fy 03 Fy 13**

**Source: Planning Commission, RBI**
There is an urgent requirement for a highly skilled and innovative workforce to cater to the rising need for labour in manufacturing and services as well as to cater to multinational enterprises.

There is also an imperative need for research and innovation to achieve high growth levels.

Factors favourable for India

India is well-positioned to cater to the changing requirements of the labour market in domestic and international markets due to favourable demographics and large output of higher education graduates.

- India will have a large labour force by 2022.
- India’s significant demographic dividend is expected to not only power the country’s growth, but also enable it to become the global hub for talent.
- India is expected to produce a significant number of HE graduates in coming years.

To realize India’s demographic dividend, there is a need for the creation of a globally relevant and competitive HE system that can produce competent graduates. To strengthen our higher education system we need to understand and adopt the best practices of some of the best education systems of the world.

Prevalent best practices of some of the strong educational systems of the world

Countries can be selected on the basis of following criteria that are universally accepted:

- Significant presence in / positive movement in global rankings in the last decade
- Research output and quality
- Position on Global Innovation Index (GII)
- Position on Entrepreneurship Monitor (GEM) standing

Traditionally strong HE systems

1. US
2. UK

Emerging HE systems

3. South Korea
4. China
5. Singapore
U.S. best practices in higher education

- Most higher education institutions are autonomous and self-governing in the US.
- Stringent standards and policies of accreditation and periodically reviewed by government.
- Encouragement to foreign enrolments. The number of foreign students grew dramatically from 110,000 in 2001 to 524,000 in 2012.
- Pathways Programs for youth employment with the federal government.
- DOL’s ETA has programs to ensure that youth have the skills and training they need to transition to successful careers.
- Academic institutions accounting for second-highest source of funding for research after the US Federal Government. Universities conduct more than 55% of basic research in the U.S. University research provides a training ground for and educate the next generation of scientists, engineers, doctors, teachers and entrepreneurs.

U.K. best practices in higher education

- Higher Education Funding Council for England’s (HEFCE) supports with internships and mentoring programmes.
- It has increased its investment £41 million in 2012-13, up from £19 million in 2011-12 to support progression from higher education into employment or postgraduate study.
- The GEM UK project conducts an annual survey of around 30,000 individuals and has been widely used by a range of organizations in the private and public sector (national, regional and local) to obtain comparative measures of entrepreneurial attitudes, activity and aspiration for U.K.
- HEFCE is a public sector body that funds and regulates universities and colleges in U.K. and invests on behalf of students and the public to promote opportunity, choice and excellence in research, teaching, and knowledge.
- In March 2014, HEFCE announced a total of £1.6 billion of research funding.
- Research partnerships with other countries, e.g. UK-India Education and Research Initiative (UKIERI), it was set up in 2006 with the aim of enhancing educational links between India and the UK. More than £25 million has been allocated including for Higher Education & Research.
- Council for Industry and HE-UK Innovation research center (CIHE-UKIRC), CIHE-UK~IRC Task Force maps the UK’s R&D Landscape.
China’s best practices in higher education

- China’s goal of becoming an “innovation oriented nation” by 2020.
- Over the last 30 years, China’s research output has increased from ~2,000 to more than 150,000 journal articles and reviews per year. Relative to other countries, China increased its share of global research output from around 5% in 2002 to around 13% in 2011.
- China’s recent innovations include Tianhe-2 (the world’s fastest supercomputer), a graphene aerogel developed by material scientists at Zhejiang University, and the Beidou Satellite Navigation System.
- In 2012, China’s total R&D expenditure exceeded RMB 1trillion (USD 163 billion)
- China’s National Patent Development Strategy (NPDS), 2011–2020, In 2012, the total patent applications filed (invention, utility and industrial) were 2.05 million, reaching the target set for 2015 much ahead of time

Key learnings of best practices:

1. **Positioning on global higher education map**
   - Setting up of government sponsored education promotion arms to attract foreign students to the country’s HE system
   - Incentives provided to foreign institutes to set up campuses (e.g. those in education-focused zones such as Incheon, South Korea, and Global Schoolhouse, Singapore) including tax breaks, repatriation of profits, easy visa norms, single window clearances etc.
   - Easing of visa norms to attract high-quality faculty and students

2. **Industry partnerships for domestic jobs**
   - Platforms such as industry job fairs and internet portals which bring industry and job seekers together
   - Internship/Apprenticeship programmes in collaboration with private and public companies to offer students hands-on experience
   - Training, skilling and up-skilling programmes run by the Government
3. Research, innovation and entrepreneurship

- Strong government funding for R&D
- Partnerships with other countries on innovation: UKEIRI is an example of how innovation can be achieved by collaboration between HEIs of two countries
- Incentives to attract international scholars of repute and Nobel laureates for collaboration on research
- Entrepreneurship initiatives (incubation): As China has specific zones for incubation centres supported by the Government (e.g. National Entrepreneurship Research Centre at Tsinghua University)
- Government-sponsored mentorship programme and seed capital to guide start-ups and entrepreneurs
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APPENDICES
INNOVATION
AND
BEST PRACTISES
IN
COLLEGES
&
UNIVERSITIES
List of “Innovation and best practices”

<table>
<thead>
<tr>
<th>SR.NO</th>
<th>INNOVATION</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Environment Consciousness</strong></td>
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<td></td>
<td>• Water Audit</td>
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<td>• Waste Audit</td>
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<td></td>
<td>• Energy Audit</td>
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<td></td>
<td>• E-Waste recycling through buy back schemes</td>
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<td></td>
<td>• Green Audit</td>
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<td>• LCD Monitors in place of CRT monitors</td>
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<td>• Screening of Environmental Films and Documentaries</td>
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<td>• Environmental Exercises and Games</td>
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<td>• Street Plays and Poster Exhibition</td>
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<td>• Wildlife Week</td>
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<td></td>
<td>• Sensors for lights, fans and air conditioning units</td>
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<td>• Solar powered Computers and heaters</td>
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<td>• Spring loaded stoppers to minimize water loss</td>
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<td>• Tree plantation</td>
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<td>• Water Harvesting</td>
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<td>• Energy Conservation</td>
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<td>• Use of Renewable Energy</td>
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<td>• Efforts for Carbon Neutrality</td>
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<td></td>
<td>• Carbon Footprint Reduction</td>
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<tr>
<td></td>
<td>• E-Waste Management</td>
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<tr>
<td>Activities</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>• Hazardous waste management</td>
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<td>• Check dam construction</td>
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<td>• Poster making competition</td>
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<td>• Slogan-writing competition</td>
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<td>• Celebration of van mahotsav</td>
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<tr>
<td>• A rally-procession to bring awareness towards Environment</td>
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<tr>
<td>• Programmes: Save Water, Save Electricity, Abstein from the use of plastic, Save fuel and minimize the use of vehicles</td>
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<tr>
<td>• Slide show on environment conservation</td>
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<td>• Lectures of Experts on world environment day</td>
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<tr>
<td>• Say No to Plastics’ Campaigns</td>
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<tr>
<td>• Essay competitions and poetry recitation the importance and conservation of the Environment</td>
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</tbody>
</table>

2. **Innovation regarding education**

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>• ICT based teaching methods</td>
</tr>
<tr>
<td>• Digital learning solutions – Provide Ignitor tablet to students with loaded books.</td>
</tr>
<tr>
<td>• Centre for placement and training</td>
</tr>
</tbody>
</table>
| • Mega Courses:  
  Uniform Teaching  
  Uniform pace of lectures  
  Uniform tutoring  
  Uniform monitoring  
  Uniform assessment  
  Relative Grading                                                                                     |
| • Tie-up with SANDHAN                                                                                                                                           |
| • Inter-disciplinary Centres of Excellence                                                                                                                     |
| • Special Teacher and Researcher Programme (STAR)                                                                                                              |
- Seminar and Guest lectures
- undertake small surveys
- Organized Science Fair
- provided special guidance to advance learner
- Remedial classes are conducted for slow learners
- Created E-Learning facility
- Campus interviews are organized by the Institution.
- Botanical garden with different demonstrative plot
- organize English speaking classes and run SCOPE Centre
- Subject Quiz for MCQ
- Graduate programme assessment (lesel college, new england)
- BISAG Lectures
- Expert Lectures on Life Skills and Career Guidance
- Introduction of Interdisciplinary subjects
- Saptadhara Activities for Students’ Holistic Development
- Study Tours and Industrial Tour
- Medical and Blood Group Check up camp
- Traffic Awareness Programs
- Various Awareness Programs by NSS in Adopted Village
- Thalassemia Awareness and Testing Camp
- H.I.V. Aids Awareness Program
- Blood donation camp
- Teacher-Student Interaction
- Syllabus related movies were shown to U.G. and P.G. students
- Coaching Classes are conducted to train students for competitive exams like GPSC, NET/SLET
- Career oriented courses in Tally, Jewellery Making, Fashion Designing “Calligraphy, Spoken English, Food Preservation, and Journalism have been started
- UDISHA CLUB (A Government of Gujarat initiative) was established to increase employability.
- Research Workshops organized for P.G. students
- Faculty Training Programme in Capacity Building organized by Government of Gujarat for teachers
- Students are given training in martial arts.
- Publishing Newsletter which charts the institution’s achievements and events
- DELL lab (Digital English Language Lab, an initiative of Govt. of Gujarat) is installed with 25 computers. An instructor is also hired by DELL.
- Enrichment and up-gradation of library INFLIBNET facility
- Cultural Programs: Inter-collegiate competitions
- Organizing activities like Debates, Quiz, and Discussion on subject topics
- Intensification and diversification of CWDC (College Women’s Development Cell)
- Feedback and Grievance Redressal Mechanism
- Formation of IQAC
- Indoor and Outdoor Sports facility (Chess, cricket, kho-kho, kabaddi and athletics)
- Established Swami Vivekanand Center
- Vanche Gujarat (A Move to Boost Reading Activity)
- Internal Quality Assurance System
- An Induction Ceremony is held in the presence of a team from the Gujarat Govt.
- Introduction of Interdisciplinary subjects
- A unique reading drive called “Tartu Pustak” is initiated
- A commendable extension program called ‘Bachpan’ is initiated towards the upliftment of underprivileged children.
- ‘SevakiPathshala’, a unique social service program runs successfully
- Earn while You Learn” runs successfully
- Faculty collegiality
- Value education and inter-religious dialogue
- Mentoring Programme

3. **Innovation regarding Infrastructure**

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>CCTV cameras are installed on campus for safe and better security</td>
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<td>Group SMS system has been adopted (e.g. Facebook and WhatsApp group, Zoom app.)</td>
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<tr>
<td>R.O. Water Facility</td>
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<td>Software to monitor the progress of research student</td>
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<td>Admission app</td>
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<tr>
<td>Internet Backbone and Wi-fi Campus</td>
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<tr>
<td>Centre for E-Governance:</td>
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<tr>
<td>- Digital Storage of students certificates such as 10th, 12th, and other documents.</td>
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<tr>
<td>- Internal test assessment reports online for parents and students</td>
</tr>
<tr>
<td>- Mentor reports and comments available online for parents</td>
</tr>
<tr>
<td>- Online interactions among parents and mentor</td>
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<tr>
<td>Online Payment Portal</td>
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<tr>
<td>Online entrance examination for all PG admission.</td>
</tr>
<tr>
<td>Campus Management System</td>
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<tr>
<td>Computerization of Administrative office</td>
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</tbody>
</table>
4. **Creating waves in society**

- Publishing of college magazines with ISBN number
- Developing the college website; creating a facebook page of the college
- Hosting and organizing national and State level programs like conferences, workshops, seminars, competitions etc.
- Interacting with alumni and parents of the current students
- Revival of the alumni association
- Using SMS notifications to communicate important information to the students

5. **Others :**

- Piggy Bank in Classroom’ is started with a view to inculcate a sense of saving and helping the needy
- Nss Camps, Ncc Camp (RDC/ TSC/ NIC/ Army Attachment/Trekking),
- G.K. Alive program to improve General knowledge among students,
- Facets and Indradhanush for competition of song, music, dance and literary activities
- NSDC program
- Personalisation
- Multi age classes
- Small learning communities and Small learning communities with academic
- Student advisories
- Multi disciplinary curricula with block scheduling
- Co-operative learning
- Project based learning
- Peer tutoring and peer instruction
- Team teaching
- Community service learning
- Looping
- Global connection
<table>
<thead>
<tr>
<th>SR.NO</th>
<th>BEST PRACTISES</th>
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<tbody>
<tr>
<td>1.</td>
<td>Soil Analysis and Soil Health Card</td>
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<tr>
<td>2.</td>
<td>E-Learning Cum Self-Study Centre</td>
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<tr>
<td>3.</td>
<td>Saptadhara Activities</td>
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<tr>
<td>4.</td>
<td>Teachers’ Diary</td>
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<tr>
<td>5.</td>
<td>Consultancy Project of Geology Department through Open Competition with multiple beneficiaries</td>
</tr>
<tr>
<td>6.</td>
<td>P.T. Exercise for students’ in the morning shift</td>
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<td>7.</td>
<td>Collective Prayers by B.Com. Students</td>
</tr>
<tr>
<td>8.</td>
<td>Vocational Training</td>
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<td>9.</td>
<td>Developing Skills for Campus Placement UDISHA and Nurturing Life Supporting Skills</td>
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<td>10.</td>
<td>Students’ Steering Committee</td>
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<td>11.</td>
<td>Social Outreach Programs</td>
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<td>12.</td>
<td>Health and welfare programs</td>
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<td>13.</td>
<td>Quality Improvement : The Teacher and Teaching Process</td>
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<td>14.</td>
<td>Students and value based education</td>
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<tr>
<td>15.</td>
<td>Choice Based Credit System (CBCS) for academic flexibility</td>
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<td>16.</td>
<td>Organizing seminars, conferences at state and national level-students participation invitingscholars</td>
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<td>17.</td>
<td>Community service through NSS and CWDC (College Women’s Development Cell)</td>
</tr>
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<td>18.</td>
<td>Study and Industrial Tour</td>
</tr>
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<td>19.</td>
<td>Motivation of faculties to participate in national and international seminar and research activity</td>
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<td>20.</td>
<td>Awareness, Guidance and Training for Competitive Examinations</td>
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<td>21</td>
<td>HDI (Human Development Index)</td>
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<td>22</td>
<td>Yoga &amp; Pranayam</td>
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<tr>
<td>23</td>
<td>“Qualitative improvement in library facilities &amp; usages”</td>
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<tr>
<td>24</td>
<td>UDAAN- Job Fair</td>
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<tr>
<td>25</td>
<td>Business Battle – To provide Students with practical knowledge of business and ethics of business, and to acquaint them with the business practices prevailing in the market</td>
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<td>26</td>
<td>Compulsory attendance</td>
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<td>27</td>
<td>Stakeholder Relationships</td>
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<tr>
<td>28</td>
<td>Home room – Providing guidance/counseling to groups/individual</td>
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<td>29</td>
<td>Information and Communication Technology</td>
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<td>30</td>
<td>True Condolence and Remembrance: Value Inculcation</td>
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<tr>
<td>31</td>
<td>Making Most of Time: No Free Lectures</td>
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<td>32</td>
<td>Continuous Evaluation System in Mathematics</td>
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<td>33</td>
<td>Legal Aid Clinic and Legal Awareness Program</td>
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<td>34</td>
<td>Participation in Institutional Social Responsibility (ISR) and Extension activities</td>
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<td>35</td>
<td>Celebration of Sanskrit Day and Bhagawad Gita Jayanti Celebration</td>
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<td>36</td>
<td>Digitalisation of the Folk literature</td>
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<td>37</td>
<td>Mentoring Programme</td>
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<td>38</td>
<td>The integration of Technology is implemented at IV levels (Faculty Development Program)</td>
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<td>39</td>
<td><strong>V CARE</strong>... A Step towards Betterment</td>
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<td>40</td>
<td>Faculty centric knowledge oriented practices and student centric knowledge oriented practices</td>
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<td>41</td>
<td>“Philanthropic Activities in University”</td>
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<td>42</td>
<td>Fostering Social Responsibility</td>
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<td>43</td>
<td>Towards Gender Equality</td>
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<td>44</td>
<td>In-house development and deployment of software for Student Records Management in the College.</td>
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<td>45</td>
<td>School Adoption Programme</td>
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<td>46</td>
<td>Village adoption Programme</td>
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<td>47</td>
<td>Single Window Counselling for admissions</td>
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<td>48</td>
<td>Leadership development and faculty empowerment</td>
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<td><strong>49</strong></td>
<td><strong>Mentor Mentee Programme</strong> - 400+ Faculty mentor helping every 22 student (UG) and 30 Student (PG)</td>
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<td>50</td>
<td>998 E-Books, 2688 E-journal For teaching and research towards digital learning experience</td>
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<td>51</td>
<td>Language labs - Language Labs promote the benefits of learning other languages and facilitate the teaching, acquisition, and maintenance of foreign language skills through the exploitation of technology.</td>
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<td>52</td>
<td>Grievances redressal cell</td>
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<td>53</td>
<td><strong>IAESTE</strong>–(International Association for the Exchange of Students for Technical Experience)Students travelled abroad for international internship</td>
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<td>Rs. 1 Lakh towards student safety insurance</td>
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<td>e-governance</td>
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<td>56</td>
<td>Course Management System</td>
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<td><strong>57</strong></td>
<td><strong>SEESHA-KITS Initiative</strong> – Free education scheme for deserving student</td>
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<td>58</td>
<td>Corporate Mentoring</td>
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<td>59</td>
<td>Adjunct professorship scheme – Service of eminent academicians and experts from the industry is grafted into the university system.</td>
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<td>60</td>
<td>Industry – Institute Interaction</td>
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<td>61</td>
<td>Sexuall harassment prevention cell care</td>
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<td>62</td>
<td>Anti-ragging committee</td>
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<td>63</td>
<td>Mapping Campus Biodiversity</td>
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<td>Swoc analysis</td>
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<td>65</td>
<td>Value education and inter-religious dialogue</td>
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<td>66</td>
<td>Participatory decision-making process. – the College management allows and encourages the stakeholders to share and participate in the institutional decision-making</td>
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<td>67</td>
<td>Ensuring Social Justice in Education: Cell for the Disabled</td>
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<td>68</td>
<td>University Foreign Relations Office as a single window facility for foreign students</td>
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<td>Self Access and Interactive Learning</td>
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<td>70</td>
<td>Contextualization -</td>
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<td>71</td>
<td>Modified Brainstorming - Brain storming is an effective technique for ensuring participation in the learning process</td>
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<td>72</td>
<td>Corporate Lessons &amp; Concepts (CLC Model)</td>
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<td>73</td>
<td>TBX- (Team building exercises- From competition to collaboration)</td>
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<td>74</td>
<td>Idea Tracking Enablement Method (ITEM)</td>
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<td>75</td>
<td>UTARA (Unified Technique for Achievement Related Action)</td>
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<td>76</td>
<td>Comprehensive Performance Management System through faculty self-evaluation &amp; rating by head of the institute.</td>
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<td>Certification Program for enhancing employability skills.</td>
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<td>78</td>
<td>Village Fieldwork Segment (VFS)</td>
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<td>79</td>
<td>Faculty collegiality</td>
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<td>80</td>
<td>Solar building lighting systems</td>
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<td>Solar street lighting systems</td>
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<td>Page</td>
<td>Description</td>
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<tr>
<td>82</td>
<td>To inculcate the value of writing scientific papers and publishing it in Indexed Journals among faculty members of the college</td>
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<tr>
<td>83</td>
<td>Virtual lab Facility - To provide remote-access to Labs in various disciplines of Science and Engineering</td>
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<td>84</td>
<td>Students Financial Support System - To reduce financial burden on poor and needy students who are interested in pursuing their technical education.</td>
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<td>85</td>
<td>Community Development - To create the sense of belongingness towards the nation amongst the students.</td>
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<tr>
<td>86</td>
<td>Commitment to the Society - To create the sense of belongingness towards the nation amongst the students.</td>
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<tr>
<td>87</td>
<td>Women Empowerment - To create awareness among the girls about their civic rights.</td>
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<td>88</td>
<td>Training for cooking, rangoli making, Home management, Hospitality Management</td>
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<tr>
<td>89</td>
<td>Holistic Student Centric Practices - To provide a platform to exhibit the hidden talents of the students.</td>
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<td>90</td>
<td>Learning Management System (LMS)</td>
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<tr>
<td>91</td>
<td>Peer Tutor scheme - to identify meritorious, talented and highly capable students, to recognize and award them, as well as simultaneously use their skills to help weaker students, particularly in the first and second years of the UG programmes</td>
</tr>
<tr>
<td>92</td>
<td>NCU Scholars Scheme - to encourage students to take GATE to testify teaching standards against well recognized national level external benchmark, such as GATE and is being implemented from the current year.</td>
</tr>
<tr>
<td>93</td>
<td>Establish the School of Professional Attachment (SPA) to improve student employability</td>
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<tr>
<td>94</td>
<td>Research and Development: International Collaboration</td>
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<tr>
<td>PRACTISES IN FOREIGN COLLEGES</td>
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<td>------------------------------</td>
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<tr>
<td>1. <strong>Value in the Valley</strong> - Students are involved in interdisciplinary projects which are commissioned by real employers. The aim is to make students become innovative professionals. <em>(EUROPE)</em></td>
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<td>2. <strong>Forever new – Astregetic Vision for tomorrow</strong> <em>(Darmouth college, New Hampshire United State)</em></td>
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<tr>
<td>3. <strong>IWR (Institute of writing and rhetoric)</strong> - Faculty members are developing extended outcomes for students in each of their first year writing classes <em>(Dartmouth’s Institute for Writing and Rhetoric, New Hampshire United State)</em></td>
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<td>4. <strong>OMA – Office of Multicultural affairs</strong>, to collaborating with several departments to present lectures and programming with limited funding and by aggressively meeting with students. <em>(United States)</em></td>
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<td>5. <strong>The Edna Lawrence nature lab</strong> – To open students eyes to the limitless visual patterns, structures, and processes in the natural world. <em>(UNITED STATE, Providence city, Rhode Island)</em></td>
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<td>6. <strong>Intellectual Property Rights</strong> - To make clear the relationship among the academic world, student work, and industry, a Policy for Intellectual Property and Guidelines for Sponsored Studios have been written and disseminated</td>
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<td>7. <strong>Community Outreach</strong> - The Office of Student Life supports students by providing opportunities that increase community involvement and strengthen leadership skills</td>
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<td>8. <strong>Office of Student Life (OSL)</strong> - The OSL enriches student life by developing and maintaining programs that complement the classroom experience <em>(UNITED STATES)</em></td>
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<td>9. <strong>Instructional Data Team (IDT)</strong> - Teachers discuss about student learning and achievement</td>
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<td>10. <strong>Authors and Poets</strong> - Pupils write on a given topic and exchange texts with their twinned school through a blog. <em>(EUROPE)</em></td>
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<td>Compulsory Summative Project</td>
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<td>Cross-curricular Project</td>
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<td>New Millennium Learners</td>
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<td>18</td>
<td>Faculty Handbook - faculty recruitment, promotions, and tenure in Trustee Policies and Regulations Governing Academic Tenure <strong>University of North Carolina at Chapel Hill</strong></td>
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<tr>
<td>19</td>
<td>Special Internal Administrative Reviews - The school sometimes conducts special reviews that extend beyond assessments required by the university.</td>
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<td>20</td>
<td>Internal advisory group - The size and complexity of the school and the development of a complex organizational structure require a number of administrative groups to provide the venues for policy recommendations and decision.</td>
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<td>21</td>
<td>Externally advisory group - to provide input into the school's academic and research programs.</td>
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<td>22</td>
<td>Student Organizations - purpose is to promote multiculturalism while helping students to connect and become more active in the local and college communities; the Japan Culture Committee dedicated to increasing awareness and knowledge of Japanese culture through art, language and film; and the X-presate Hispanic Student Organization, whose purpose is to promote academic excellence, preserve Hispanic culture, teach the Spanish language, and assist Hispanic students in adapting to American culture. In addition, students are encouraged to apply to become a student ambassador.</td>
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<td>23</td>
<td>Office of Student Affairs - The school’s Office of Student Affairs (OSA) supports student organizations and student leaders in several ways.</td>
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<td>24</td>
<td>Student Entrepreneurship - it offers students an opportunity to start a new business, run a family business, or launch a new venture within an existing company(U.S).</td>
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<td>25</td>
<td>Faculty Entrepreneurship - The faculty will work with student organizations to build and cultivate relationships and to increase campus awareness of entrepreneurial thinking and opportunities.(U.S)</td>
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<td>26</td>
<td>University Technology Transfer Functions - to add to the entrepreneurial vigor of its community through college and alumni owned business ventures.(U.S)</td>
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<td>27</td>
<td>TEACHER OF THE YEAR” AWARD - Recognize an outstanding educational leader through the Teacher of the Year Award – <strong>HAARVAD UNIVERSITY</strong></td>
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<td>28</td>
<td><strong>New Mexico Highland University, Las vegas, U.S.</strong></td>
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<td>29</td>
<td>Rewards for Teaching Excellence -</td>
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<td>30</td>
<td>Employee Tuition Reimbursement Program–</td>
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<td>31</td>
<td>Writing Center–Writing Center provides assistance to all students at any stage of a writing project, from conceptualization and organization through final editing. Instructors can provide the Writing Center staff with descriptions of the writing assignments in their courses and require their students to demonstrate that they used the center’s services.</td>
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<td>32</td>
<td>Center for Education &amp; Study of Diverse Populations (CESDP)–The primary mission of the CESDP is to assist communities in improving the quality of education for all citizens including, students, families, educators, and community members.</td>
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<tr>
<td>33</td>
<td>Project GUTS – Growing Up Thinking scientifically - Students and teachers learned about how scientists and others use computer in cutting-edge research.</td>
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<td>34</td>
<td>Ilfeld Auditorium–Ilfeld Auditorium is available to community groups for performances, often for reduced or waived fees.</td>
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<td>Alliance to Harness Global Opportunities – The alliance is dedicated to providing youth with the education and applied training necessary to become social entrepreneurs. This forum attended by the Highlands students was titled “The Global Clean Technology Forum.”</td>
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**University of North Florida Jacksonville, Florida**

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<td>35</td>
<td>Informal Student Feedback - Open Door Policy - the Chair and the Dean have an open door policy. Students are welcome in at any time to discuss any topic. These conversations are factored into the CM faculty deliberations on the program. The Chair on occasion also attends student club meetings and visits the classroom.</td>
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<td>36</td>
<td>“TracDat” application programme - for reporting and tracking all university academic programs on their continuous improvement program.</td>
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**Lone star college, cyfair, U.S**

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<td>37</td>
<td>Bilingual advising - If students have a technical question about a course or its content, need help in planning their academic future, or need a referral for any type of problem, bilingual help is available.</td>
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<td>38</td>
<td>Student e-mail - provides an innovative platform for managing, tracking, promoting, and sharing information with easy to use online tools, such as email, message boards, discussion groups, and publishing features, all in one unified system. This allows faculty, administration, staff, and students to share information about college courses, campus events, and college and career services.</td>
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<td>39</td>
<td>Social activities - These activities vary according to the interests of the students. The Student Activities Program Manager promotes multicultural activities and specifically invites students to take part. For example, during the last celebration of International Education Week, students and faculty were invited to participate in a multicultural fashion show. In the past, students have had Thanksgiving dinners, Christmas parties, picnics, movies, cultural events, speech contests, chess tournaments, talk shows, community organization presentations, and art exhibits.</td>
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<td>SR. No</td>
<td>Best Practises (Suggestion)</td>
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<tr>
<td>1</td>
<td><strong>Day of Presentation</strong> - Make compulsory for every student to present themselves on any subject in their respected class (specific day per week) to remove their fear of stage performance, presentation, and public speaking.</td>
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<td><strong>Know oneself</strong> - Organized a psychological test for every student through which they will be able to know themselves and move towards the right direction rather than go for career and money aspect.</td>
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<td>3</td>
<td><strong>Journey towards within</strong> - Organized spiritual class or prepared spiritual programme which is compulsory to attain for all the students which will help them in so much aspects like, peace, stability, able to hear their inner voice, detachment from materialistic things, etc., etc.</td>
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<td>4</td>
<td><strong>E-Lectures</strong> – Maintain the cds or soft copies of lectures of particular date so that students will enable to fulfill their missing lectures.</td>
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<td>5</td>
<td><strong>Explore the Sky</strong> - Implement application process in the college to apply for various fellowship, e.g. Teach for India, Young India fellowship, Gandhi fellowship, SBI Youth for India fellowship and many more, etc. etc. This will help or give direction to students to move forward in their respected field. By this students will aware with this kind of knowledge.</td>
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<td><strong>Socially intellectual</strong> - Todays era, its necessary to learn social skill to deal with every kind of person, to develop social skill its necessary to give responsibility to students by generate various committee which one lead by only student e.g., Water committee which is supervise water facility in college, as well as electricity committee, cleanliness committee, Parking space committee, anti-ragging committee, function committee which will look out all the functions, organised in the college, planning committee, conflict committee which will solve the problems among the student, etc etc.</td>
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<td>6</td>
<td><strong>Innovative and Creative Week</strong> – Students represent them selelves with whatever they have create within whole year, e.g poems, stories, essays, innovative in their respected field e.g. new technology, new application, new medicines, new machinery, Award, reward and recognition for this</td>
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<td>7</td>
<td><strong>Allumni web portal</strong> : Create a web page where job profile of the previous student or allow alumni to put their job profile and employment detail, this will help the present student as well as the college staff member to track their alumni which will help them for placement co-ordination.</td>
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<td>8</td>
<td><strong>Attract an employment</strong> – create a portal in which an employment post their part time jobs, full time jobs, as well as An NGOS or companies may attract the students for volunteer participate in projects as well as internship opportunity student make enable to apply in their respected field.</td>
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<td>9</td>
<td><strong>Compulsory participation era</strong> - Organise various competition internally (in the college only) and make it compulsory for every student (Year wise, F.Y. S.) to participate in that, by this they will be able to know that in which field they are able to doing best as well as they are used to with the competition and may be by this, the fear of competition will be removed, as well as they know the value of participation.</td>
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