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Advance and Innovative Research

(Conference Special)

KRISTU JAYANTI COLLEGE
BENGALURU

Affiliating from Bangalore University

UGC recognition 2 (f) and 12 (B) college

NAAC accredited 'A' Grade, with CGPA 3.22

THE COLLEGE

Kristu Jayanti College, founded in 1999, is run by "BODHI NIKETAN TRUST", formed by the members of St. Joseph Province of the Carmelites of Mary Immaculate (CMI). The college is affiliated to Bangalore University and is reaccredited with highest grade 'A' by NAAC in Second Cycle of Accreditation in March 2015. The college is recognized by UGC under the category 2(f) & 12(B). The college was accorded autonomous status from 2013 by the University Grants Commission, Government of Karnataka & the Bangalore University. In India Today - Nielsen survey 2018 the college is ranked 2nd Best BCA College, 9th Best Commerce College, 17th Best Science College & 14th Best Arts College in India and 2nd,3rd,4th positions in Arts, Commerce & Science among Top 10 Colleges in Bangalore respectively. The institution strives to fulfill its mission to provide educational opportunities to all aspiring youth to excel in life by developing academic excellence, fostering values, creating civic responsibility and building global competencies in a dynamic environment.

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Research Papers

DYNAMICS OF QUALITY ASSURANCE IN HIGHER EDUCATION IN INDIA: ISSUES AND CONCERN

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ABSTRACT

During the last twenty years Higher Education and its institutions have been evolving in the fast changing socio-economic context. With this changing context appropriateness of the existing mechanism at quality assessment and issues concerning quality parameters also has been revisited. The UGC of India established the National Assessment and Accreditation Council (NAAC) to assess and accredit Higher Education Institutions in India and ensure maintenance and improvement of quality in Higher Education.

The journeys of NAAC for the last twenty four years divulge that many initiatives and decisions of the central; state has been linked to the NAAC grading and outcome. Many schemes of MHRD, and UGC like Universities with Potential for Excellence (UPE) Universities of Excellence (UoE), Open and Distance Learning, Deemed to be University and finally majority of foreign Universities admit students from accredited institutions. Accreditation and Mutual recognition thereof plays a vital role in global level.

The Context: During the last twenty years Higher Education and its institutions have been evolving in the fast changing socio-economic context. Transformation has been basically through technological, pedagogical, communication, market driven changes and also due to dynamics of higher education itself. Another key factor has been the progressive increase in enrolments and opening at Institute of Higher Learning both in private and public sector. This increase has been phenomenon and numbers must commensurate with quality. Consequently there is an urgent in assessing institutions quality parameters of this growth. Growth needs be quantity in numbers must not compromise on Quality.

With this changing context appropriateness of the existing mechanism at quality assessment and issues concerning quality parameters needs to be revisited to facilitate a deeper insight.

Present competitive world demands quality education. It means good academic environment, teaching-learning process, robust research; active campus life, smart classrooms, efficient, support services, infrastructure and ICT enabled library service and facility, its updation of books, journals and learning with reference materials etc. Emoluments of academic and support staff do matter. Today, improving the quality of education and campus life is the major concern of the higher education. Retention of the qualified and competent manpower both in Public and Private Education sector is a challenging task.

It is also true for the Govt. College, aided Colleges and even in private colleges to retain the staff is a challenging task for the managements. Employment generation and employability of the students are much spoken about.

The greater challenge on the part at institutions is to change the attitude of the students and their parents towards entrepreneurship. Starting start-up dreams and encouraging few students to job creaters instead of job seekers.

Moulding the students set of mind in group is the challenge of the faculty in the area of unknown like incubation centre as well innovating the new design, product and service. Institutions need to engage with different schemes of Government of India such as Stand Up India, Start up India, Skill India, Atal Innovation Mission (AIM), Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Computer Literacy, short term courses within the Institutions like Laptop Maintenance and Servicing, Mobile Servicing, Beauty Parlour, Computerized Financial Accounting, Digital Designing and Publication, Basic Photography and Videography and Dress Designing etc., The institutions can also run some of the programme in collaboration with reputed corporate houses like WIPRO, INFOSYS, TATA Consultancy, Intel, Microsoft, CISCO, bodies and Chamber of Commerce institutes like ASSOCHAM, CII, FICCI, well known institutions, TISS, TIFR, IUCAA, NCL, NCBS, NCB or with some linkages for research institutions, internship and student exchange etc., All facilities may not be available in the institution. In such cases offering the courses at a lower cost with collaboration would lead some students to learn required job skills in a short period while studying or after the study. Short term courses on foreign languages are increasing in metro cities and tier 2 cities. As everyone knows quality of a nation depends upon the quality of its citizen and the quality of the citizens in turn depends upon the quality of their education. In order to compete with the world economy, India needs to develop quality manpower with modern outlook with value education. There is a need to strengthen the Indian traditional educational system in fine arts, history, political science, philosophy, museology, music, Sanskrit education, yoga, yogic science, naturopathy, Ayurveda and siddha etc.,

Roots of our heritage and culture needs to be strengthened. We need not promote revert attitude yet we must not loose our roots. Ethical and moral values are relevant for modern age also.

India is country with various culture. Each and every state of Bharat is rich in its heritage. It is necessary to pay further attention to strengthen teaching and learning process. In past knowledge prospered in India through Guru –Shishya Parampara and today this is possible only through quality teaching learning process and environment ambience. Good governance of the higher education institutions is one such measure to assess their performance. Good performance of the institution helps them to attract more research projects, good students, parental support, and impeccable social image. Good governance is required to perform better in the competitive environment.

SIZE OF THE HIGHER EDUCATION INSTITUTIONS (HEIS)
During the last few years number of Higher Education Institutions has increased substantially. Many new Colleges and Universities of various kinds have come into existence. The chart below shows the increase in number of institutions from 2011 to 2017

Chart–I: Number of Universities

Year	Number of University level (HEIs)
2011 - 2012	642
2012 - 2013	667
2013 - 2014	723
2014 - 2015	760
2015 - 2016	799
2016 - 2017	864

Source : AISHE data as on 31-03-018.

AISHE 2017 data Year Wise Growth Rate
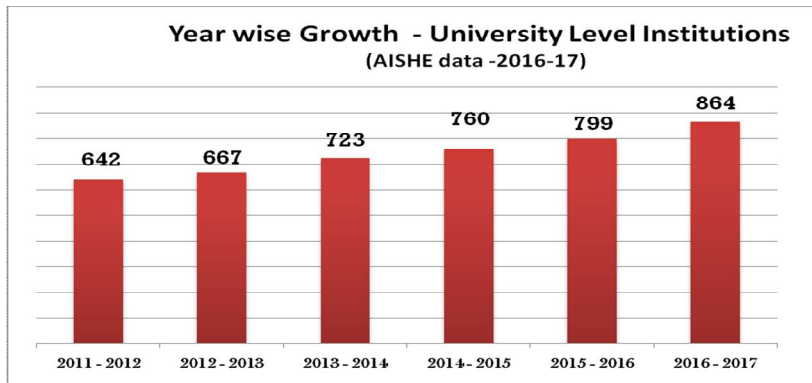
Chart – 2: Number of Colleges

Year	Number of Colleges
2011 - 2012	34852
2012 - 2013	35525
2013 - 2014	36634
2014 - 2015	38498
2015 - 2016	39071
2016 - 2017	40026
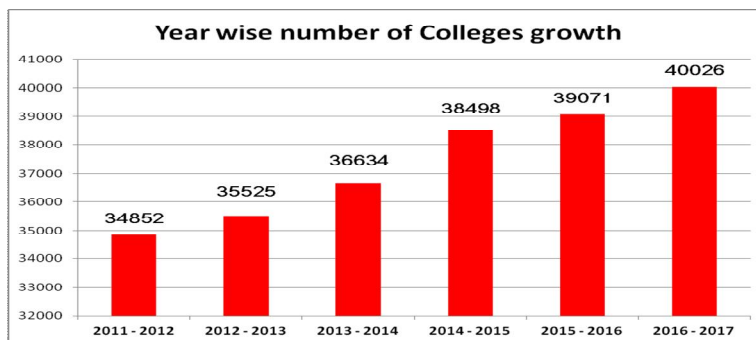
Source: AISHE 2017 data Year Wise

Today higher education system has seen radical changes in terms of employability. Today students are expected to have knowledge, skills and communication as a basic foundation. The stakeholders and employers seek at student among for team work, sincerity and above all the right attitude towards work in any organization. The globalised scenario demands all round improvement of quality and quantity assessment, identification at quality gap and strategy for quality improvement.

Thus the present paper looks into the dynamics of approach involved in the process of Quality Assurance agencies while assessing the Higher Education Institutions.

NAAC AS PROCESS OF QUALITY IMPROVEMENT THROUGH ASSESSMENT:
The University Grants Commission (UGC) established the National Assessment and Accreditation Council (NAAC) in 1994 head quartered at Bangalore. The mandate given to NAAC is to assess and accredit Higher Education Institutions in India and ensure maintenance and improvement of quality in Higher Education.

NAAC has been actively engaged in the performance, evaluation and implementation of quality sustenance procedures in Universities and Colleges. NAAC vision and mission statements specify its functioning highlighting quality assurance mechanism in higher education institutions with the combination of self and external quality evaluation, promotion and sustenance activities and initiatives.

The prime agenda of NAAC is to assess and accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Assessment is the performance evaluation of an institution and /or its units and is accomplished through a process based on self-study report and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five Years. **The philosophy** of NAAC is "ameliorative and enabling rather than punitive or judgmental, so that all constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities."

ACCREDITATION SO FAR
National Assessment and Accreditation Council (NAAC) has done more than 11,964 onsite visits (including first cycle: 320 Universities and 7452 Colleges; Second Cycle: 157 Universities and 3288 Colleges; Third Cycle: 63 Universities and 675 Colleges and 09 Colleges in Fourth cycle) in the country as on 03 July, 2018. *(Cycle means – Accreditation validity of Five years).* The graph given below shows the assessment done during the last six to seven years.

(Financial years)
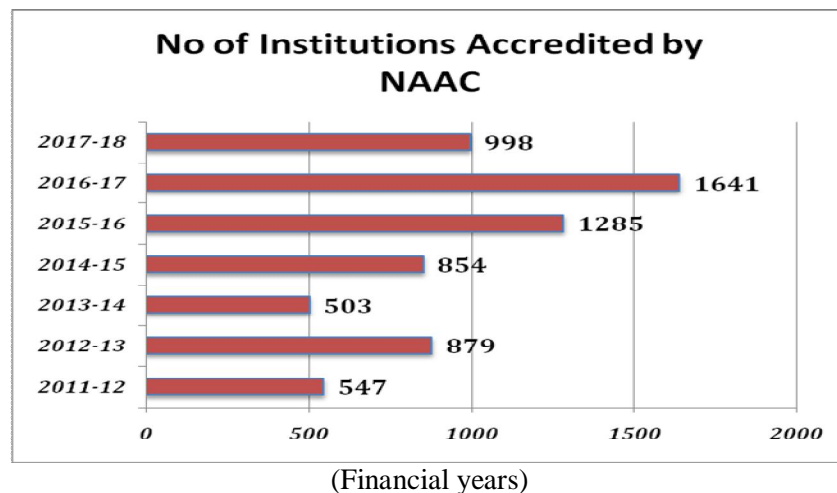
Accreditation from first to fourth cycle of the Universities and Colleges the status as on Nov 2018 is as follows:

	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	Total
Universities	320	157	63	0	**541**
Colleges	7542	3288	675	9	**11342**

MANDATORY ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATIONAL INSTITUTIONS
During the first phase accreditation was voluntary. However since 2013, UGC vide Gazette Notification January 19, 2013 has made accreditation through NAAC and such other agencies. It has stated that All Institutions of Higher Learning will have to compulsorily undergo the accreditation from an accrediting agency. Many Institutions are applying to NAAC for the purpose of Accreditation. Let us see the status of the institutions who applied for the Accreditation with State –wise.

National Assessment and Accreditation Council (NAAC) has done more than 11,964 onsite visits (including first cycle: 320 Universities and 7452 Colleges; Second Cycle: 157 Universities and 3288 Colleges; Third Cycle: 63 Universities and 675 Colleges and 09 Colleges in Fourth cycle) in the country as on 03 July, 2018. *(Cycle means – Accreditation validity of Five years).* The graph given below shows the assessment done during the last six to seven years.

NAAC ACCREDITED STATUS WITH RESPECT TO UGC 2(F) AND 12B RECOGNIZED COLLEGE

(UGC data as on 31-05-2018, NAAC Data as on 16th August 2018)

Sl. No.	State /Union Territory	Number of 2(f) and 12B Colleges	No. of 2(f) and 12 (B) Colleges Accredited by NAAC	No. of 2(f) and 12 (B) Colleges to be Accredited by NAAC	Percentage of 2(f) and 12B Colleges Accredited by NAAC	Percentage of 2(f) and 12B Colleges to be Accredited by NAAC
1.	Andaman and Nicobar Islands	2	1	1	50%	50%
2.	Andhra Pradesh	377	228	149	60%	40%
3.	Arunachal Pradesh	10	6	4	60%	40%
4.	Assam	302	169	133	56%	44%
5.	Bihar	408	79	329	19%	81%
6.	Chandigarh	20	10	10	50%	50%
7.	Chhattisgarh	170	74	96	44%	56%
8.	Daman & Diu	2	0	2	0%	100%
9.	Delhi	78	36	42	46%	54%
10.	Goa	29	22	7	76%	24%
11.	Gujarat	457	333	124	73%	27%
12.	Haryana	177	126	51	71%	29%
13.	Himachal Pradesh	61	37	24	61%	39%
14.	Jammu & Kashmir	85	32	53	38%	62%
15.	Jharkhand	127	49	78	39%	61%
16.	Karnataka	653	470	183	72%	28%
17.	Kerala	244	214	30	88%	12%
18.	Madhya Pradesh	445	187	258	42%	58%
19.	Maharashtra	1235	713	522	58%	42%
20.	Manipur	60	19	41	32%	68%
21.	Meghalaya	29	13	16	45%	55%
22.	Mizoram	27	19	8	70%	30%
23.	Nagaland	33	15	18	45%	55%
24.	Odisha	472	210	262	44%	56%
25.	Puducherry	18	11	7	61%	39%
26.	Punjab	248	154	94	62%	38%
27.	Rajasthan	265	130	135	49%	51%
28.	Sikkim	1	1	0	100%	0%
29.	Tamil Nadu	457	344	113	75%	25%
30.	Telangana	234	117	117	50%	50%
31.	Tripura	27	6	21	22%	78%
32.	Uttar Pradesh	2173	217	1956	10%	90%
33.	Uttarakhand	62	31	31	50%	50%
34.	West Bengal	456	287	169	63%	37%
	TOTAL	**9444**	**4360**	**5084**	**46 %**	**54 %**

* Dadar and Nagar Haveli, Lakshadweep doesn't have Higher Education Institute recognized under 2 (f) and 12B of UGC act.1956)

The data illustrates that only 46% of the colleges recognized under section 12B at UGC are accredited. The NAAC needs to look in to those institutions which are due for accreditation. Assessing 54% (around 4977) colleges is a huge task. Accrediting agency need to evolve a different strategy to complete the Accreditation. Identifying an institution which would like to go for accreditation and hand holding need to be done at NAAC level. Most of the institutions are covered under the 12B of UGC act and are receiving financial assistance from Central Government. As per the mandatory accreditation gazette notification 2013 every institution need undergo the process of accreditation. The UGC has recently has brought out the Quality Mandate (2018) which states that the Assessment and Accreditation should be conducted by the College before 2022. As every year around 2% increase in the number of colleges, opting for accreditation also will increase for Accreditation. The issue is that more than 50 % of the colleges are yet to be accredited by NAAC as per the 12B of UGC.

So far NAAC has accredited **320 Universities** and **7542 Colleges.** Out of these many institutions have undergone second, third and even for fourth cycle. The journeys of NAAC for the last twenty years divulge that many initiatives and decisions of the central; state has been linked to the NAAC grading and outcome. some of the issues and outcomes can be flagged as under :

➢ The gazette notification by MHRD on February 12, 2018 University Grants Commission (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) Regulations, 2018 has now mandated that without A and higher grade can alone retain autonomous status.

➢ Quest for excellence is a continuous process of enhancing the competencies and potential of the Institutions to the highest level of standards. For applying for the UGC schemes like the please receive UGC guidelines (2007-2012) for Universities with Potential for Excellence and quote suitably. "Universities with Potential for Excellence" (UPE)   Universities of Excellence (UoE) Status, applying institutions should have Accreditation by NAAC with Grade "A". Some of the recent decisions are based on the CGPA which the institution has obtained from NAAC

➢ Further Colleges with Potential for Excellence" (CPE) will also be decided by the UGC with respect to the NAAC Accreditation status either "B' or "A". Only such of the colleges which are accredited with 'A' grade with more than 3.51 CGPA will be eligible for consideration as College of Excellence (CE) under the Scheme.

➢ Mandatory Assessment and Accreditation of Higher Educational Institutions Regulations (2012): All Institution of Higher Learning will have to compulsorily undergo the accreditation from an accrediting agency. Many Institutions are applying to NAAC for accreditation.

➢ As per the UGC – Commission meeting held on 24 May 2018, approved the objectives set for improving the quality in Higher Education Institutions (HEIs). All HEIs shall strive to achieve the following Objectives by 2022.

➢ The regulation by the University Grants Commission (Open and Distance Learning) Second Amendment Regulations, 2018 states that

University Grants Commission (Open and Distance Learning) Regulations, 2017 (hereinafter referred to as the said regulations),- (a) in regulation 3, in sub-regulation 1, for clause (viii), the following clause shall be substituted, namely:-

"(viii) The Higher Educational Institution has valid accreditation from National Assessment and Accreditation Council with minimum Cumulative Grade Point Average of 3.26 on a 4 point scale and has completed five years of existence:

Provided further, that the Higher Educational Institutes falling in the above category but currently not accredited with National Assessment and Accreditation Council shall apply for National Assessment and Accreditation Council accreditation within three months from the date of issue of this regulation.

Provided further, that this clause shall not be applicable to Open Universities till the time they become eligible for National Assessment and Accreditation Council accreditation and it shall be mandatory for Open Universities to get National Assessment and Accreditation Council accreditation within one year of their becoming eligible for the same. More pressure will be built on the NAAC to prepare the ODL manual as well assessment of such institutions.

➢ One of the major considerations for applying for the status of "Deemed to be University" Status or for the Deemed University to open new campus also depends upon NAAC Accreditation as well as the CGPA which it has obtained from NAAC.

➢ IQAC funds from UGC: Quality is primarily the responsibility of higher education institutions as such. Each institution should develop an efficient Internal Quality Assurance Cell (IQAC) to ensure quality culture at the institutional level. Annual Quality Assurance Report (AQAR) is to be submitted to NAAC. UGC is funding the College for establishment of IQAC with rupees three (3.00) lakhs and Universities with rupees five (5.00) lakhs.

➢ More than 7000 accredited Institutions have established Internal Quality Assurance Cell (IQAC): Quality enhancement needs to be encouraged and Quality must be embedded in the institutional culture. The Academic Audit, needs to be a periodic process in the HEIs. IQAC has to operate as an internal mechanism of an institution which would work 365 days for qualitative improvement in all activities of the institution. Institutionalization of IQAC after accreditation is very important which will contribute significantly to sustain quality enrichment. IQAC helps in performance improvement and enhancement. It also integrates various activities and many best healthy practices take shape in the institution.

➢ More than 26 states which have established State Level Quality Assurance Cells (SLQAC), have conducted more than 400 workshops, 2500 seminars/conferences across in their jurisdiction on quality related issues like use of Internal Quality Assurance Cell (IQAC), use of ICT for quality enhancement, best practices in higher education, students participation for quality enhancement, teaching, learning and evaluation, academic and administration audit, curriculum design and development. Submission of year wise AQAR is a mandatory in the NAAC process to keep the institute abreast with the process of quality improvement in HEIs.

➢ Accreditation has become a powerful consideration for job placements, advertising for the colleges and universities, drawing of good staff, attracting good students, management taking interest to improve the infrastructure, support services, wi-fi campus, library automation, disabled friendly campus, motivating staff and students, alumni hunt, support, and resource mobilization, etc., are happening on the side lines of Accreditation.

➢ Rising significance of the Accreditation is reflected in competition among HEIs and student enrolment on the campuses. The societal recognition, competitive market forces on employability and its acceptability has risen in the recent years.

➢ Many Universities are taking cognizance of the NAAC accreditation status for granting permanent affiliation etc. and to apply of UGC Act of 1956, 12B status.

➢ The Department of Science and Technology under its scheme Faculty improvement in Science and Technology (FIST) utilizes the NAAC accreditation. Presently, UGC, RUSA, NCTE are considering accreditation grades for funding, projects and other purposes, Even some of the Foreign Research Institutes are also asking for NAAC accreditation.

➢ Many affiliating Universities are insisting on the institutions to go for accreditation before their permanent affiliation is granted to them. It makes the institutions not only to go for the accreditation but also to apply to the UGC for the 12B status so that they can get the funding from the UGC.

➢ The private agencies, software companies, FMCG companies, marketing, service sector companies are looking at the NAAC accreditation for their suitable candidates.

➢ Accreditation motivates faculty to participate actively in academic and related Institutional / departmental activities. The career schemes has implemented by the colleges and universities facilitate the improvements at the individual level initially and further it enhances the involvement of the faculty for institutional growth.

➢ Accreditation promotes a sound and challenging academic environment in the institutions, and adds value to the overall performance of the institution and contributes to socio-economic development of the country by producing high quality technical manpower.

➢ Accreditation promotes intra-institutional and inter institutional initiatives. Communication Channels are established for bottom-up approach in many institutions. Relationships and papers written by faculty have been increased in the recent years. Inter institutional collaborations, research work, faculty exchange, students exchange has been invented for mutual benefits.

➢ Many publications have been brought out within NAAC and in collaboration with UNESCO, APQN, COL Training Programmes for Teacher Educators etc., More details can be obtained from the NAAC website.

➢ Many parents, students, employers, Government Agencies, funding agencies, Foreign Universities, Collaborating agencies, are looking at NAAC website for information about status of the Institutions.

➢ NAAC has got international fame/recognition through the participation of its experts directly in the process of evaluation as an international assessor and by facilitating the process of accreditation in countries in Asia Pacific Region, by providing training and by playing a proactive role in international collaboration, and/ or by participation in global perspectives to form an organisation.

➢ Recently the Maharashtra state Government has taken a decision that the institutions must be accredited by NAAC before the session 2019-20 failing which the students scholarhships will not be disbursed.

INTERNATIONAL SCENARIO ON NAAC ACCREDITATION

- NAAC is a full member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since 1995-96 and also the founder member of The Asia-Pacific Quality Network (APQN). NAAC has an active MoU with leading Accreditation agencies throughout the world. Some of them are COL- Canada, HEEACT-Taiwan, IEEE- USA, HEQC-South Africa, NQA-Nepal, MQA Malaysia, ENQA, and other countries.

Foreign Universities seek information on one accreditation status at different embassies. From which the perspective students has graduated. If the applicant is not from accredited institution the application may not be considered.

- Many foreign universities do not admit students from non-accredited institutes Accreditation and Mutual recognition thereof plays a vital role in continuing their studies abroad.

- NAAC also keeps on sending its officials as well as academic experts to foreign of universities and colleges as a part of its exercise to enrich mutual experience and expertise.

- NAAC has also helped many countries in the Asia Pacific region to set up good quality assurance agencies for example in Nepal, Bhutan, Bangladesh, Mauritius etc.

- Mutual recognition and helping the neighboring countries for enhancing the quality in education is taken as mentoring. This activity has resulted in bi-lateral improvements in many areas of mutual academic and cultural enrichment. Students study at Indian Universities and colleges. On many occasions foreign expert groups have also interacted and participated in one training programme of evaluators.

CONCLUSION

For the last 24 years the NAAC has assessed and accredited large number of many colleges and Universities. Many institutions are yet to seek accreditation. Hence awareness on the New Accreditation Process which has been popularly known as Revised Accreditation Framework (RAF) need to done in all parts of the Country. The accreditation plays a vital role at present for obtaining the funds from the funding agencies. The time will also come when the students will also look in to the NAAC rating, grading before taking the admission. Days are not too far. When the stakeholders, employers and employees are looking for the brand of *"Accredited Status"* before offering the job or being employed in a particular institution or service sector institutions are to be more consciousness about quality and its outcome of graduates.

While addressing the present scenario and meeting the challenges, institution need to be more critically and carefully the institutional improvement. Institution needs to identify its strengths, weaknesses, opportunities, challenges and identify internal areas of planning and resource allocation. The purpose of assessment needs to enhance interpersonal relationships and collegiality on the campus. Institutions need to update the curriculum and initiate innovative and modern methods of pedagogy for the benefit of students. Accreditation gives the institution a new sense of direction and identity with greater sense of accountability and enhanced credibility.

NAAC need to look to the various aspects for evaluating the institutions in a proper way with the objective of improving the quality of education in India. The policies and procedures of the NAAC need to undergo the periodical academic audit and systematic review. Academic, administrative and financial policies and procedures should be continuously improved. Such activities would further strengthen the NAAC with the objective of improving the quality at Education in India and the public perception about NAAC and accredited institutes. The net desired outcome is qualitative improvement of higher education in India. NAAC should be a major catalyst and also helping hand for the HEIs going for accreditation.

(The views expressed in the article are personal; author thank Mr Kiran Jere Sr. Statistician for writing the paper)

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BUILDING EXCELLENCE IN HEIS THROUGH ENHANCED TEACHING-LEARNING PLATFORMS

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ABSTRACT

Today's fast evolving time is generating a flux in higher educational institutions (HEIs) and is demanding openness towards adapting to changing times and needs. There's huge scope of enhancing the outcomes from the institutes and aim for excellence. It is candid that acclimatizing to newness in teaching-learning (TL) platforms can bring in significant changes that are required to contemporary era at HEIs. Reskilling the teachers, updating with real-timeknowledge, encompassing emotional intelligence and embracing the dynamism in technology advancementsin TL process shall prove to be game changers in coming times.

Socially engaging teaching stands apart in being interesting, and the present google era demands practices that are student-centered. Such engaged teaching shall be able to translate towards the real purpose of learning, which is much beyond marks and/or certification needs. It's all about transforming enrolled students into responsible and contributing professionals who are socially fit, ethically (and morally) aligned and emotionally stable. The coming times are more challenging, thus new opportunities are knocking the doors. We must open the doors with both arms wide open and a smile on our faces!

Keywords: Reskilling, Teaching-Learning platforms; Student-centric approaches,Emotional Intelligence, Soft Skills, Innovation, Lifelong Learning strategies

Present educational needs must cater to the required paradigm shift in learning and the real purpose behind it. Students need to be encouraged towards developing more of conceptual understanding, application to real world problems and analyzing abilities along with room for assimilating new ideas and knowledge. Thus, critical thinking, evaluation strategies and team work need to be focused and soft skills (reading, writing, listening and speaking skills) that can play a major role for expressing themselves in a successful way. Fast paced new and emerging technological advancements and opportunities in market (industries) have been creating necessity of quality and industry ready man-power. Therefore, each HEI needs to successfully transform admitted students into professionals who are skilled, possess domain knowledge, have abilities to identify, troubleshoot, analyze, collaborate, synthesize; and importantly take decisions. Owing responsibilities and contributing towards social good, calls for prudent lifelong learning capacity development too. Candidly speaking, all these are the roles and responsibilities of HEIs.

Inputs as being given time to time by FICCI (FICCI-EY 2016, p.7), AICTE, NASSCOM (EdTech: The advent of digital education, NASSCOM Research Report 2018), TEQIP/World Bank (2017) do narrate on the sizeable gap between the existing and required skills in graduating students being churned out of many higher education institutions/colleges in India. Addressing some of the key issues on quality of graduates, AICTE has rolled out various student development schemes keeping in view the challenges faced by the community to become employable at the end of the professional course (https://www.aicte-india.org/schemes/students-development-schemes). The challenges prevailing in higher education in Indian context has been well narrated in form of a study too (Singh, J.D., 2011, Pg. 93- 94).

Barring few well established, elite and truly progressive institutions at central, state levels representing both public and private sectors, majority of the Professional, Business and Technical schools (HEIs) often are rolling out marks -cards bearing graduates (both under and post graduates) significantly lacking in competency and skills. It is well discussed elsewhere that well-funded public institutions have been found performing well, and contrary to this, most private higher education institutions have highly limited infrastructure. Thus, no proper libraries, laboratories, or research programmes are seen running and latter concentrate on saleable courses of study, prefer short-term to long-term programmes, and have underqualified and underpaid teachers (Tilak J.B.G., 2018). The teaching staff required to impart meaningful teaching is also inadequate These institutions often find very challenging to do the needful and thus, must be provided with adequate scaffolding to turn these challenges as opportunities. It has been also recommended by a team of researchers on higher education that private sector should run universities not for a profit-basis through charitable trusts/societies but as a part of a corporate social responsibility (Gupta & Gupta, 2012, pg. 21).

There are many ways and means to transform such institutions into liberal and innovation embracing places of learning. Some of the key approaches as being envisioned, attempted and disseminated from Teaching and Learning Centre (TLC) at Global Academy of Technology, Bengaluru are narrated below:

1. Re-skilling and relearning: With technology invading both professional and personal lives in a huge way, **re-skilling of collegiate teachers** is fast becoming compulsory. Similarly, removing redundancy and obsolesce in teaching is equally important. Tools of unlearning and relearning can do the needful at teachers' ends.

2. Acceptance:**Understanding and accepting the differences in students'** learning abilities, their intellectual diversity, age, gender, rural/urban composition, communication skill sets, and economic background in the classroom set-ups can go way forward to enhance outcomes. Substituting and adding social learning tools in such diverse matrix of students (via group, peer, active learning means) to hitherto prevailing teacher-centered teaching can enhance cognitive domains of learning.

3. Emotional Intelligence: Building reserves of **emotional intelligence**basedinventories through robust communicationteamwork, group learning, empathy, trust and resilience in teaching community shall equip and empower them to manage the commonly heard 'stressed environments' at both workplaces and homes.

4. Constructive communication: Teachers who are seasoned in communication skills (verbal, non-verbal, gestural, written) and smartly use the tools to best of their capacities in classroom sessions are seen as interactionist, and make learning accessible and interesting. Such teachers give a huge room for social learning that has been described as an important tool by many scholars and pedagogical experts. This can be summed as **Constructive communication** (with motivational style) and often works wonder, besides enhancing trust radius and confidence.

5. Motivation: **Motivation** is the next important tool for enhancing teaching effectiveness. Motivated teachers often are seen creating spark and create arrayof motivated students. Motivation and hunger for aspiration can be best used in creating positivity in students' lives.

6. Mentoring: It is also painful yet true that today's killer terms- **stress and depression** are more commonly engulfing young adults more than others and collegiate students are no exception. These can be gradually and successfully overcome or negated by powerful strengths of positive mentoring and counseling respectively undertaken by academic mentors/proctors/advisers and professional (psychological) counselors.

7. Information and communication technologies: The right and smart use of digital resources, Information Centers and ICT tools can do wonders in enhancing interests and engaging students through active mode of learning (EdTech: The advent of digital education, NASSCOM Research Report 2018). **Cohesive and structured use of these tools** (online and off line) can build, sustain and grow learning portfolios in student communities. Upgradation and expansion of knowledge base too can be targeted through this approach. It has adequately addressed by a team of researchers and documented as well (Ganesan, L., Ignatius, D., Neppolian, B (2017), pg. 99). It further shall aid in innovation and its management that has emerged as one of the leading indices of successes at HEIs.

8. Feedback and Reflection: For ensuring positivity, teachers must be open, accepting to **change with changing times** and willing to be change makers in their students' lives. This can also ensure positivity and satisfaction in teachers' inventories and positively affect health indices. Thus, teachers must undertake introspection, also called as Reflection, besides being evaluated by students in form of objective/subjective feedback. **Reflection** is one the best way to analyze and emerge further, align efforts as required by the system at place and be with changing times. With a well-designed training, this milestone can be achieved at any institution.

The above approaches are stitched in the figure as shown below (Insert figure here):

It can be summarized that evolving and realigning pedagogical principles that showcase effectiveness and enrichment of both teachers and students with productivity and positivity shall prove to be a real time-based asset for HEIs (catering to Sciences, Engineering, Management, Medicine, Commerce, Humanities, Law and allied domains) that are power houses of societal development.

Understanding the changing times, adapting contemporary pedagogical techniques, using available and expanding (digital) technology, developing emotional intelligence stocks, appreciating students' varied needs of learning together can lead to enhance efficiency of teaching-learning in Indian higher educational set-ups. It's important to invite anddevelop hunger for learning in students, attend to this hunger via aspiring and motivated teachersand cast a mark with all positivity. Such a holistic approach shall resonate well in harmony for times to come in our emerging landscape of higher education.

Figure-1: Key Approaches

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CAN THEATRE ENHANCE THE LEARNING EXPERIENCE OF MBA STUDENTS?

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ABSTRACT
'Theatre in Education' is not a new concept. But 'Learning Management Concepts Through Theatre' is indeed a novelty in Management Education. MBA education in a trimester mode of learning is too engaging for the students. An experiential learning platform that brings in learning, togetherness, happiness and memorable experiences for the students was a missing link. Hence, the researchers at Kristu Jayanti School of Management, experimented with a theatre based experiential learning platform in management education christened as Abhigyan - Theatre Fest. It is indeed is a festival of learning management science through theatre. It involves group learning, deliverables, deadlines, on and off stage evaluations, eliminations, feedback, reworks, rehearsals, technology, scripting, drama, settings, costumes, lighting, screen play, direction etc. The learning experience offered by Theatre is unique and unmatchable wherein the students experientially learnt management concepts and managerial skills practically. This research found that theatre is an effective tool in management education.

Keywords: Theatre, Education, Experiential Learning

1. BACKGROUND/CHALLENGES THAT LED TO ABHIGYAN
The traditional methods of teaching management concepts such as classroom lectures, case studies and the Business Simulation have been in use for a while. Though these methods are successful in providing different learning experiences, they have different levels of student engagement. The following reasons have reiterated the need to introduce an exciting learning platform:

a) An experiential learning platform that could leverage the energy levels of the Millennial MBA students was absent in the curriculum. The search for such an Experiential Learning platform resulted in the initiative of Abhigyan – Learning Management Concepts through Theatre.

b) Though the theoretical concepts on the critical managerial skills that are a mandate for a MBA graduate such as Planning, Organizing, Leading, Coordinating, Time Management, Contingency Management, Problem solving, Team work, Interpersonal skills etc which are an integral part of a MBA curriculum, an opportunity for the students to engage and learn these skills practically was limited. Abhigyan gives ample opportunity for students to inculcate these skills in a practical manner.

c) The programme objectives of enabling the students with Entrepreneurial and Project Management skills stand unachieved without a practical exposure to an enterprising and project management opportunity.

d) Inculcating Creativity and Innovation is a big challenge in a traditional classroom setting. Abhigyan gives an opportunity to the students to be creative and innovative.

2. REVIEW OF LITERATURE
Wooster (2016, p.13) defined Theatre in Education as, "using theatrical tropes in order to educate." James (2005, p23), in her research found that theatre as education contributes positively to the transmission of their skill development, influencing and supporting intellectual development. Praveen & Devi (2015, p.64) in their research reviewed the role of theatre in education and found that theatre could make the children realize that they are essentially natural beings with abilities to think creatively, technically and socially. Ball (1996, p.120), details in his article the emergence of theatre as a learning medium in Health Education. He illustrates the different experiences that the audiences get as a result of theatre. Wasylko and Theodore (2003, p.446) describe the role of drama that facilitates active learning and develops other skills in Nurse Education from their own experiences.

Gabula (2012, p.321), reviewed articles in the area of experiential learning in management education and concluded that experiential learning is critical for MBA graduates and hence advocated that B-schools should include it as part of their curriculum. Bevan and Kipka (2012, p.195), devised a framework for experiential learning in management education. Bernie et.al (2007, p.601), suggested that the insights and innovations associated with a community theatre could help to promote a critical pedagogy in management education. Moshavi (2001, p.446) found that improvisational theatre techniques can help management educators to enhance class room learning experience.

Nair, (2011, p.45), proposed to use theatre as a medium to make the management students learn the soft skills. She also stressed that theatre arguably transcends the constraints imposed by mere theorizing that may curtail real learning in terms of personal reflection. Geetha (2014), affirms that theatre is an important teaching tool to teachers since it employs all kinds of learning styles and reaches out to all kind of learners. Loriano et.al, advocate that drama engages students in creative problem solving and decision making and drama also builds cooperation and develops other social skills. Theatre practitioner and author, Louis E. Catron advocates that theatre offers 25 skills, traits & qualities such as problem solving, cooperation, time-budgeting skills, initiative, promptness & respect for deadlines, adaptability & flexibility, ability to work under pressure, goal oriented approach, willingness to accept responsibility, leadership skills, self-confidence etc in individuals who practice theatre.

Thus theoretically, theatre in management education would enhance the learning experience of a management student, assist management educators to offer an engaging learning experience to the students and also help the students to develop an array of soft skills and managerial skills. In this paper, the researchers have made an attempt to use theatre as a medium to impart management concepts to MBA students and evaluated it to understand the impact on the student's learning experience practically.

3. INTRODUCTION TO *ABHIGYAN*

Theatre in Management Education is a powerful and an exciting experiential platform of learning for the MBA students of Kristu Jayanti School of Management. This theatre fest christened as Abhigyan, is designed to offer students management education and training in managerial skills. Students are assigned different Management concepts and asked to understand and enact it in the form of a theatre play. Students themselves write the script, direct and enact the play on stage. Abhigyan enhances their understanding of the management concepts through theatre. It also gives an opportunity for the students to work in teams, co-ordinate, plan, and to complete the task under time pressure. It also augments their communication and presentation skills and removes stage fear. To ensure that the students meet the objectives of Abhigyan, the entire programme is evaluated at each stage to by faculty members, industry and theatre experts.

Primary Objectives

i) To provide an experiential learning in management studies.

ii) To enact a management concept through a theatre play

Secondary Objectives

i) To provide a platform to the students to think and work in a team, within set boundaries and experience the synergy in team work for a common goal.

ii) To enable the students to work in multi-cultural teams, under time pressure and to deliver a Managerial Drama project with the expected quality.

iii) Provide the students with various deadlines for various tasks in the project and to enterprise with various people in technology, design & drama.

4. EXECUTION OF *ABHIGYAN*

The first year MBA students were divided into 15 teams of 10 – 12 members each. The entire Abhigyan gets executed in 4 stages as below:

a) Poster preparation and presentation

b) Launch of a video trailer

c) Script writing and approval

d) 15 mins of on stage performance to present the theme through theatre

The Themes for Abhigyan 2K18 were selected from the topics listed below

i. Organizational Planning

ii. Relationship With Clients

iii. Wage Differentials

iv. Work Life Balance

v. Whistle Blowing

vi. Moonlighting

vii. Glass Ceiling

viii. Corporate Governance

 ix. Social Loafing

  x. Organizational Power And Politics

 xi. Conflict Resolution

xii. Work Culture

xiii. Employee Empowerment

5. EVALUATION OF *ABHIGYAN*

As explained in the previous section, Abhigyan is executed in 4 stages. Students present 4 key deliverables to the institute that are evaluated by experts from the field of drama and the industry. The following are those deliverables:

a) Poster

b) Video Trailer

c) Script Print out

d) On stage play

Table 1 specifies the 5 learning outcomes that the Abhigyan intends to achieve. Table 2 lists the 9 criteria on which Abhigyan is evaluated. Table 3 explains the mapping of the learning outcomes to the evaluation criteria. The student's deliverables and the presentation is evaluated and the results are measured to assess the attainment of the learning outcomes of Abhigyan.

6. CHALLENGES FACED WHILE EXECUTING *ABHIGYAN* AND THEIR SOLUTIONS:

Challenge

The major challenge faced while executing Abhigyan was to bring the students out of their comfort zone as none of them had a formal theatre training.

Solution

- A workshop on acting, drama and scripting was organized

- Periodic evaluation of each of deliverables was done and the feedback was given.

- Every team was assigned a student mentor and also a faculty mentor. The student mentors were from the senior batch, which represented the winners and runners up teams of the previous year's Abhigyan. Student mentors were primarily given the task to ensure participation, motivation and the team spirit towards achieving the Goal.

- The event was brought into the curriculum and marks were awarded based on the performance as part of their internal assessment.

- The top 3 teams were recognized separately. To further encourage the students, various awards namely The Best Actor, The Best Actress, The Best Support Actor, The Best Support Actress, The Best Director, The Best Script Writer, The Best Comedian and a special Jury Award were proposed.

- To encourage the student mentors, The Best Mentor awards for the top 3 mentors were proposed.

These awards assisted in tackling the challenge and resulted in major transformational performances from the students. Abhigyan 2K18 (March 16, 2018) was a rejuvenating experience for the students. Abhigyan 2K18 was learning through fun, competition and celebration. Hence, Abhigyan as a Theatre Fest provides a unique cognitive learning experience.

7. RESULTS ACHIEVED

The feedback and Impact of the initiative were clearly visible. The results showed that the students had an engaging and group learning experience over a period of 20 days working together with students from different cultural backgrounds.

a) Abhigyan enhanced their understanding of the concepts on the given themes from a practical point of view as the students demonstrated it in the form of a play. Apart from understanding the key concepts such as

Contingency Planning, Agility Management, Project Management, Time Management, Collaboration, team work and group dynamics, their ability to enact it or communicate it through a play as a team was tested to the core.

❖ *Evidence attached in* **Table 4** *– Feedback Analysis*

❖ *Students were also allocated marks based on their performance in the Continuous Internal Assessments under the subject – Human Resources Management (10 marks).*

b) Student's feedback showed that students had a fulfilling experience in terms of learning, rewards, enjoyment and the marks. So, Abhigyan demonstrated a higher level of Experiential Learning of the management concepts.

❖ *Evidence attached in* **Table 4** *– Feedback Analysis*

c) Abhigyan resulted in a bonding between the student community, a healthy competition and a respect for the fellow students as the students understood the talents of their fellow students.

d) Abhigyan made the students to come out of their comfort zones to compete and to bring out the best from the entire team. Many students admitted that they were able to overcome their stage fear and shyness and in fact were ready to go many more times on stage.

e) Students really had a sense of pride in owning the awards like The Best Director, The Best Actor, The Best Actresses, The Best Mentor etc.

❖ *Evidence attached in* **Table 4** *– Feedback Analysis*

8. CONCLUSION

'Abhigyan – Learning Management Concepts Through Theatre' has indeed enhanced the learning experience of the MBA students. It resulted in a deeper understanding of the concepts and also inculcated critical skills that are required for a MBA graduate. Moreover, Abhigyan shaped the students attitude by transforming them into both a team player and as a team leader. It also brought a deep sense of bonding among the students to plan, organize, co-ordinate, lead, control and work on any task given to them. It has augmented the class room learning and the other traditional methods of learning by providing a platform to the students to manage their time, meet deadlines, and present the deliverables with right quality, managing the resources and their allocation. Abhigyan made a huge success in bringing the students out of their comfort zones and exhibit their skills through theatre. Thus, Theatre in Management education is an innovative teaching pedagogy to enhance the learning experience of the MBA students.

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Table-1: Learning Outcomes of Abhigyan

Code	Learning Outcome
LO 1	Understanding the selected Management concept
LO 2	Learning the importance of Time Management
LO 3	Ability to Plan & Co-ordinate from scratch to completion
LO 4	Demonstrate Project Management skills in terms of managing the entire task right from preparing the schedule of work, identifying the right person for the right role, designing the settings, planning the costumes, working on the key deliverables based on the set expectations, collect feedback, change management, agility, rehearsals, direction & execution
LO 5	Enterprising with the technical people for the design and development of key deliverables, fashion experts, lighting & settings experts, etc.

Table-2: Evaluation Criteria

Code	Criteria
Criteria 1 (C1)	Effective presentation of Management Concept in the play
Criteria 2 (C2)	Clear Communication skills through dialogue delivery by every member
Criteria 3 (C3)	Co-ordination and Team Work
Criteria 4 (C4)	Display of Managerial Skills
Criteria 5 (C5)	Time Management
Criteria 6 (C6)	Acting performance
Criteria 7 (C7)	Onstage & backstage settings & costumes
Criteria 8 (C8)	Innovation and Creativity
Criteria 9 (C9)	Contingency Management

Table-3: Mapping of Learning Outcomes & the Evaluation Criteria

LO – Learning Outcome; C – Criteria

Partial Mapping   Full Mapping

Table-4: Percentage Analysis on Student Feedback of Abhigyan

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Enhanced Conceptual Understanding	20	73	7	0	0
Improved team skills	43	43	10	4	0
Assisted in overcoming stage fear	30	53	17	0	0
Helped in self discovery	20	30	47	3	0
Improved Student Engagement	27	43	30	0	0
Provided a new learning experience	47	47	7	0	0

INNOVATIVE TEACHING-LEARNING TECHNIQUES FOR CURRENT HIGHER EDUCATION SYSTEM- A CASE STUDY OF PEER TEACHING AND COMMUNITY LEARNING

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ABSTRACT

Higher education system is India is transforming day by day. Along with this transformation there has to drastic changes in techniques of teaching. Teaching and Learning is a lifelong requirement. The process helps in engaging, stimulating, structuring, and encouraging learning individuals and communities. The complexity of society and demands on the problem solving capacity of human beings will require strong transmission from traditional way of teaching learning techniques to more sophisticated and innovative techniques.

A teacher has to play a pivotal role in incorporating innovative techniques in teaching and learning. The teacher must be able to complement and supplement to the inherent strengths and weakness of each of the techniques and how they satisfy to different styles of learning and different types of content. Teacher must remain connected with changing societal frames of reference as well as changing needs and interests of learners. With this background an exploratory study is conducted just to find out certain innovative techniques of teaching and learning. The main purpose of this study is to highlight some innovative teaching and learning techniques for the present day higher education system. Two case studies related to community learning and peer teaching has been incorporated in the study. The techniques which are listed out have enormous impact on teaching and learning if due diligence and expertise is governed in its implementation.

Keywords: Higher Education, Teaching Learning technique, Peer teaching, Community learning.

1. INTRODUCTION

Each generation must answer a new set of age old questions. Those questions go to the heart of our existence. They are the questions of purpose, destiny, and being. They are questions of justice, relationships, and goodness. We must answer these questions. Others can give us the ideas, insights and even benefit from their experience but we must seek our own answers however different or similar to that of our predecessors. This enhances our attitude of search and helps us to arrive at Just as innovations. As we seek answers to the life's larger questions we as professionals must seek the answers to the aspects of teaching and learning. As teachers and administrators we must seek the answers to the questions about the nature of knowledge, learning and teaching. We must recognize better ways to organize teaching, present ideas and assess learning.

Higher education is transforming at greater speed. The generation gap is becoming wide and wide. Each generation has their own technique of Learning. Therefore the teacher in the present day world need adopt certain different techniques which suits the present generation. Learning is seen as lifelong and life wide requirement. This is contrary to the notion of learning as a mere presentation for life with a discrete beginning and end but not as integral part of life. To be a productive and participating member of society, one needs to be able to continue to learn, to grow with the changes in the environment and to respond to the availability of different opportunities. Thus there require strong transmission from traditional way teaching learning techniques to more sophisticated and innovative techniques in higher education system.

2. RESEARCH METHODOLOGY

The following methodology is used to study the innovative teaching learning techniques for higher education and to do case studies related to peer teaching and community learning

2.1 Objectives

➢ To explore various innovative methods of teaching and learning for current higher education system.

➢ To study the role of higher education in present day higher education system.

➢ To make a case study of peer teaching and community learning

2.2 Type of research

The present study is done incorporating two methods of research. The exploratory method is used to explore various methods of teaching and learning in the current education system. The case study method is used to conduct a detailed study of peer teaching and community learning.

2.3 Nature of Data

The research has used only secondary sources for the study. The sources have been collected from published journals, books and also websites.

2.4 Limitations of the study
- ➢ Though the study related to innovative teaching learning techniques, only few innovative techniques are identified.

- ➢ These techniques might have been used by some institutions but may not be familiar. Therefore it is included in the study.

3. ROLE OF TEACHERS IN PRESENT DAY HIGHER EDUCATION SYSTEM

The teachers will be responsible for carrying inter-connected roles leading to the innovative way of teaching and learning.

- Learning should facilitate in building, accessing, framing and validating a variety of ideas, activities, frameworks, information and experiences and connect it to the learner. The teachers must challenge the thoughts and ideas of learners and stimulate them to engage in critical thinking and self-reflection.

- Curriculum innovation: centralized curricula around the world have been unable to take into account the rich diversity in society and suffered from lack of imagination, flexibility and relevance. Therefore teachers must adapt and develop new curricular approaches to ensure that it pushes the higher education learner to explore beyond the mundane aspects into undiscovered possibilities.

- Connection of learners and communities: The process of connecting learners involves creating dialogue among diverse groups of learners that allow them to understand and appreciate the differences as well as the similarities that makes true human bieng. Therefore the teachers must be committed to understand the learners as well as their communities from which they come from.

- Complementing or supplementing other channels. The teacher must be able to complement and supplement to the inherent strengths and weakness of each of the channels and how they satisfy to different styles of learning and different types of content.

- Motivational support: the teachers must play a critical role in providing motivational support through constructive feedback and encouragement to the learner, responding to a broad range of motivational needs that vary over time and across the learners.

- Learning: A teacher should be a continuous learner. To become more effective, the teacher must remain connected with changing societal norms and frames of reference in the field of economic, cultural, political, social, technological etc. The teacher also should contribute in changing needs and interests of learners (Praveen P 2015, p.25)

4. INNOVATIVE TEACHING AND LEARNING TECHNIQUES FOR PRESENT HIGHER EDUCATION
➢ **Andragogy**

Pedagogy is art and science of educating children and a comprehensive teacher focused education. The model describes that teachers assume responsibility for making decisions about what will be learned, how it will be learned and when it will be learned. This technique became popular in the formal education and more suitable for higher at present. I si more suitable particularly when it comes to work or career related learning within the process of human resource development (Kyle Freedman, 2016)

The students in higher education system require certain condition to learn and Andragogy is to be adapted to have more enhanced teaching. Because andragogy is an art and science of helping adults to learn and to impart learner focused education to people of all ages. It is often interpreted as the process of engaging higher education learners with the structure of learning experience. This model considers some issues in formal learning. They include,

- Letting learners to know why something is important to learn.

- Showing learners how to direct them.

- People will not learn until they are ready and motivated to learn and this requires helping them to overcome inhibitions, behaviours, and beliefs about learning. (Christopher P, 2015)

➢ **Online learning**

Online learning is the perfect place to blend interaction, information, group learning, tailored learning and quality learning resources. Learning online is unquestionably superior to other forms of learning in higher education. It enables a larger market to be reached, but large classes are not needed. It is a feasible tool for group problem solving over distance. The online learning also helps the students to develop integrated

knowledge with tailored learning paths, automated quizzes, essays and with many other online information resources. Any form information can be manipulated online (Frostburg University 2017).

Internet based learning (IBL) provides the learner with access to courseware stored on the campus of internet from either location. The Massive open online courses (MOOC) courses are familiar these days and even UGC in its present guidelines have given importance for drafting MOOC courses for the students.

The internet does work as an effective teaching tool but only if certain rules should be observed. The online learning has become a resource based learning or RBL because it focuses on the concept of giving the learner greater access to resources (Frostburg University 2017).

➢ Community learning

Community learning deals with de-schooled learning which can certainly be promoted when institutions of the formal education system become more open to the outside world. Community learning means learning in the community, with the community, and for the community. It aims to expand individual and communal responsibility aimed at taking action for the improvement in the quality of life. Hence community means interventional learning in the community and assumes that learning persons are also active social, economical, ecological, and political beings. The relationship between teachers and learners becomes a different one. Possibilities for an education towards entrepreneurship arise here because it allows people to take economic initiatives instead of only referring them to the nonexistent aid. Community colleges which impart community learning meet local needs with their curriculum. They reconstruct the relationship to the neighborhood and lead students at an early point to social fields of action (SJSU 2017)

Community learning is not pedagogy in the classical sense, but rather an active disclosure and participation in complex realities. It offers to relate learning processes directly to actual problems in real-life situations, and there by combine reflection and action with each other in a meaningful way. It is a holistic approach which supports the learning in, with and for the community. It is more than just higher education or vocational training. Community learning emphasizes development of the curriculum from the bottom up instead of the top down. The connection with key situations initiates learning processes close to reality and a focus of specific knowledge on real problems (SJSU 2017)

➢ Peer learning

A peer learner can be any person with similar status, being tutored in an higher education institution to other undergraduates. Peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the concerned teacher. The peer teaching makes the students to work in pairs of groups or a class itself with another student of the same age or class. The method can be used to aid in the instruction of a few specific students or on a class on wide basis. Outhred and Chester (2010) felt that the fundamental rule for establishing a successful peer tutoring program is a concrete objective and also having a thorough planning and evidence gathering activities.

The peer learning facilitates learning for both the students that is the student being taught as well as for the student who teaches the peer. The students who are being helped would get the assistance from their peers that enable them to move away from dependence on teachers. The students gain more opportunities to enhance their learning. The students, who help the peer, will get opportunities to increase their own performance through cooperative learning groups. They have a great opportunity to experience and learn that 'teaching to the peer as the best teacher' (Farivar and Webb 1994).

Peer tutoring can be used as a supplement to the teacher-directed instruction in the classroom but not to replace the main teaching. Peer tutoring, specifically on a class-wide basis, has been shown to be an extremely powerful way to improve student academic, social, and behavioral functioning beyond that which occurs through typical teacher-directed instruction. When the peer teaching is implemented in combination with teacher-directed instruction, it can improve student's achievement, scores, engagement and retention of information. The method if properly implemented can prevent problem behavior, and prevent school failure better than teacher-directed instruction alone.

➢ Brain Storming

The brainstorming is one of the finest techniques that is widely used in academia to encourage students to generate ideas in an unhindered manner. In an academic context, brainstorming encourages students to participate actively in idea-generation exercises and experience benefits of a multi-dimensional approach to analyzing problems or solutions. The brainstorming technique is applicable to all levels of the curriculum and to all teaching scenarios - labs, lectures or discussion sections. It is especially useful in design courses since it calls

for a multiple-answer-multiple-dimension methodology rather than the usual single-answer approach to problems (Hosam A. S & Shuhaila H 2017).

Can be implemented in a number of different ways as follows

1. Structured: The whole class is given a topic to discuss and each student is called upon to contribute an idea. The advantage of this method is that all students participate and the more vocal students tend not to dominate the discussions.

2. Unstructured: Under this method the students are allowed to contribute ideas as and when the ideas flash to their mind. This approach allows makes the students to flow the ideas freely in a more relaxed environment.

3. Group: This is a structured approach except that the class is broken into small groups and each group presents its ideas after an allotted amount of time (Hosam A. S & Shuhaila H 2017).

➢ **Learning through software**

Software tools are widely used today in the classroom and are proving to be very effective teaching aids. One of the benefits of software tools is that they offer a means for visualization of abstract concepts and ideas. If used properly software tools can improve teaching efficiency in many instances. As a teaching tool, computer software can provide a new way to link abstract concepts with tangible visualizations. Specialized computer software offers students the option of self-learning and can also be instrumental in motivating them to learn abstract concepts (BCI & CSF 2015).

A teacher may consider using the following three types of software in the classroom

1. Email: Here the e-mail is distributed to everyone in the class. Effective use of e-mail requires that the students and the teacher be diligent about checking their mail and responding to questions.

2. Learning Management system: It is s software through which entire teaching and learning can be done in a effective manner. The teacher has to add the students to the software and can teach through videos, distribute of notes, present case studies etc. The teacher can also evaluate the students through this software (BCI & CSF 2015).

➢ **Vocational learning**

Vocational education is a higher education system that prepares people to work in various jobs, such as a trade, a craft, or as a technician. Vocational education is sometimes referred to as career education or technical education (Wikipedia 2017).

Under this technique students are motivated to get vocational and practical learning and be a part of every student's education experience. It also believed that allowing young people to choose their own paths, develop their skills and explore their talents. The vocational and practical learning is valued just as highly as academic learning. It provides genuine opportunities for learner voices to be heard, better facilities for practical education and better career guidance. They will provide high quality work experience for learners and mentoring opportunities in real local businesses. This technique provides a unique real-life working experience for the student reviewers as well as the school gaining a greater insight into the thoughts and ideas of children (Dept of training, Govt. of Australia 2016).

➢ **Critical teaching**

Critical teaching more detailed analytical view of the problems, concerns and ideas that they themselves encounter, in order to "extraordinarily re- experience the ordinary". It is enquiry-based practices that allow students to identify ideas for learning activities that interest them.   Critical teaching is important to the act of children imagining, and seeking to shape their own futures by proposing that learning can start from children's own perspectives, and, through enquiry-based learning, introduce them to powerful subject knowledge, skills, and critical thinking. It is an attempt to link children's lives with the curriculum (Study guides & strategies 2017).

The critical learning will make the students inquisitive and curious about things they experience in their everyday lives. They are able to pose problems, ask questions, and   recognize issues they would like to explore. They are able to develop an understanding that all   knowledge changes over time as people challenge, shape and contribute to it. They will be confident that they too can challenge,   shape, and contribute to knowledge. They will be clearly   aware that there are always multiple perspectives for looking at, analyzing and understanding things. They will also able to propose solutions to problems and questions, and to know how to pursue these solutions. It aims to see students becoming progressively more responsible for the content, processes

and outcomes of their learning so that as they undertake further enquiries they become increasingly more responsible for content each time (Study guides & strategies 2017).

CASE STUDIES
Case 1: Community Learning – A case study of DAYALBAGH AGRICULTURAL TRAINING INSTITUTE
According to Mahatma Gandhi 'a farmer is the backbone of the country. He had a clear in his mind that only agriculture can bring prosperity and development in the nation. Every prosperous farmer can make India a prosperous and progressive country. This prosperity can be achieved only when more and more young farmers take up scientific methods and produce the farming products efficiently and fruitfully. By incorporating the vision of Mahatma Gandhi Dayalbagh Agricultural Training Institute (DATI) is formed in a village called Dayalbagh, in Mangalore. It is a small effort from the institution to train, motivate, guide, inspire and to strengthen the students to be a farmer and to make a prosperous society (CKSK 2016).

The Small Beginning
The institute was established in 1969 in a charming, fertile surroundings at the foothills of Charmady Ghats. Since then it began short term training programs in horticulture, poultry, piggery, rabbit rearing and practical methods of grafting. But the real community college was started due to the earnest and dedicated work of Fr. Theophilus Pereira in 1980. The school was named as Dayalbagh Agricultural Training Institute as community college and started two years of training classes. Currently it is run by Capuchin Krishik Seva Kendra, a voluntary organization, managed by Franciscan Capuchin Friars, registered under the Registration of Societies Act, Government of Karnataka **(CKSK 2016).**

Purpose
The main goal of DATI was impart training to the youth in farm organization and management, farming technology, animal husbandry and allied subjects and make them effective leaders of rural economic and social development. The institute is open to all rural youth of both sexes irrespective of caste and creed (CKSK 2016).

Training Youth for Better future Diploma in Agriculture
The institution is recognized by the department of employment and training, Government of Karnataka. The syllabus is prescribed by the department & Government of India. The students who have completed SSLC or PUC or even graduation are admitted to the programme. Once the course finishes its term like two years etc. the examination in theory and practical and social studies is conducted and certificates awarded to the successful trainees by the Department of employment and Training, Government of India. Further they are also encouraged to pursue their graduation and post graduation courses from the institute **(CKSK 2016).**

English & DTP Course
The students are given the best form of education that is learning in a community to develop their personality and communication skills. The students are encouraged to speak in English as the language is widely spoken and used in different fields in this competitive world. The students are compulsorily made to speak English and are helped to develop their skills of speech and communication. DATI has introduced Desk Top Programme (DTP) and computer training for the aspirants to learn more about the computers and their operations. They are taught typing and other basics application of micro soft **(CKSK 2016).**

Number of students' undergone training
The students who have undergone training through this institution have secured good results and are in better position. The students are holding offices in the Governmental Department, working in the foreign countries as agriculturists **(CKSK 2016).** The college offers 4 different courses for the students. They are

- 2 year of course in Horticulture
- Animal husbandry
- 6 months Agriculture & Horticulture
- Other short term courses at the interest of the students

Under 2 years course in horticulture, nearly 25 groups have been formed and 259 students have got the training. In animal husbandry course 59 groups have been formed and 475 students have got the training so far. In 6 months course on Agriculture & Horticulture 16 groups and 136 students have been informed. There are 21 groups have been formed and 122 students have been formed **(CKSK 2016).**

Conclusion
The students who are trained in this Agricultural Institute in a systematic way have reaped the harvest of joy. Many of the students have been practicing self-employment activities and have become great entrepreneurs.

Farming is considered to be a good venture to generate eco-friendly society. In conclusion DATI has become a ray of hope in its own way for the students who are unemployed and helped them to find a way out from their struggles and difficulties. They also have got the best of education and values to build up their life **(CKSK, 2016).**

Case 2: Peer teaching – A case study of SDM College, Ujire
SDM College (Autonomous), Ujire was established in 1966 by Shri D Ratnavarma Heggade at a very small scale at Siddavana Gurukula. The college was initially affiliated to Mysore University. It was affiliated to Mangalore university in the year 1989. The college continued to grow further with the introduction of Postgraduate programmes from the academic year 2001. The college attained academic autonomy from the academic year 2007. At present the college has almost 5 undergraduate and 10 postgraduate programmes. It also offers a PhD programmes which is affiliated to the universities of Hampi, Tumkur and Mangalore. The College is accorded with autonomous status by the UGC and is one of the five autonomous colleges under Mangalore University (SDMCU 2017).

Student Faculty – an innovative Peer teaching technique
The college is known for its innovative methods of teaching. One of the best methods of teaching is peer teaching. The college has adopted this method in a standardized format. Student Faculty practice was launched during 2006-07 with a view to enrich communicative and public speaking skills. With this the students get an opportunity to teach their fellow friend (SDMCU 2017).

Concept of Peer Teaching
Peer teaching involves one or more students teaching other students in a particular subject area and builds on the belief that "to teach is to learn twice' (Whitman, 1998).Peer teaching can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks (Dueck, 1993).

Peer Tutor as Student Faculty
The student who wants to be a peer teacher will be called as Student Faculty. As a 'student faculty', the concerned students need to take at least 10 hours in a semester. The students will be given remuneration for the classes they have taken and at the end of the semester they will given a certificate as Student faculty (SDMCU 2017).

Method of Selection
The students who are interested in peer teaching will be selected through a selection process. The selected students will called as Student Faculty. The notice will be sent to all the classes and one notice will be slicked on the notice board as well. The students who have applied for the selection process will have to prepare a lecture of 30 minutes. The date of mock interview will be announced to the students who are interested in the process. A panel of interview will be formed to assess the student's capability in handling the class. On the date of mock interview the students will have give a demo class of 30 minutes. The panel will assess the demo class and interrogate the students on various parameters. Upon completion of the mock interview the final list of students selected as Student Faculty will be announced (SDMCU 2017).

Role of Student Faculty
The students who are selected have to fulfill following roles and responsibilities

- The students selected have to meet their concerned Head of the department and intimate about their selection as Student Faculty

- The students have to select which particular subject there are good enough to teach and intimate the subject teacher

- The students have to prepare in advance on topic they have selected. They have to show their material to the concerned subject teacher and incorporate any suggestions given by the teacher.

- The students need to give a demo before they actual take class to know their limitations and also to do the presentation in a effective manner

- Once the class is over the students need to take compulsory feed back from the peer as well as teacher

- At the end of the semester the students have to prepare a report of all the classes taken during the semester and submit it to the head of the department counter signed by the concerned teacher. (SDMCU 2017).

Role of Teacher

- The teacher needs to give the subject and topics which are asked by the student faculty so that they are comfortable in what they teach.

- The teacher need to go through the material that the students going to present to protect the interest of the students

- The teacher need to make a record of the classes taken by the student faculty

- The teacher needs to give the feedback upon the classes taken by the student faculty. (SDMCU 2017).

The student faculty is one of the best practices of higher education. It has made many of the students as real faculties and which has helped them to enhance their confidence at all levels. Majority of the fellow students have listened to the classes of student faculties have expressed that they have understood the concepts in a simplest manner and some times more effective than a teacher himself. The students felt it is better to have a change instead of listing only to one teacher through the semester.

CONCLUSION

The innovative teaching and learning techniques are the need of the hour today. When the world is transcending towards more innovations, there is need of strategic transformation in learning and teaching. Innovative teaching in higher education system can assist students to develop not just technical skills and generic skills, but to support a wider range of capabilities which can assist the individual in the wider world of work and the community. The research is being done extensively over the years to develop more feasible techniques in teaching and learning. All the innovative techniques will help in enhancing the educational status both at individual level and also at country level. The different techniques that are mentioned in this study and case studies of institutions adopting these techniques will definitely assist in transforming teaching to a pragmatical environment. All these techniques can be adapted for any level of teaching and learning.

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EFFECT OF COUNSELING ON THE LEVELS OF DEPRESSION, ANXIETY AND STRESS AMONG PARENTS WITH SPECIAL CHILDREN

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ABSTRACT

The intent of counseling is to provide the resources and information about the treatment modalities, and the coping strategies which may be beneficial to the parents with special child. The aim of the study is to determine the levels of depression, anxiety and stress among the parents with special children. The study was conducted on 20parents aged between 25-50 with the children aged between 3-18 having special needs

Selected Parents were counseled with the help of psycho-education and they were assessed with the help of questionnaire (DASS-21) in order to understand their depression, anxiety and stress levels. Parents were assessed at baseline and then after 3months. Parents of special children were enrolled in the counseling, discussions once in 15days.Reported family quality of life will help in Childs improvements. To determine the effectiveness of a program and help parents raise a child with abnormality.

Keywords: Depression, Anxiety, stress, counseling, parents with special children

INTRODUCTION

"Special needs" are commonly defined as what child can't do the normal routine activities, delayed or unmet milestones, experience denied. These obstructions can affect the families very hard and make the special needs looks like a tragic. Some of the parents always mourn on their Childs weakness and some conditions become worse with time. ((Arizona, 2016, 1)

However other families may be able to identify their Childs weakness and accompany them in making positive efforts which results in amazing improvements in well being. Special needs is a wide spectrum where various developmental disorders are placed under this caption which includes, children with autism, learning disability, unmet milestone due to terminal illness, cognitive impairments, delayed development etc.

When parents learn about their Childs problem or disability or illness, they just go blank for few. It is very difficult for them to accept the truth about their Childs illness and start analyzing where they went wrong or who is wrong and right in the family and their surroundings., it takes a toll on the family relationship most of the times. The journey of contacting multiple specialist begins and they are flooded with information and sometimes with no information and they are clueless how to proceed further. In the beginning stage, they get stuck and confused how to begin their search of information, whom to contact for assistance and support.

There are many childhood disorders which come under special needs. There are as follows: They are Autistic Disorder, ADHD, Down syndrome, cerebral palsy, learning disability, mentally challenged, pervasive development disorders etc

REACTIONS OF PARENTS

The immediate reacting of the parent on learning about heir Childs disability, most of them react in the way, which is shared by some of the parents who experience similar emotional disturbances. Why my child, it is happening only to me or our family. (Smith, 2003, 2)

Denial is the first response of the parents, after hearing about their child disability. Along with the denial, anger merges with it, it will direct to the medical professionals who are involved in guiding the information regarding their child problem. This will play vital in the family and disturbs the pattern of their thinking and also changes the relationship between the husband and wife. There were many instances, where the husband blames wife and vice versa. In the initial stage, it looks like anger is so intense and t touches almost everyone around them. This is because of grief and unexplainable loss and one is not sure how to explain and deal with it.

Fear is next reaction and starts getting scared by every small untoward instances of their child health. Once the parents are aware of the diagnosis of the Childs disability, then future perspective can be easier than uncertainly. However fear of future remain static, how will child respond to the future treatment, what will happen to my child when grows, and about his adolescent stage etc. after that they will start about Childs future, does the present stage will improve or remain in the same stage, is it possible for my child to lead a normal life, such as schooling, college, work etc. Various thoughts taunts their mind and there will be lot unknown fear to them.

Powerless the parents feel powerless over the situation and is very difficult to accept. They cannot change the fact their child come under special needs. It is very hard for them to face the rejection from the society in terms of Childs health and capabilities.

Rejection is another immediate reaction of the parents who experience it when they learn about their Childs disability. It could to be towards themselves or sometimes towards the child. There are many instances, where parents neglect the child with disability due to various reasons such financial crisis, lack of support system, lack of awareness about the disability and time. One of the serious thought among the parents who feel the rejection a death wish for the child which is deepest point of rejection

QUALITY OF LIFE

One of the most devastating, life-changing events for parents is finding out their child has a birth defect. It depends on various factors, how the news has been communicated to them, about their knowledge of the diagnosis, educational background of the family (Lemacks, 2013, 3466). Sometimes, it is very difficult to explain the condition of the child to parents if they are illiterate and from very low socio economic background. He also depends on the beliefs, culture, education level, and support available to the parents.

Helping families to cope with the needs of special children: There are support groups. Most of the times, the parents easily get connected to the families who are facing similar problems. While sharing their experiences, the other learns from them and try to implement the same with the child with birth defect. There are various studies reviewed, in addition to some quantitative studies, showed that peer support had positive impact on psychological health and outcomes, they develop social identity which helps them to overcome their feeling of hope and parents learn seeing another successful coping and they support each other though the process of raising their children. (Lemacks, 2013,P-3465)

Stressors in Giving Care: All parents undergo stressors in giving care to their children irrespective of normal child or a special child. In addition to this, the parents undergo lot of psychological stress while taking care of special need children, which is connected to the development of their child, their physical health and safety. When they come to know about their childs disability, they channelize all their attention towards the child and tend to forget to take care of themselves, which will further lead to lot stressors.

As a parent of a child with a disability or with special needs one will be only too aware of all the challenges one encounter when he/she tries to get to the best help one can for ones child. Sadly the list of problems faced by so many children, and their families, never seem to end. Each special need children brings their own special concern, but the issues faced by the parents seems to be similar or common.

Generally in the beginning stage, the parent tend to block their thoughts about the fact their special need, the child require an additional help and to be cares in a special way. Learn to accept the truth gradually and it is a very painful and stressful situation for the parents. Most of the parents go through stages of changes and tend to blame somebody.

PARENTAL COUNSELLING

Counseling is aimed to help the parents to navigate their thoughts and possible adverse effect of their behaviors on the development of their children. It helps to gain sufficient knowledge about the disability, the causes, dos and don'ts etc. It gives them a sufficient knowledge to handle the day to today activity of the child and also help to manage their behavior through the knowledge gained through counseling.

It helps them differentiate their needs and Childs needs which are vital in upbringing the child in near future. Many parents are worried about their well being of their special need child, and they tend to become over protective about their child.

Hence the counseling provides valuable information to the families of the affected children. it also help them to learn the coping mechanism for their rejection, pain, powerlessness etc.. and develop the patience needed in caring and education of a special-needs of the child. Parental counseling, thus, is one of the important services that can help and foster a healthy home atmosphere.

SIGNIFICANCE OF THE STUDY

Changing the attitude of parents is the hallmark of counseling program. Counselors need to deal with a broad spectrum while counseling to the parents of disabled children or special children. Sometimes parents do have trouble in bonding with the child or establishing a close and loving relationship with a child with special needs.

Parents play an important role in the Childs development. Caring special children requires parental training and psychological health of parent important plays a vital role. Present study will be useful in identifying and

finding the usefulness of reducing depression, anxiety stress level of parents through counseling which will enhance the development of the child as well.

The main role of the counselor should be identifying and clarifying the misconceptions and false beliefs about the disability and to provide social support to the parents of mentally disabled at the initial and subsequent counseling stages. Parental adjustment with the special children requires a good foundation in basic problem solving skills. Moreover, the counseling should be directed toward the problems of future care.

METHODOLOGY
Aim
The program is to enable the mothers of children with special needs to cope with the stress and to be empowered to accept their children.

Objectives
a) To assess the levels of depression, anxiety and stress among parents with special children

b) To study the effect of counseling in reducing the level of depression, anxiety and stress among parents with special children

c) To encourage mothers live a stress free life

d) To train these mothers to handle their stress positively

e) To create an awareness about organized way of accessing the kind of support that they needed.

f) To enable them to work on improving the care of their children with special needs

Hypothesis
- **Null hypothesis**

Ho: There will be no effect of Counseling in reducing the level of depression, anxiety and stress among parents with special children

- **Alternative Hypothesis**

H1: There will be an effect of counseling on the levels of depression, anxiety and stress among parents with special children counseling

SAMPLE & METHOD OF SAMPLING
Sample
20 parents having children with special needs who visit the Child clinic on regular basis will be selected for the study. Age of the parents ranged from 25 to 45. Parents belonging to high , middle and lower socioeconomic status will be selected for the study. Educated parents who are well versed with English will be selected for the study

Purposive sampling method will be done to select parents with special children. Written Consent forms will be signed by the parents after ensuring confidentiality of research while collecting the data

Participants
Mothers of the special need children. The samples were collected from Sparsh Hospital, Infantry Road, Bangalore, Bhargavi Clinic, Indiranagar, Bangalore, and Sri Vaishnavi Special Educational Academy, Ramanagara.

Variables
- **Independent Variable**- parental Counseling

- **Dependent variable:** Levels of Depression, anxiety and Stress among parents with special children

Research design: Pre – post Experimental research design

Research Problem
Is Counseling can reduce the level of depression, anxiety and stress among parents with special children

Procedure
Parental counseling, thus, is one of the important services that can help and foster a healthy home atmosphere. The focus of counseling depends upon the needs of the special child and his parents.

The counseling process may involve the following stages

1. Involvement of the Parents

Parents needs to educate properly with the information about the capability and incapability of the child and the present condition of the child. They need to learn in what way they can adjust their own time with the needs of their child.

2. Motivation of the parents

Parents needs to be given motivation to behave as normal as they behave with other children of the family. They need to be motivated to accept the child's capability and educate them not to compare with other normal children.

3. Guidance to the parents

Parents needs to be give enough information to assure the level of involvement of special child in household work. They need to develop the positive attitude towards their child. The role of parents is most vital in the life of a child. All the members of the immediate and extended family, the neighborhood and the community at large are important in training disabled child.

4. Suggestions for the Parents

Sub-sequent counseling of parents of special children should be directed toward the problems of future care. The following suggestions are important for parents of special children

1. Your attention to the child's wants and feelings.

2. Provide sufficient time to monitor the behavior of disabled child.

3. Positively reinforce appropriate behaviors in child through members of the family.

4. Your expectations are to be made appropriate to the children's skills and potentials.

5. Understand and tolerate the child's minor misbehavior.

6. Avoid labeling children either positively or negatively.

7. Praise your child often.

8. Do not discuss child's inappropriate behavior with others in his presence.

Barriers in Counseling

It is generally agreed that counseling with parents of disabled children takes more effort and time than does the counseling to the parents of normal children. There are a number of reasons for this.

- First, parent are emotionally disturbed (*i.e.*, stress and anxiety).

- Second, anxiety over speedy recovery.

- Third, religious and cultural beliefs of the parents.

- Fourth, misconceptions and false beliefs of the disorder.

- Fifth, the personality characteristics of the parents.

These barriers need to be minimized in counseling.

After establishing rapport with parents, depression, anxiety and stress will be measured using the questionnaire (DASS – Lovibond & Lovibond, 1995) before the counseling session. a series of counseling sessions will be conducted. After the last session of counseling post test will be conducted using the same questionnaire to measure the depression, anxiety and stress among parents. Means calculated and t test will be conducted to see the difference in the levels of depression, anxiety and depression among parents with special children as a result of counseling

- **Tools**

Depression Anxiety Stress Scale (DASS – Lovibond & Lovibond, 1995) is used to assess the stress levels of the parents of children with special needs. This scales will be able to help us to understand the effects of counseling on parents with children of special needs. This scale is used to assess the levels of depression, anxiety and stress before and after parental counseling.

- **Analysis**

1. Descriptive analysis to find out mean and Standard Deviation

2. t- test is done to see whether any significant difference exist between the pre and post counseling.

RESULTS AND DISCUSSION

Present study was conducted to assess the effect of counseling on the levels of stress, anxiety and depression. It was proposed that there will be a positive effect on the levels of anxiety, stress and depression among the parents with special children.

When the stress score on parents with special children was analyzed at baseline and after the counseling session of 3-4months. it was found that the mean score of the parents on stress was 24.4 and there was a standard deviation of 10.51 at baseline . And the mean score of the parents on stress was 12.25 and there was a standard deviation of 7.12 after the 3-4months of counseling. The significance levels were assessed with the help of t test and the value of t score is (-7.19) since the value þ is <0.00001 the result is significant at ≤ 0.05

The results are summarized in table -1

When anxiety score of parents with special children was analyzed at baseline and after the counseling session of 3-4months. it was found that the mean score of the parents on anxiety was 20 and there was a standard deviation of 8.07 at baseline . And the mean score of the parents on anxiety was 11.5 and there was a standard deviation of 6.83 after the 3-4months of counseling. The significance levels were assessed with the help of t test and the value of t score is (-6.18) since the value þ is <0.00001 the result is significant at ≤ 0.05

The results are summarized in table -2

When the depression score on parents with special children was analyzed at baseline and after the counselling session of 3-4months. it was found that the mean score of the parents on depression was 28.2 and there was a standard deviation of 9.48 at baseline . And the mean score of the parents on depression was 15 and there was a standard deviation of 6.79 after the 3-4months of counselling. The significance levels were assessed with the help of t test and the value of t score is (-10.21) since the value þ is <0.00001 the result is significant at ≤ 0.05

The results are summarized in the table – 3 :

When analyzed with regard to stress, anxiety, and depression, it is observed that some amount of changes in all the levels. At the same time it is very difficult to eradicate it completely, because all the parents were very much concerned about the future of their special children. However, there is a significant changes in their stress, anxiety and depression level, which empowers them to withstand it and helps them to shape their children in a qualitative way, which is very essential in such situations.

Hence the null hypothesis is rejected which states that there is no effect of counseling on the levels of anxiety, stress and depression among with special children. it means that it can be concluded that there is a positive effect on the counseling on the levels of anxiety, stress and depression among the parents. There is a possibility of other factors being involved which ultimately determine the above levels.

CONCLUSION

In the world today there are many stressful situations. Being a parent of special child can dramatically increase this stress. Some form of parental stress is normal for many parents yet in some cases the stress can be overwhelming children with a disability induce more parental stress than children without disability. The stress continues to be one of the consistently present among the parents from the various researchers view point.

The levels of parental stress are variable and may dependent on the nature of the impairments and the degree of behavioral difficulties (Cotton S et al 2000) Counselors need to deal with a broad spectrum of issues while counseling to the parents of disabled children or special children. Sometimes parents have trouble bonding i.e., establishing a close and loving relationship with a child who is retarded. The main role of the counselor should be for the removal of misconceptions and false beliefs about the disability and to provide social support to the parents of mentally disabled at the initial and subsequent counseling stages.

Parental adjustment with the mentally retarded children requires a good foundation in basic problem solving skills. Moreover, the counseling should be directed toward the problems of future care. In my experience of working with parents of special needs children for a year made me think about the stressful life they are leading.

In my opinion they need help and a timely support and effective interventions would Improve their life and that of the others in the family. Mothers who are tried of fighting for their child, mothers who feel intimidated by people who act like they have more knowledge about the child than the parent. This program increases the quality of life, extend parent a support and coaching to accept the needs of special children and to cope the stress , anxiety and depression .

Table–I: Showing Mean, Standard Deviation, t - value for Stress level					
Particulars	**No of samples**	**Mean score**	**Standard Deviation**	**t score**	**Significant level**
S1	20	24.4	10.51	-7.19	<0.01 the result is significant at <.05
S2	20	12.25	7.12		

Table–II: showing Mean, Standard Deviation, t - value for Anxiety level					
Particulars	**No of samples**	**Mean score**	**Standard Deviation**	**t score**	**Significant level**
A1	20	20	8.07	-6.18	<0.001 the result is significant at <.05
A2	20	11.5	6.83		

Table–III showing Mean, Standard Deviation, t - value for Depression level					
Particulars	**No of samples**	**Mean score**	**Standard Deviation**	**t score**	**Significant level**
D1	20	28.2	9.48	-10.21	<0.01 the result is significant at <.05
D2	20	15	6.79		

Table - IV Showing Mean, Standard Deviation and t value for Stress, Anxiety, Depression.

(S1, A1,D1 = scores at baseline counseling),   (S2, A2, D2 = scores after 3-4 session of counseling)

Levels	No of samples	Mean score	Standard Deviation	t score	Significant level
Stress					
S1	20	24.4	10.51	-7.19	<0.01 the result is significant at <.05
S2	20	12.25	7.12		
Anxiety					
A1	20	20	8.07	-6.18	<0.01 the result is significant at <.05
A2	20	11.5	6.83		
Depression					
D1	20	28.2	9.48	-10.21	<0.01 the result is significant at <.05
D2	20	15	6.79		

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RESPONSIVENESS OF HEIS TO INDUSTRIAL REVOLUTION 4.0

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ABSTRACT
Higher Education (HE) is the integral part of developed and developing countries. HE ensures world about well trained, skilled and creative manpower. There is direct relation of revolution in industry and Higher Educational Institutes (HEIs) as graduates contributes in new innovative technologies by means of research, development, testing and servicing. Hence, it is the responsibility of HEIs to mold itself in terms of resources, curriculum, teaching learning mechanism, assessment tools, students skill development, lifelong learning strategies, interaction with stake holders etc. This paper puts light on some of these aspects where HEIs which are affiliated to universities has to respond immediately as a response to advancements in Industrial Revolution 4.0.

1. INTRODUCTION

Any revolution is indication of liveliness in that field. World has observed three industrial revolutions and experienced magic of it in industrial production and in turn on livelihood of all livings. The first industrial revolution is derived by Newton's laws of motion which made it possible to design steam engines that atomized much of the work done by humans and made humans more productive (Bo Xing and Tshilidzi Marwala 2018, p**.**1; Nancy W. Gleason 2018, p.2). The second industrial revolution which is recognized as electric generation has a impact of Faraday and Maxwell's theory of magnetic and electric forces. The discovery of transistor given birth to third industrial revolution which is known as electronic generation. It gifted world with Computers and Internet. Fourth industrial revolution named 'Industry 4.0' started in early 2000s with Germany's manufacturing industry. This has the power to change many things across a broad spectrum. It will transform industries to a large extent such that much of the work that exists today will not exists in next 50 years. According to survey by Deloitte and Forbes Insights, in Industry 4.0 revolution the daily lives will be full of smart technologies as an effect of revolution in digital and physical technological world. Though it will create vast possibilities and opportunities; it will also create uncertainty. According to opinion of Chun-Yuan Gu, in this revolution the knowledge, which takes an organization decades to gain, becomes more accessible to new organizations with less experience and with the right technology (Deloitte and Forbes Insights 2018, p.22).

The education sector will not stand apart from this advancement of Industry 4.0. This may introduce new requirements for the profile and qualification of graduates. It may demand even more than before, people's capacity for initiative, entrepreneurship skills, digital literacy, critical thinking and ability to define personal learning needs and identify possible sources for such learning. To produce such graduates and to cope up with requirements for the same is now a most demandable task for HEIs. HEIs has focus on meeting different needs and requirements of various target groups. But to produce the graduates of above qualities, HEIs has to be flexible and always there is space for a well profiled, professional HEIs to introduce such flexibilities. New patterns and tools of learning as well as assessment may be introduced to produce more flexibility. It may need a substantial shift in curricula development. The HEIs has to transform from "school" to a "hub" connecting various stakeholders within their community, allowing suitable provisions for combination of teaching, learning, research and knowledge exchange involving partners and collaborators from outside education (Alexandre Wipf 2017, P.7). While all higher education institutions will put some focus on meeting the digitalization agenda, there was a shared belief that professional higher education should still find suitable approaches to address different target groups needing more profession-specific skills and competences. At the same time, the prevailing expectation is that the digitalization agenda will enhance the opportunities for internationalization and opening new markets for those who will be ready.

The rest of the paper is organized as follow: second section summarizes the response of HEIs to first 3 industrial revolutions, third section briefs the responsiveness of HEIs to Industrial Revolution 4.0 and fourth section presents conclusion.

2. RESPONSIVENESS OF HEIS TO FIRST THREE INDUSTRIAL REVOLUTIONS

The first industrial revolution based on steam engines brought a dramatic shift in the classical education. A curriculum with more diverse degree options and new general education programs designed to produce breadth of study through the selection from a variety of elective courses. The second industrial revolution intended to open the industrial classes in education system to create newly trained technicians and engineers. In third

industrial revolution which is recognized as computerization, access to higher education increased to greater prominence with greatly increased diversity on campuses and globalization of academic research hastened by online technologies. This revolution moved world towards online education such as MOOC which may replace traditional in-person higher education and develop access to millions of previously un-served students across the world. This is still ongoing, but may result in an integration of high quality, synchronous, in-person learning environments with online technologies to enhance students skills and knowledge asynchronously (Bryan Edward Penprase , p.207,209). In the third Industrial Revolution educators has immediate and free access to information and focus on active and project based learning pedagogies (Nancy W. Gleason 2018, p.213).

The fourth industrial revolution is result of innovations in several technologies such as artificial intelligence, deep learning, biotechnology, nanotechnology and robotics. The manufacturing technology in Industrial Revolution 4.0 is sometimes called as Internet of Things (IoT) in which anything can be designed on a computer and then printed on 3D printers that create objects in countless materials or even biological tissues. This capability will allow humans to turn data into things and things into data (Bryan Edward Penprase 2018, p.4).

3. RESPONSIVENESS OF HEIS TO INDUSTRIAL REVOLUTION 4.0

Though fourth industrial revolution is started in early 2000s, the actual impact of its technologies on world is still mysterious. It is certain that various smart and innovative technologies will make reflective modifications on present technologies and will put impact on way of daily life. In such scenario emerging graduates face a technologically transformed world where the Internet, cloud computing and social media produce different openings and challenge for formal education systems (Bo Xing and Tshilidzi Marwala 2018, p.1). To cope with such rapid 4th revolution technologies HEIs has to respond rapidly and systematically. HEIs has to transform education system by taking immediate actions in following key areas (World Economic Forum 2017, p.7):

a. Future-ready curricula:

"On average, a third of the skill sets required to perform today's jobs will be wholly new by 2020" (World Economic Forum 2017, p.5).

The future jobs in industrial and academic sectors will need graduates well trained in linguistic, mathematical and technological skills. To concede these needs, future curricula has to be designed to assure the in-depth knowledge of subjects like genomics, data science, artificial intelligence, robotics and nanomaterials [Bryan Edward Penprase]. Curricula must ensure graduates for developing the ability and skills of working in inter-disciplinary projects, non-cognitive employability, critical thinking and problem solving approaches. Curricula have to promote Wearables Assisted Teaching, Learning, and Training which has a huge potential to revolutionize the teaching learning mechanism (Bo Xing and Tshilidzi Marwala 2018, page 3). The wearable technologies such as augmented reality (AR) provide a user sense and interaction with the physical world by creating a virtual laboratory. AR can supplement reality by means of superimposing computer-generated information over the physical context in real time. This can ease results exploration and interpretation. Curricula must include few Massive Open Online Courses (MOOCs). The integration of third and fourth industrial revolution facilitates HEIs to include virtual classrooms, laboratories and teachers to provide online teaching learning resources.

b. Professional teaching workforce

HEIs must promote a mechanism for ensuring a teaching as an evidence-informed profession. It has to encourage teachers for professional development and collaborative approach for project-based learning.

c. Early exposure to the workplace

Exposure to workplace should be one of the major attribute of well defined and framed curricula. Itensures professionalization of future workforce. The exposure through internships and industry/ site visits broadens the horizon of students. These aspects of curricula contribute to the work readiness of budding graduates, helps to equip themselves with appropriate competencies.

d. Digital fluency

To face 4th Industry revolution HEIs should take a relevant steps to enhance digital fluency of students which includes not only coding skills but also deep understanding of how to apply and innovate with technology emerging from machine learning. This will mold the students so that they will be able to involve actively in shaping tools of the future technology.

e. A new deal on Lifelong learning

Education at Schooling level provides typical learning. There are supplementary ways and opportunities to enhance acquaintance and skills desirable all over life. It can be acquired anywhere and at any age. Lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional

development throughout life. HEIs have to come with new models for motivating Lifelong learners to learn and develop. Such models are supposed to include formal and informal set-ups which embrace in person and online delivery of contents. According to opinion presented by authors in (Jin Yang, Chripa Schneller and Stephen Roche 2015, p.25), to increase the participation of adults in higher education, the HEIs has to consider the issues such as Regulatory and policy framework, structural and functional diversification of HE and approaches of opening up HE for adults. Regulatory and policy framework includes legislation, regulation, policy, governance, finance and funding. Structural and functional diversity within the higher education sector has direct impact on widening adult participation. These diversities represents changing needs of societies and economies resulted through globalization. These diversities also represents the resultant functional and structural changes to labor markets i.e. increasing demand for higher level skills and competencies. The third component i.e. approaches of opening up HE for adults concerns forms of higher education which differ from the traditional approach and which have the specific intention of opening and widening HE participation for adults.

f. Innovations and research in industrial revolution 4.0

It needs to provide openness to education innovation. According to report from world economic forum, "As new approaches and new technologies emerge, funding and experiments are necessary for identifying the most effective models with potential to scale and create meaningful change in education" (World Economic Forum 2017, p. 10). Change in education requires that HEIs has to come with the models/plans which encourage students and faculty for innovation and new developments based on emerging technologies of 4th revolution. It has to put a higher priority for innovations and has to break down all barriers to innovation and provides funds for the same. The HEIs has to recognize trend of world technology development and needs an appropriate action plans. Each stream of innovation resources, internally, locally, regionally, and globally, should be utilized properly (Bo Xing and Tshilidzi Marwala 2017, p.5). HEIs need to develop a well defined policy of providing incentive across different departments. HEIs have a strategy to provide additional incentives as a encouragement to Shorten Innovation Cycles.

4. CONCLUSION

With each industrial revolution world has experienced a change in terms of innovation, and technology as it directly related with livelihood of all livings. Education is the one of the breading place where development of new technologies, testing and utilization are taught to all generations. To cope up with such new advancement that come with each industrial revolution; HEIs modifies itself in various aspects like curricula, teaching learning mechanism and resources, innovations strategies etc. From the study presented in this paper, it seems that compared to earlier three industrial revolutions , the 4th revolution demands more attention towards research and online learning i.e. virtual classrooms, laboratories and teachers along with necessary curricula approaching demands of Industry Revolution 4.0.

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A STUDY ON THE IMPACT OF TEACHING AIDS IN STUDENTS LEARNING PROCESS AND GROWTH WITH SPECIAL REFERENCE TO BANGALORE

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ABSTRACT
Teaching aids an object or device used by the teacher to enhance or enliven classroom instruction. Teaching aids is one of the required component in a classroom. For improving student learning skill, interaction and understanding level teaching aids are necessary. They're for the use of teaching aids, helping this objective by assisting teachers in differencing instructions. In this study focused on the impact of teaching aids in student life and the different factors of teaching aids that influence the students in their learning process. The researcher used convenience sampling method for data collection and factor analysis, Regression analysis and Weighted average Rank has been used by the researcher for data analysis and reaching the interpretation. The analysis of data indicates that the teaching aids play a vital role in the student learning process and their growth, which lead to the sustainable development of our economy.

Keywords: Teaching Aid, Student learning, Teachers training

INTRODUCTION
The final decades of the 20th century clearly represented a period of a detailed investigation into new teaching tools for the improving and enhancing the students learning process. Dedication to improved conditions for the work and education of the young has been the chosen path in the efforts to provide every individual with the conditions for unhampered development. In effect, this process has aimed to contribute to the development of society as a whole. Modern education system not only concentrate to educate student, apart from that it is focused on overall development of the student.

Teaching aids are an important and significant component of any class room. Teaching aid play an important role to enhance the learning process, motivation, Clarification, Increase the Vocabulary, Discouragement of Cramming, Classroom Live and active, and Direct Experience.

REVIEW OF LITERATURE
Ghulam Shabiralyani: "Impact of Visual Aids in Enhancing the Learning Process Case Research" – In this study, the researcher tries to explore the impact of using visual aids in teaching on the student attitude and learning process. In this study reviled that majority of the teachers and students have a positive perception of the use of visual aids and in very helpful for the improvement of students learning process.

Irma Martiny Md. Yasim: "The Use of Teaching Aids in the Teaching and Learning of Arabic Language Vocabulary" - This study focused to recognize the use of teaching aids in the teaching and learning of Arabic Language. The use of teaching aids can maximize students' skill of vocabulary learning. The results show that the usage of teaching aids in teaching and learning of Arabic vocabulary is at a reasonable level.

IMPORTENCE OF THE STUDY
Teaching aids are the devices that help the teachers to clarify, precise, correlate, coordinate, and understanding and support the students to make learning extra actual, active, and inspiring and their growth. Since a study on the impact of teaching aids is very important to know how far teaching aids influence the students in their learning process and growth level. Also in future our younger generation has to contribute more to our economic development. Hence it is our responsibility to establish an effective and active younger generation for the development of our economy. In this study tried to identify the impact of recent teaching aids used by the teachers in the classroom in the student's learning process and their growth.

OBJECTIVES
➢ To identify the different factors that influence the student's learning process through teaching aids

➢ To study the impact of teaching aids in the students' learning process and their growth

➢ To evaluate the different teaching aids based on their outcome

HYPOTHESIS
Ho1   There is no impact of teaching aids in the students' learning process and their growth

Ha1   There is an impact on teaching aids in the students' learning process and their growth

METHODOLOGY

The study is empirical in nature and is based on both the primary and the secondary data. Secondary data was collected from various sources such as; the websites, books and journals, while primary data is collected through a structured questionnaire from 50 Students based on Convenience sampling. The data were analysed and interpreted with the help of SPSS software. Statistical tools are Factor analysis, Regression, Weighted Average Rank.

DATA ANALYSIS AND INTERPRETATION

To identify the different factors of teaching aids in the student learning process and their growth, the researcher used factor analysis

Tabel No-I: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.636
Bartlett's Test of Sphericity	Approx. Chi-Square	384.944
	df	231
	Sig.	.000

Source: Primary Data

Here KMO=0.636>0.6 and Bartlett's Test of Sphericity reject the null hypothesis that the variables are not correlated significantly. Hence, it is appropriate to carry out factor analysis. The communality values of all the factors are more than .4 which means all the factors are significantly contributing to the data. The extracted factors are Facilities, Benefits, and Information. Extracted factors are found out on the basis of Eigen value and total variance explained. Total variance explained = 66.963 (>60) and Eigen values of that factors are more than one

Tabel No-II

Rotated Component Matrix[a]		Component			
		1	2	3	4
Practical Knowledge	Problem Solving	.846			
	E-Recourses	.702			
	PowerPoint method	.657			
	NPTEL Method	.484			
	Discussion method	.478			
Theoretical Knowledge	Lecture Method		.714		
	Moodle, Google Classroom,		.712		
	Self-presentation method		.657		
	Organizational method		.512		
	Field Method		.445		
Activity based	Debate Method			.707	
	Mind Mapping Methods			.561	
	Simulation Method			.545	
	Flip class			.535	
	Quiz Method			.402	
Self-involvement	Book review method				.721
	Videos Method				.568
	Project Method				.484
	Guest Method				.377
	Online database				.371
	Case study Method				.353
	Internship Method				.310

Source: Primary Data

Form factorial analysis the extracted variable are Practical knowledge, Theoretical Knowledge, activity based and self-involvement. It is clear that, these are the factors that influence the student's learning process through teaching aids.

To analyse the impact of teaching aids in the student learning process the researcher used Regression analysis.

Tabel No-III: Regression analysis

Dependent Variable	Impact of teaching aids in students learning process
Predictors(Independent Variable)	Practical knowledge, Theoretical Knowledge, Activity based and self-involvement
R Square Value	.725
F value of the model	4.221
Significance	0.001

Source: Primary Data

In the above table R Square Value = .725 which means 72.5 percentage positive impact on student learning process and their growth through effective teaching aids. The F value of the model = 4.221and significant value =0.001 which is less than .05 so the researcher reject the null hypothesis and accept the alternative hypothesis. That means there is an impact on teaching aids in the students' learning process and their growth.

	Ho1	There is no impact of teaching aids in the students' learning process and their growth	-Rejected
H1			
	Ha1	There is an impact of teaching aids in the students' learning process and their growth	-Accepted

To evaluate the different teaching aids based on their outcome the researcher used Rank analysis.

Tabel No-IV: Rank Analysis

Sl. No	Teaching Aids	SA	A	N	DA	SDA	Rank	WAS	WA	Rank
1	Organizational method	19	9	7	9	6	50	176	3.52	I
2	Case study Method	16	11	10	7	6	50	174	3.48	II
3	PowerPoint method	20	7	6	7	10	50	170	3.4	III
4	Simulation Method	17	8	7	13	5	50	169	3.38	IV
5	Discussion method	12	16	3	15	4	50	167	3.34	V
6	Moodle, Google Classroom,	15	11	5	14	5	50	167	3.34	V
7	E-Recourses	16	9	8	8	9	50	165	3.3	VI
8	Internship Method	13	12	8	10	7	50	164	3.28	VII
9	Field Method	15	10	8	7	10	50	163	3.26	VIII
10	Online database	14	9	8	11	8	50	160	3.2	IX
11	Debate Method	19	4	4	14	9	50	160	3.2	IX
12	Self-presentation method	13	12	4	13	8	50	159	3.18	X
13	Problem Solving	12	11	7	14	6	50	159	3.18	X
14	Quiz Method	10	12	7	13	8	50	153	3.06	XI
15	Mind Mapping Methods	10	12	7	13	8	50	153	3.06	XI
16	Guest Method	11	8	8	13	10	50	147	2.94	XII
17	Videos Method	8	12	4	21	5	50	147	2.94	XII
18	Flip class	6	14	8	14	8	50	146	2.92	XIII
19	Project Method	15	4	6	9	16	50	143	2.86	XIV
20	Nptel Method	7	13	4	18	8	50	143	2.86	XIV
21	Lecture Method	7	4	20	12	7	50	142	2.84	XV
22	Book review method	1	12	4	24	9	50	122	2.44	XVI

Source: Primary Data

(SDA=Strongly Disagree, DA=Disagree, N=Neutral, A=Agree, SA= Strongly Agree,

WAS= Weighted average system, WA=Weighted Average)

The above Shown table explains the level of satisfaction of students of towards the different types of teaching aid used by their teachers, in which its clearly shows that Organizational method is ranked first and Case study Method ranked second, PowerPoint method ranked third when we see the least ranked are Book review, Lecture method by this it's clear understand that the student are required more technology oriented as well Teacher involvement in Teachings More

SUGGESTIONS

➢ The school, college and university administration authority must share the opinions of the students regarding the usage of teaching aids that will be helpful in enhancing the learning system.

➢ The Ministry of Education should appeal to non-governmental organizations, the private sectors, individuals and industries to assist in supplementing and substituting obsolete educational materials and teaching/learning aids like audio and visual materials and software packages.

CONCLUSION

Education and personal learning environments can either completely disagree, overlap, or fully match each other. Teaching aids and educational devices can encourage the conversion of educational environments into personal learning environments. Teaching aids play vital role in stimulates thinking and improves learning environment in a classroom, which will help in the growth of our country that lead to the sustainable economic development and global leader in the field of Education.

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BEST PRACTICES AT SDM POST GRADUATE CENTRE, MANGALURU

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ABSTRACT
Effective ways of student engagement and alternatives to attain competitive advantage in the field of education is an on-going challenge. This is fostered by the assessment agencies and generating new ideas that become best practices are taking center-stage for most institutions across the globe. Adding value to human life and supporting the cause of socialservice has always been the main objective of SDM institutions. This is being accepted now as a best practice the world over. Researchers of this paper have made an earnest attempt to list a few of the best practices at SDM PG Centre Mangaluru, in order to bring to light the innovative practices of this institute that have brought about a paradigm shift in the institutions run by the SDM Education Trust.

ABOUT THE INSTITUTION

Shri Dharmasthala Manjunatheswara College of Business Management Post Graduate Centre for Management Studies and Research,(SDM PG CENTRE) Mangaluru is run by the SDM Educational Trust, Ujire which is a premier non-profit educational organization, functioning under the aegis of Shree Kshetra Dharmasthala, known for a unique embodiment of Dharma. It is renowned for its Lord Manjunatha Swamy temple and the Dharmadhikari known as Heggade who practice 'Annadana', 'Vastradana', 'Aushadhadhana', 'Vidyadana' along with rural development and social service. SDME Trust has under its wings more than 50 recognized educational institutions imparting quality education from the primary level to the postgraduate level. SDM believes in the dissemination of knowledge with a macroscopic dimension to harness the best of talents and translate it to the academic scenario. The colleges include Medical, Dental, Engineering, Naturopathy, Ayurveda, Law, Business Management and Physiotherapy.

The Institutions of Shri Dharmasthala Manjunatheshwara Educational Society has been built with a faith that is passionate and has a mission that transcends all barriers of race and religion, caste and creed. The SDM Educational society is instrumental in elevating the standards of education and empowering the youth with the potent strength of education in a board spectrum of subjects. The perfect blend of education and spirituality will attune a student with the qualities of ethics, discipline, integrity and humanitarian spirit. The educational system followed by SDM is a glaring example for the amalgamation of modernism and ancient tradition. The principles of life are imbibed by the student and they become responsible human beings armed with knowledge and attributes of human element. The SDM group of institutions is trying to harness the infinite talent of wisdom and knowledge in their students.

The SDME Trust charts the destiny of SDM institutions under the Presidentship of Padma Vibhushan Dr. D. Veerendra Heggadewho plays diverse roles of being a dharmadhikari, reformer,educationist, facilitator and philanthropist.Dr. Heggade's 50 years of path-breaking contribution to social, economic and cultural development of the society, is what truly defines his unyielding service to the nation.

From having converted small towns into modern educational hubs, redefined the very role of a temple from being a place of worship to a place of service, revived ancient sciences to further enhance modern lifestyles, and most importantly, having shown that one individual has the power to fuel and ignite the status quo condition of a nation, makes him deserve all the awards and accolades that he receives and more. This is exactly why in 2015 Dr. VeerendraHeggade was awarded the second highest award that a civilian can receive in India, the Padma Vibhushan.

The fleet of institutions run by Dr. D.VeerendraHeggade has today crafted a special place for itself in each domain. The SDM PG Centre, Mangalore stands as a crown among the educational institutions housed in Mangalore. Having pioneered into offering management education in this coastal city of Karnataka, SDM institution gained popularity for offering quality education for over three decades.

Standing tall as a prestigious institution offering Bachelors Degree in Management, theinstitute expanded its horizons to offer an MBA in 2007.This is when the SDM Post Graduate Centre for Management Studies and Research offering 2 year full time MBA Programme, affiliated to Mangalore University and approved by AICTE with a batch of 60 students came into being.

This MBA institute which is the brainchild of Dr.D. VeerendraHeggade believes in carrying the fruits of education beyond its portals. This institute has always worked judiciously for achieving the long standing vision

of developing competencies of people to meet the challenges of business, industry and also the service sector. In the first year of its inception itself the institute made efforts to procure faculty from both the industry as well as academia. The Director, with a Doctorate in management from NITK is at the helm of running the institution. She is assisted by a bandwagon of faculty members who are a blend of industry and academia background.The institute was also lucky enough to get a blend of students from allied backgrounds like B.Com, BBM,BHM,BCA, BA, LLB, B.Sc, Engineering,BHRD, allied medical sciences from different parts of the country. In August 2009, the institute added yet another batch of budding aspirants for MBA who were more competent than the first batch. More steady efforts are being made to sustain & build the institute through aggressive grooming of 240 students each year. Through this effort, the institute has attempted to match the credentials of its students with the best B-Schools in the country.

As the saying goes "Actions speak louder than words" the institute has been in the practice of getting students into the practical aspects of management by organizing activities of innovative nature to enable students outshine others. All these efforts have paid off with the institute securing University level ranks and Gold medals for all the years since its inception. Adding to our list of achievements are the **students summer projects** that has taken them to different places both in and out of the country and also helped them receive handsome remuneration for the same. The students at the institute have also made their mark by winning several intercollegiate fests over the year. The institute is blessed to have students of good conduct, behaviour and talent adding more goodwill to it and in return is making rigorous efforts to place them meaningfully. The institute has also hosted several meaningful and innovative programmes in the past years which have helped it to scale greater heights and win students love and affection.

VISION AND MISSION

Vision

To develop competetncies of people to meet the challenges of business, industry and service sector. Empower them with requisite skills to be globally acceptable Business Leaders. Provide world class professional management education to the people at a reasonable cost, spread Indian ethos, spirituality to sustain, survive and succeed in business and industry.

Mission

To bring professionalism in all spheres of life. Enrich the quality of life by creating and sustaining the urge to continuous learning for life. Encourage competitive spirit for organizational excellence by leveraging intellectual human capital.Instillentrepreneuerial quality of life of individual by encouraging to believe in personal integrity, hardwork and honesty in public life.Develop leadership, entrepreneurship quality among the people with patriotism,modern outlook and positive attitude towards life. Develop self confidence to lead, motivate people through case study,practical training and exposure to global business and industry.

BEST PRACTICES FOLLOWED AT OUR INSTITUTE

Introduction: A best practice is a method or technique that has been generally accepted as superior to other alternatives as it is believed to produce results that are superior to those achieved by any other means. Best practices are used to maintain quality and enhance the productivity of any institution. Analyzing and maintaining realistic expectations in order to develop smart practices that ensure the success of the institute is gaining a lot of momentum in recent years. It is also creating a paradigm shift in focus and enabling higher education institutions to scale greater heights and attain student success. The researchers have listed out 29 best practices of the institute that have been hand-picked chalking the various dimensions of excellence at our institute. The best practices at out institute are:

1. **INDUSTRY ACADEMIA SEMINAR SERIES IN COLLABORATION WITH BASF:** Thisprogramme was inaugurated by Mr. Prasad Chandra, Asia Head of BASF. Top executives of BASF from different parts of the country as well as the world conducted 10 sessions (20 hours) on the weekends, on topics like Corporate Governance, Business ethics, partnering with society, work plan dilemmas, case study and so on. Evaluation was done by conducting a test for the students on different aspects discussed in the sessions. No fee was charged from the students.

2. **CERTIFICATE COURSE:** MOU was signed between ISDC (International Skill Development Corporation) and SDM PG Center for Management Studies and Research, Mangalore to conduct classes and train students. Mr. Mohammed Sajid Khan, Head International Development ACCA and Mr.TomMannapurathu Joseph, Head- Strategy, ISDC, UK inaugurated the programme. A special training of 40 hours duration was conducted to students by Mr.ShiroshinTyagarajan, trainer ISDC from Chennai. Test was conducted to 62 students who took up the course.

3. **ROTARACT CLUB OF SDM PG CENTRE:** Annual Installation of the club and appointment of new President, Vice president, Secretary and Office Bearers has been the code for the last 3years. Compulsory meetings are held on every Thursday; it will be a formal meeting presided over by the President of the club and one guest speaker will be invited to speak on most relevant topics. The members of Rotary Club of Mangaluru Central (sponsored club) will also be a part of these meetings. Rotractors of SDM PG Centre will also get a chance to be a part of Rotary meetings on special occasions. Organization of community health services, social service events is the part of annual activities. Rotractors will get a chance to interact with members of other Rotaract clubs across the globe.

4. **INDUSTRIAL CONSULTANCY & LIVE PROJECTS:** Students and faculty are encouraged to procure industry related live projects so that it could be taken up by the institute in an organized manner. Even industries approach the college on their own and request for live projects to be taken up such as surveys, marketing campaigns, planning for selection process etc. Each time a project is considered, a unique team is created based on the problem on hand, the skills required and resources allotted. Students & faculties plan and develop ideas, campaigns; questionnaires and do the necessary tasks to complete the project.

5. **ONLINE COACHING FOR FACING COMBINED COMPETITIVE EXAMS THROUGH BReT SOLUTIONS PVT. LTD:** The premium online learning courses provide the users 360° learning experience using state of the art technology and round the clock convenient learning with rich contents. The programme modules designed by BReT Solutions are affordable, user friendly, easily accessible/ reachable globally and offers a blend of effective & interactive learning. Students practice online, depending on their convenience and their activity is monitored by the organization thoroughly. Feedback through Email and phone calls is given to students to improve their performance. Trainers visit the college and interact with the students personally.

6. **SOFT SKILLS TRAINING:** Compulsory 2 hours per week class to all I year students on soft skills is conducted by experts in the field. The class room teaching includes several activities like role plays, group activities, exercises and management techniques that provide practice in class room activities. Students are asked to do a self-assessment of some key soft skills taught in the class room.

7. **ALUMNI GUEST FOR EACH PROGRAMME:** The institute has a unique practice of inviting alumni as guest for each programme that it hosts. Through this the institute aims at strengthening its alumni network and inspires students to achieve high in life and become worthy of getting back to their alma mater as guests.

8. **COMPULSORY MEMBERSHIP OF MMA:** Membership of professional body called Mangalore Management Association is a compulsory feature at the institute. Students and faculty are made members of the Mangalore Management Association, immediately after their admission in the institute, without payment of any additional fee, which would normally be at a cost of an annual subscription. They are encouraged to attend some excellent monthly lectures organized by the MMA.

9. **FACULTY WITH DIVERSE EDUCATIONAL BACKGROUND:** During the selection process itself care is taken to ensure that faculty of diverse backgrounds are inducted into the institution. During the selection process, eligible candidates are scrutinized and selected not just based on the required/ specific qualifications but also those with diverse qualifications (which are interdisciplinary in nature), in order to give a wide exposure to students. This enables students to reap the benefits of the wide exposure of the faculty members.

10. **RESEARCH CELL:** The main aim of this cell is to encourage research output among students and faculty alike. The cell conducts workshops related to research, field work, and data analysis. It provides a platform for presentation and publication of research papers at both national and international conferences and seminars.

11. **ENTREPRENEURSHIP DEVELOPMENT CELL:** This cell aims to foster entrepreneurial skills among the students by orienting them about the nuisances of starting and running an enterprise through various activities like seminars, guest lectures by successful entrepreneurs, talks and workshops by representatives of government agencies, field visits to various entrepreneurial ventures etc.

12. **NATIONAL INTEGRATION FORUM:** The institute has put in place a National integration forum that aims at making students feel like they belong to one region, united by a single faith and belief. This has created bonds and connections between students belonging to different languages, cultures and religion. The forum hosts several important programmes like celebration of Iftaar, Dandiya, Diwali, Christmas and

also Independence Day, Gandhi Jayanthi, Martyrs day, Birth anniversaries of freedom fighters among others. It has also educated the students about the impact of patriotic leaders on management education.

13. **EXTENSION ACTIVITY:** Institution promotes extension activities by actively associating with reputed organizations, Institutions, Ashrams etc. Institution plays a prominent role in encouraging student participation in extension activities. Extension activities in diverse fields like- Organizing events for summer camp organized by Raaga Taranga, Personality Development with spiritual essence organized by Ramakrishna Mission, Swatch Bharat drive etc. are organized. Students are selected and a new team is formed for organizing and participating in each of the events.

14. **GAVELS CLUB:** In order to enhance the English speaking abilities of the students an in- house gavels club has been installed. Students are encouraged to have a Gavel club session on different themes each week. Two First Year batches having strength of 60 each conduct this activity usually on a Saturday in our SDM MBA classrooms. Students are either told a theme for the following week or they brainstorm and suggest a theme for which various roles are allocated like Toast Master, Table Topic Master, Grammarian, Overall Evaluators, Aaa counter, Time Keeper, Prepared Speakers etc. Every week the roles are revised, so that everyone gets an opportunity to learn. Prepared speakers are evaluated and the evaluation form is given to the speaker to help them improve. Only those students who complete the full set of 10 prepared speeches within a year are eligible for the certificate at the end of the year.

15. **DUAL SPECIALIZATIONTHROUGH IN-HOUSE DIPLOMA COURSE:** In addition to the university specialization options in Finance, Marketing and Human Resource streams, the institute offers diploma in Human Resources and Marketing Management that enables students to gain the benefit of Dual specialization.

16. **ANNUAL VISIT TO MANGALAJYOTHI INTERGRATED SCHOOL:** Students of SDM PG Center Mangalore, pay a visit annuallyto ManagalaJyothiIntegrated School Vamanjoor. MBA students interact with the differently abled school students; conduct some entertainment programme along with few games. They distribute stationery and sweets to them with the amount collected bycontributing for the same.

17. **DIRECTORS VIVA:**At the end of each semester, the students have to undergo the viva voce examination with the panel that includes all the faculty members and is headed by the Director. The students are posed questions relating to the subjects that they study in each semester. Marks are awarded on the basis of their conceptual clarity, subject knowledge, level of confidence and ability to face the panel. This has instilled confidence in students to face interviewstoo.

18. **BEST OUTGOING STUDENT AWARD:**SDM PG Centre for Management Studies and Research, Mangalore is an intellectual hub for learning and practice which gives meticulous importance to academics and discipline. The academic achievements of the MBA students are recognized in various disciplines and are awarded best outgoing student award. Apart from honoring the academic achievements of the students, best outgoing student awards are also given for a student who excels in areas like social work, cultural activities, discipline, consistency in performance, sports, regularity and punctuality, commitment to work, academic excellence, team work and good conduct &behaviour.

19. **ADDITIONAL BOOKS TO TOP TEN STUDENTS:** The top ten students who are selected based on their academic performance are encouraged to score better by providing them additional books/ unlimited books from thelibrary at our institute.

20. **ARTICLE REVIEW:**In order to enhance the students access to library and engage them in reading research articles this practice has been evolved.The students select a research article from any of the scholarly journals and review it. They submit a write up on the research article that is published in the journal. Later these reviews of articles are presented in class which is followed by discussion on the same.

21. **3C REPORT:** Groups of three students are made. They are given the freedom to select a company of their choice. Students are expected to do an extensive research about the company, its customers and its competitors and make a presentation in the class. A hard copy of the same is to be presented to the faculty in charge. Students not just get to listen about different companies but can always get their doubts clarified too, by way of questions to the presenters.

22. **BOOK REVIEW:** It is made compulsory for students to read a book of their choice, preferably management related and present it in front of their classmates and in-charge faculty. In-order to avoid duplication in presentation students are made to register their book name well in advance. Each student has

to submit the hard copy of the book reviewed. Students have to borrow the books from institute library and prepare their report and presentation after having read the book.

23. **WEEKLY GUEST LECTURE:**Guest Lectures are organized on each Monday, every week on multidisciplinary aspects, for the students of Ist year MBA between 3:00PM to 4:30PM Eminent Personalities are invited to share valuable information from their experiences. These eminent personalities include faculty from various esteemed institutions, Industrialists, Professionals from corporate world, Spiritual Leaders, Entrepreneurs etc. Students are bestowed with the knowledge on industry needs, latest technical updates, avenues for higher studies etc. Feedback is also collected from the students to assess their understanding.

24. **MERIT AS CRITERIA FOR SELECTING STUDENT REPRESENTATIVES FOR SDM STUDENT CONSORTIUM:** Each year the student consortium of the institute is installed with the top scorer taking charge as president and secretary. Under the consortium 15 clubs /forums are formed which host a number of programmes and competitions around the year.

25. **FIVE MANDATORY DOCUMENTS TO BE POSSESSED BY FACULTY AND STUDENTS:** Both faculty and students are asked to possess these documents compulsorily. They are Passport, PAN Card, Bank Account, D-Mat Account and Driving License. Arrangements are made through various agencies to facilitate faculty and students to procure these documents with ease.

26. **ANNUAL INDUSTRIAL TOUR:** Each year students are given an opportunity to suggest places to visit as part of their industrial tour. The top most voted places are considered based on feasibility, exposure level, Cost, Safety etc.Once the places are confirmed various quotations are invited from various tour operators and based on the best quote and goodwill of the tour operator a choice is made. Various teams are made like Group In-charge, Travel In-charges, Factory Visit In-charge, Time Management In-charge, Crisis management, Accounts in-charge, Food In-charge, Sight Seeing/Shopping In-charges etc. Students are made to interact with various industrial personnel's and ask them various questions and seek information.Students are asked to submit a report on the industrial tour so that the learning experience can be recorded.

27. **ANNUAL NATIONAL CONFERENCE:**The institute has a rich history of having organized National level conference annually and plans to retain the same.Faculty and students work hand in hand in planning and organizing the conference. An apt theme for the year is chosen; to which suitable experts are invited as resource persons to deliver lectures. Research papers on the theme of the conference are also invited for presentation by others.Academicians, research scholars and students of other colleges and organizations are invited to be the participants.

28. **"SHRESTHA" – PG LEVEL INTERCOLLEGIATE NATIONAL LEVEL MANAGEMENT FEST:** The students at the institute have brilliantly crafted an inter-college management fest called "Shrestha" that has now become an annual affair. Students are grouped into various committees and they devise anew theme each year. They also get to organize the entire event under the guidance of the faculty coordinator. Students from various colleges and courses are invited to participate in this activity. Students in various committees organize the competition in different areas like HR, Marketing and Finance. The winners are awarded at the end of the fest.

29. **LECTURE PLAN AND WEEKLY REPORT:** The lesson plan is updated by the teaching faculty on each subject, divulging the subject matter discussed in the classroom. The lesson plan consists of various particulars like: Time, Date, Day, objective of the subject matter discussed, contents in a nutshell, methodology adopted in teaching the students, Books/Websites referred and students involvement in the class. The lesson plan is updated on daily basis and weekly report is updated on weekly basis and is submitted to the Director every Saturday, forverification and signatures.

CONCLUSION

Rapid changes in demographics of colleges offering higher education are facing multiple challenges in the recent era. Institutions around the globe are investing huge amounts of money, time and human resource in order to analyse what can help them achieve competitive advantage as well as be most effective in the field of education. The intervention of assessment and accreditation bodies like NAAC has added more vigour among institutions providing higher education to focus on improving student success outcomes. Higher education institutions are now better equipped to bring about innovations and implement new ideas in the name of best practices. The traditional system of chalk and board teaching has made way for technological advancements in

the field. Building an institution that aims at student success has become the norm of the day. SDM PG Centre has always been striding on this path which is now being acclaimed by the world. The best practices enumerated in this paper are but a testimonial to the fact that we at SDM believe in providing a wholesome experience to students and improving their outlook towards life, thus enabling them to become highly resourceful in their careers.

AN ANALYSIS OF THE ETHICAL PRACTICES IN FACILITATING LEARNING THROUGH SMART CLASSROOMS

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ABSTRACT

The 'gurukul' system of education was in vogue where the guru and 'sishyas' learnt in the circuit of nature. They followed mainly the idealistic naturalistic period, where the child was made to find and learn, this made them to become more inquisitive. With the advent of western system of education, things went through a sea of change. Students were made to learn within the four walls of the classroom, focused bookish and spiritual growth in an individual. From time immemorial man has been trying to learn from his surroundings and fellow beings. Over the years various changes have been made to promote knowledge and technology is not an exception to it. Adoption of smart class rooms can be considered as the latest trend in Indian education sector. Hence the researcher makes an attempt to explore the ethical practices of facilitating learning through smart class rooms.

INTRODUCTION

Education mainly lies in what one has unlearnt. It is the process of bringing out the best of mental, physical, valuable and quality in an individual. Earlier education was the privilege of the rich and the noble but today it has become the right of each and every individual. But the advent of technology has changed the process of learning and unlearning. Smart class rooms are the common technological adoption technique of every education institutions in India.

Smart class rooms are getting popular in Kasaragod, a district in Kerala. It was introduced in other foreign countries years before. But it took time to reach India, especially in the remote villages, which is in the path of development. Centuries before India have started to value education system as the best way to build a better society. Majority of the CBSE and ICSE affiliated schools have smart classrooms because majority of the dominant sector get exposed to such educational facilities where as the government schools are the only dependent mode of education to the subalterns in the society and adoption of such facilities in government school can bridge the digital divide. As part of the IT Mission in Kerala several smart classroom are established as a part of ICT.

Kasaragod was backward in the field of education. Earlier most of the students after matriculation used go abroad for job and settle there. The education system in foreign countries influenced the people of Kasaragod and that has led to a change and now the district is more exposed to better education systems. Central university is the main highlight which is established in 2012. The district comes in the list of top five for the highest number of smart classrooms in the state of Kerala. Hence the researcher has adopted a case study of Kasaragod district.

REVIEW OF LITERATURE

Implementation of new media in education today has been one of the interesting areas of studies. Several researches have been done in the field of education especially about different types of communication patterns used in the field of education. And these studies directly and indirectly help this research. (B.C Mahapatra 2012, P 26) in his writing on *Shifting Paradigm of teacher education* deals with different types of teaching methods used to convey message to the students. It talks about the use of communication and processing theory, which helps the tutor to find the effectiveness of education for children.

Every profession requires advancements. The adjustments required in the age of revolution (Philip Lesly 2002, P 7) *handbook of public relation and communications* discusses about it. The book also highlights the necessity of the need of mass educational devices. The adoptions of such devises are necessary not only for the group that uses it, but also for the society. The proliferation of communication channel is more than an accelerator of change, although it is certainly focusing on human dynamics. Any study on its importance is truly a revolutionary and encouraged.

A book titled Mass Communication Theory (Denis McQuail 2010, P 28) is book that provides a detailed understanding of communication and the various theories associated with it. Any study that caters to the media and society, this book is a benchmark for understanding and appreciating the long and winding road people and their media

The traditional methods have more interaction and participation of students. It is more of feeding approach than an interactive and entertaining. Tech enabled classroom help the students to have more accurate and effective mental model than the text, it also generate problem solving and decision making skill for the students. When there is more of traditional method of teaching the case becomes more boring and strict to notes. There is also other side too for the new policies and (JagannathMohanty 2003, P 47) in the book *Human rights Education* deals with the overburdening of students in the name of education. The overload of bags in schools was even discussed in the parliament by R.K Narayan. An Advisory committee was formed to adjust the problems challenged by the students. The bench advised to make warm welcoming of students and the effective use of the blackboard as minimum level of learning (MLL). There is less interaction among the teacher and students. Over workload dishearten the students to attend school in regular basis.

OBJECTIVES

- To explore the students participation in tech-enabled classrooms

- To analyze the benefits gained by the students through technology enabled classrooms

- To assess the ethical practices of facilitating learning through smart classrooms

METHODOLOGY

Communication tools are an important aspect of learning. The technology plays a vital role in the process of imparting education. Children are taught in class room with the use of new media techniques. The information is been rightly exposed or it is not reaching to the exact path is an important question to be analyzed. Study on the impact of smart classroom and the ethical aspects can help the children and education administration in a large extent. The study was depended on both primary and secondary data.

Primary data refers to information that is generated to meet the specific requirements of the investigation at hand. A qualitative approach is a multi-model in focus and to get an in-depth understanding the researcher has employed observation and in-depth interview as the methods of data collection. The sample for observation is selected by using cluster sampling and a representative from each cluster is taken for in-depth interview with the help of a probability technique.

FINDINGS

Academicians get relevant digital resources like animations, videos, interactive virtual lab tools and can use them as a vicinity of their lesson plans in each smart classroom. The school rooms' square measure equipped with customized electronic interactive whiteboards, projection systems and personal computers. A Smart Classroom is prepared with multimedia modules designed to enrich instruction and learning. A computer, visual presenter, document camera, speaker, switchers and remote are the facilities provided in majority of the smart classrooms. The classes are conducted on a keeper basis, per student basis and per month basis.

The findings of this study reveal that student attitudes toward learning with the use of technology are predominantly positive. Interest and engagement during the learning is additionally expressed. The participants consider themselves active in smart class room learning process. Researcher found that students learning via smart classroom are attentive and have larger motivation. Additionally, the smart board system clarifies the material and enhances learning. But they are unaware about the memory capacity and retrieval of information.

Despite these positive reports on the contribution of the smart classroom on student learning, teachers highlighted the rise in student engagement could solely be short. So as to keep up their level of engagement and their interest in learning, instruction via the smart classroom must be tougher than simply demonstrating straight forward assignments on the board and desires to develop higher thinking skills among students. Otherwise, there's a risk that the learners can stop to be attentive over time, and therefore the technology can become super annulated and useless. learning with technology in general and with smart class room may be seen as a game, whereas throughout times of pressure, the technology is forgot and academics return to the standard teaching to the take a look at, this might result in a disconnection between student attitudes toward learning via smart classroom and their scores on standardized tests.

In relation to this issue, researcher found that interactive instruction is restricted due to the emphasis and importance that's placed on program that's targeted on standardized tests, those requires academics to teach to the test so students can succeed. During this state of affairs, academicians typically feel that they have to regulate category progress and can't enable students to precise their perspective, resulting in a decrease in students interactions within the room. The in-depth interviews, provides a common idea about the impact of smart classroom among children, like why it is established in schools, demerits and the benefits of setting in the

tech enabled classrooms in the school. Few of the teachers supported the technology in schools whereas the rest opposed by saying the connection and interest with the subject will lack.

A student's higher engagement with the content on a wise board is dynamic and visually appealing and his creativity, adaptability and linguistic skills get improvised through lecturers, written notes and activity based learning. Majority of the child counsellors who were part of the study partially agreed to the concept and point outs the dis advantages of it more than the advantages. A wise and minimal use of smart class rooms can make learning a fun but excessive use may some obvious problems.

The perception, retention, recall, and exposure are the values which are tested to find out the impact of learning in a tech enabled classroom. Traditional form of learning is still in its peak level and the importance of it is not affected by the technology. The process of recall worked only when the student saw his/her note book and could recall the topic in a particular page. The newly exposed things don't stay for long other than the long recallable options.

Present study has identified that it's very difficult to grab the attention of a student for a prolonged hours in smart class room. A good teacher/ communicator can refresh the topic and hold the attention of listeners. In the communication selectivity process, there is a chance of missing information. However the more complicated the depiction becomes the more difficult it to grasp the underlying concepts detail can result misunderstanding, too much details are cumbersome and self-defeating. The communication selectivity barriers are not independent of source or receiver.

CONCLUSION
Selectivity is always determined by the receiver. Classroom observation and interviews with the people who are closely relating to the new media technologies added their view of smart class room usage. When the teacher communicates through the use of technology the interaction is lacking because the technology is new to the children and nervousness reduce the exposure at times. Lack of proper training to adopt technology is a barrier which impasse the teachers to unleash the unethical side of smart class room usage. Ignorance and fear often causes a social issue of wasting resources due to unused class rooms. Some has academically however conjointly battles some shallowness and anxiety problems, additionally showed a small increase in their participation.

Hence the present study recommends the following suggestions to improve the ethical practices while adopting technology enabled classrooms. Empower the teachers with dialogue about different teaching and learning styles. Provide valid methods of teaching that can inform education policy and practice; give special care to support the students who lacks technical knowledge. Incorporate and encourage peer-reflection within the smart class room; incorporate flexible content designs that features secure reliable and valid methods of contextualizing the content. Also make cyber ethics a part of the curriculum in order to create tech enabled socially responsible individuals.

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HIGHER EDUCATION ACCESSIBILITY IN INDIA: QUALITY AND EQUITY

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ABSTRACT

".....Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized".

(The Education Commission, GOI, 1966. 108)

CONTEXT

Comparatively, India is a vast country with one of the oldest civilizations of the world. With its diverse cultural tradition, it is one of the long standing democracies during the past six decades of its independence. However, it accounts for 2.4 per cent of the world surface area; it supports 16.7 per cent of the world population. India with its enormous population, 181 million, lives in 29 States and 7 Union Territories. The uniqueness of the Indian society is '*Unity in Diversity*', which is visible in its religions, languages, cultures and castes. India is a multi-religious country with practicing Hindus at 79.5 per cent, Muslims 14.2 per cent, whereas, Christian 6 per cent and others, constituting an important part of Indian diversity, accounting for the rest (census India, 2011).

The Education system of a country does not function in isolation from the society of which it is a part. Hierarchies of castes, economic status, gender relations and cultural diversities in addition to uneven economic development also deeply influence issues relating to access, equity and equality in education. Our society has been characterized with deeply entrenched social inequalities between various social groups and castes since ancient times. Though since ancient times access to education is limited to select strata of the society.

Although the India's public education system is open to all. While, the marginalized groups of the society were subjected to social and economic oppression. These centuries old social prejudice and inequalities, based on caste at birth, continue to dog the modern Indian landscape. Extending educational opportunities to the marginalized groups was considered an antidote to this longstanding discrimination. Several attempts have been made by social reformers and others to make education accessible to all with varying degree of success. In this regard the present study concentrates on higher education access, equality and equity; an Indian scenario

HIGHER EDUCATION AND DEVELOPMENT

Table-1: Number of universities

Type of Institutes	1950-1970	1970-1990	1990-2010	2015-16	Percentage (%)
Central Universities	8	9	16	43	6
Deemed-to-be Universities	6	21	100	129	16
State Universities	79	137	38	329	38
Private universities	-	4	4	260	32
Institutes of national level importance and other university level institutions	13	-	12	65	8

Source: Selected Educational Statistics, various issue of MHRD and UGC reports.

Table 1 concentrates the growth of higher education during the post-independence period of India. It may be noted that the expansion of the higher education system is tremendous and it conforms to the accessibility over the past. The higher education sector has also witnessed a steep increase during this period. Universities and other institutions of higher learning have also gone up from 106 in 1950-70 to 811 in 2017. The education sector is further poised to grow further future which aims at inclusive growth. The expansion of educational opportunities at all levels of education with an emphasis on marginal groups is the key to strategies adopted to promote inclusive growth.

Table-2: Infrastructures for institution in 2015-16 (in percentage)

Infrastructure	University	College	Stand alone institutions
Playground	87	90	91
Auditorium	76	55	65
Theatre	42	19	19
Library	95	97	98
Laboratory	86	78	93
Conference Hall	92	72	79
Health Centre	80	40	46
Gymnasium/Fitness Centre	74	34	28
Indoor Stadium	49	29	28
Common Room	82	87	89
Computer Centre	90	83	91
Cafeteria	83	53	55
Guest House	84	37	44

Source: MHRD, (2016), p.50

Subsequently, Table 2 shows the percentage of higher education institutions having various types of infrastructure facilities. However, 87 per cent of Universities, 90 per cent of Colleges and 91 per cent of Standalone Institutions are maintaining playground 95 per cent of Universities, 97 per cent of Colleges and 98 per cent of Standalone Institutions having library facility. Percentage of University, College and Standalone Institutions having laboratory are 86, 78 and 93 per cent respectively. In addition to this Health Center, Computer Center, Auditorium, Conference Hall etc. are also in place with the Universities, Colleges and Standalone Institutions

TYPES OF ENROLMENT IN HIGHER EDUCATION

Higher education enrolment in various programmes at PhD level- male has declined over the years in 62 per cent in 2010-11 to 59 per cent in 2015-16, in contrast female enrolment in PhD has increased at 38 per cent to 41 per cent above said period. Whereas M.Phil enrolment for male has a drastic decline at 50 to 41 per cent and female has increased around 50 to 59 per cent in recent years. Similarly, post graduate enrolment has observed the similar pattern that is declining trend of 55 to 46 per cent and in opposite direction of female enrolment has increased at 45 to 54 per cent above mentioned period.

Table-3: Enrolment in higher education (in percentage)

Year	PhD		M. Phil		PG	
	Male	Female	Male	Female	Male	Female
2010-11	62	38	50	50	55	45
2011-12	61	39	47	53	53	47
2012-13	58	42	44	56	51	49
2013-14	60	40	43	57	49	51
2014-15	59	41	42	58	48	52
2015-16	59	41	41	59	46	54

Source: All India Survey on Higher Education, Various Years, MHRD

DISTRIBUTION OF HIGHER EDUCATION IN SOCIAL CATEGORY

Social category wise enrolment in higher education visible in Table 4, the total student enrolment is 3, 45, 84,781 out of which nearly 55 per cent are male and rest 45 per cent are female students. Category-wise estimated enrolment is increasing over the year. However, both male and female category of BC reveals highest share of enrolled in higher education. This category accounted around 30 per cent each. Subsequently, SC student enrolment is nearly 12 per cent of both female and male. On the other hand, students belonging to ST category constitute only 4 per cent of the total student enrolment and male female ratio is similar to All Category. The male-female ratio is similar to the All Category. 33.6 per cent of the total students belong to OBC with 53.8 per cent of male students.

Table-4: Enrolment in Category wise (in percentage)

Year	ALL		BC		SC		ST	
	Male	Female	Male	Female	Male	Female	Male	Female
2011-12	55.4	44.6	29.6	30.7	12.2	12.2	4.5	4.5
2012-13	55.1	44.9	30.7	31.9	12.8	12.8	4.4	4.3
2013-14	54.1	45.9	32.0	32.8	13.1	13.1	4.6	4.6
2014-15	54.0	46.0	32.6	33.3	13.5	13.4	4.8	4.8
2015-16	53.8	46.2	33.6	34.0	14.0	13.8	4.9	4.9

Source: All India Survey on Higher Education, Various Years, MHRD

GENDER PARITY INDEX

An eyeballing on Gender Parity Index in Table 5 reveals that there is marginal increase in GPI for all the categories. It has increased in recent 5 years, from 0.88 in 2011-12 to 0.92 in 2015-16. For Scheduled Caste, GPI has increased from 0.88 to 0.91and for ST; it has increased from 0.78 to 0.83 during the period. GPI has also increased marginally across all the States.

Table-5: Gender Parity Index

Year	Gender Parity Index		
	All category	SC	ST
2010-11	0.86	0.84	0.74
2011-12	0.88	0.88	0.78
2012-13	0.89	0.89	0.79
2013-14	0.92	0.92	0.81
2014-15	0.92	0.91	0.81
2015-16	0.92	0.91	0.83

Source: All India Survey on Higher Education, Various Years, MHRD

DISCUSSION AND CONCLUSION

It hardly needs any mention that any vibrant civil society would undoubtedly require that all humans are treated equal and with dignity and that all must be supported to the fullest possible development. Here, one needs to know that while access could be ensured in a variety of ways, it is the equality of opportunity which is much more important than anything else as it requires the support of whole range of antecedent variables commencing from curriculum to pedagogy, differential inputs, assessment, remediation, feedback, attitude, institutional care, etc.

The enrolment in higher education institutions has increased by 6 folds from 1.71 million to 10.16 million students since 1970-71 and in recent years. The share of girls and marginal groups has also increased along with the expansion of higher education. The proportion of girls in enrolment at higher education level increased from 24 per cent in 1970-71 to 39 per cent in recent years. The affirmative policies like special scholarships, fee waivers, separate hostels, etc for girls along with attitudinal change are responsible for these positive developments

The marginal groups like SCs and STs are also beginning to enter the higher education system in large numbers. This may be attributed to several affirmative action's which the government has introduced in the form of reservations, scholarships, fee waivers, relaxation in minimum requirements for entry to these institutions. The proportion of SCs in enrolment at higher education has increased from 8.5 per cent in 1990-91 to 12.3 per cent in recent years which is almost 4 percentage points lesser than their share in the total population. The proportion of STs in enrolment at higher education has increased from 2.1 per cent in 1990-91 to 4.3 per cent in 2015-16, which like SCs is almost 4 percentage points lesser than their share in the total population. It shows that though some ground has been covered but still their share in enrolment in higher education is less than their share in the total population. This is further confirmed by GER by social groups as discussed below. Further, it can also be noticed from the data that most of the students from marginal groups tend to concentrate in conventional areas of study. Their proportion in these disciplines corresponds to their share in the population. In hard subjects like engineering or research their share is of course much less than their corresponding share in population. However, Our Honorable Minister for HRD Sri.Prakash Jovadekar in his latest AIHES Report has greatly appreciated Tamilnadu for securing the highest place in India with 46.9 per cent in Gross Enrolment Ratio (GER). It is indeed a matter of pride for Tamilnadu for its emergence as a unique State providing higher education.

It is evident that the social context of education in any country presents a number of challenges which must be addressed by policy makers both in its design and its implementation. It must, however, be appreciated that the cardinal principle of promoting equality is not only to provide for equal opportunity to all in terms of access but also in the condition for success.

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MENTORING AND EMPLOYABILITY SKILLS OF B-SCHOOL STUDENTS: A COMPARATIVE ANALYSIS

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ABSTRACT

The spirit of management education lies in preparing and enabling the students to advance cognitively, affectively and behaviorally into competent ones ready to face and handle challenges from inside and outside their organizations or workplaces. Mentoring, as pedagogy, results in boosting effectiveness of B-schools (Institutions offering MBA program) in ensuring the conversion of students into professionals. The rationale of this study was to research investigate the influence of mentoring functions on the employability skills of I year and II year MBA students from selected colleges in Karnataka. The results indicated that mentoring functions has an influence on student's communication skills, team work, problem solving, initiative and enterprise, self-management, learning skills and technological skills.

Keyword: Mentoring, Employability Skills, B-schools

INTRODUCTION

Mentoring is conceptualized as a renowned management development tool and an significant resource for learning and managing with organizational change(Rigsby, Siegel, & Spiceland, 1998,p.112). It is a vital training and development apparatus in the academic literature of (Hunt & Michael, 1983,p.479) .In general new entrants to any profession are anticipated to fit industry expectations when they come in to the world of work. Mentoring activities in B-schools become applicable in this framework wherein teachers mold young people for employment.

Mentoring had its origin in Greek mythology. Homer's Odyssey, the epic poem from Ancient Greece, is cited as the original source of the concept, Mentoring. Odysseus, the King of Ithaca, left his wife Penelope and infant son Telemachus, to fight with the Greek alliance in the Trojan war. He entrusted the responsibility of his son and his royal household to an old trusted friend, Mentor, who serves as teacher and guide. After the war, Odysseus was in banishment for ten years. Meanwhile, young nobles had long occupied Odysseus's palace, denying Telemachus his birthright. Eventually, the goddess Athena assumed the role of Mentor and helped to reunite the father and son. With the passage of time, the word 'Mentor' evolved to mean trusted advisor, friend, teacher and wise person.

In Indian civilization, mentoring is evolved as Guru-Shishya relationship or Guru Kula system of education, where students imbibed knowledge by staying with their Guru. The disciple not only learns theories and texts from him but also values and virtues from him. The Guru-Disciple relationship in ancient Gurukulas was intimate and personal, based on mutual respect, even reverence. The guru was not merely a teacher. He was a father, a guide, and a role model for all the students (Nachimuthu, 2006,p.142).Mentoring received by students is related to their employability skills.

SIGNIFICANCE OF THE STUDY

Employability skills of MBA graduates have arose as an area for consideration to improve the transition of students from full-time education into employment. An adequate supply of graduates to the labour market with viable skills strengthens a nation's capacity to position itself against global competitors and upsurge its ability for expertise and innovation (Toland,2011,p.2). Employability skills are enhanced when students actively engaged in mentoring programmes (Yorke & Knight, 2006,p.9). In India as per the report in the *Hindustan Times*, in 2016-17, only 47% of MBA professionals got placements, an over 4% fall from the preceding year. This report is based on the analysis of institutes affiliated to the main regulatory body – the All India Council for Technical Education (AICTE) , and does not encompass the prestigious Indian Institutes of Management (IIMs). Industry experts have identified the reason for the issue is the quality of students as they not being in line with the industry employability expectations. India's employability crisis is s serious concern because the mainstream of Indian population is relatively young and numbers of unemployed youths are increasing day by day. Although past studies have established relationship between mentoring and employability skills of B-school students in international context, there is a scarcity of studies in Indian context, particularly among B-school students of Karnataka. This shows the gap existing in this area and need for doing a detailed study. The present study envisions the significance of mentoring programmes in B-schools and its relationship with the employability skills of the students.

THEEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

In business management and higher education literature, mentoring arises as a highly endorsed student development activity (Kram, 1985 p.232). Mentoring functions provided by teacher mentors is an attempt to tie the gap between academic concepts and practice in the corporate world. It echoes an augmented attention in the professional development of management students (Cunningham,1995,p.6)and training of managerial skills such as communication, conflict management, group management, motivation, self-awareness, career management and goal setting(Bigelow,1995,p.312). B schools have concentrated more on the advancement of specific skills and competencies in the classroom rather than on the supervision of skills in an applied setting or the development of social skills and professional character through mentoring. The hypotheses for the study are listed below.

H1: There is significant difference in the communication skills of I Year and II year MBA students in selected colleges in Karnataka.

H2: There is significant difference in the ability to work in teams of I Year and II year MBA students in selected colleges in Karnataka.

H3: There is significant difference in the problem solving skills of I Year and II year MBA students in selected colleges in Karnataka.

H4: There is significant difference in the initiative and enterprise skills of I Year and II year MBA students in selected colleges in Karnataka.

H5: There is significant difference in the planning and organizing skills of I Year and II year MBA students in selected colleges in Karnataka.

H6: There is significant difference in the self-management skills of I Year and II year MBA students in selected colleges in Karnataka.

H7: There is significant difference in the learning skills of I Year and II year MBA students in selected colleges in Karnataka.

H8: There is significant difference in the technology skills of I Year and II year MBA students in selected colleges in Karnataka.

METHODS

Participants and Procedure

The sample of the study included of regular MBA students from selected colleges in Karnataka. The study adopted a cross-sectional survey-based research design for the purpose of collection of data. Specifically, respondents were surveyed through convenience sampling method. The respondent group comprised of 115 first year regular MBA students and 119 second year regular MBA students.

Measures

The measures used in the survey to capture the study dimensions were adapted from previous literature, and later modified to suit the study context under consideration.

Mentoring: We used (Dreher & Ash, 1990,p.542) scale mentoring functions, a total of 18 items that include 8 items as that of career mentoring and 10 items of psychosocial mentoring. The two categories of mentoring relationships – psychosocial mentoring and career mentoring were obtained by factor analysis. The items under factor 1 represent enhancing the visibility of protégés, protection and challenging assignments, exposure to higher officials and coaching. Hence the factor is named as 'career mentoring'. The items under factor 2 describe friendship, acceptance and confirmation, and counseling. So the item is named as psychosocial mentoring. The Alpha values of career mentoring and psychosocial mentoring are .839 and .818 respectively. Although Dreher's (1990) scale mentoring functions are well established; however, to check whether the two factor structure obtained on western samples could be replicated on the Indian sample, we validated the scale using confirmatory factor analyses. We considered multiple fit indices due to its sensitivity toward greater sample size such as the root mean square error of approximation (RMSEA), the goodness-of-fit index (GFI), Adjustable goodness-of-fit index (AGFI) the comparative fit index (CFI) and Normed fit index (NFI). Generally, for models to be acceptable, the value of fit indices GFI, AGFI, CFI and NFI values should be equal to or above 0.90, and RMSEA should be less than 0.08 (Kenny, 2015). Based on these parameters, the hypothesized model are (GFI = .994, AGFI = .987, CFI = 1.00, NFI = .990 and RMSEA = .000) demonstrated adequate model fit.

Employability Skill Framework: In this particular study, the researcher has used an employability skill framework which was developed by *Department of Education*, Victoria, Australia which considers communication, team work, problem solving, initiative and enterprise, planning and organizing, self-management, learning skills, and technology as the key employability skills. The researcher has made required modifications in the framework. To check whether the framework developed in western context could be replicated in Indian sample, we validated the framework using confirmatory factor analysis (CFA). The results of factor analysis shows like (GFI = .963, AGFI = .954, CFI = .995, NFI = .9962 and RMSEA = .08) demonstrated adequate model fit

RESULTS OF THE STUDY

The primary data collected was tabulated and analyzed using SPSS 21.0. the results of data analysis was comprehended below.

Table-1: Comparison of Mentoring Functions Received of I Year and II Year Students

Mentoring Functions	Year					
	I Year			**II Year**		
	Mean	SD	No:	Mean	SD	No:
Career Mentoring	22.27	2.05	115	25.58	2.56	119
Psycho-Social Mentoring	31.63	3.79	115	36.84	4.14	119

Source: Primary Data

The table -1 depicts that the mean values of mentoring functions received by II year students are higher than I year students. Hence it can be inferred that ii year students are receiving more mentoring than I year students.

Table-2: Comparison of Employability Skills of I Year and II Year Students

Key skills	Year						t	P	Sig:
	I Year			**II Year**					
	Mean	**SD**	**No:**	**Mean**	**SD**	**No:**			
Communication	11.87	1.58	115	13.87	2.34	119	13.332	.000	**
Team work	40.81	5.79	115	50.84	4.44	119	13.767	.000	**
Problem solving	23.32	3.12	115	26.04	3.77	119	4.502	.000	**
Initiative and enterprise	31.29	4.21	115	36.30	5.11	119	6.998	.000	**
Planning and organizing	40.80	5.62	115	45.90	7.18	119	1.245	.168	NS
Self-management	36.30	4.92	115	40.83	5.19	119	3.148	.000	**
Learning skills	32.17	3.91	115	32.83	4.96	119	3.987	.000	**
Technology.	22.14	3.48	115	28.94	4.01	119	4.863	.000	**

Source: Primary Data

The results indicated that the mean score of communication (t=13.332; p = 0.000), team work (t=13.767; p = 0.000), problem solving (t=4.502; p = 0.000), initiative and enterprise (t=6.998 ; p = 0.000), self-management (t=3.148; p = 0.000), learning skills (t=3.987; p = 0.000) and technology (t=4.863; p = 0.000) vary significantly among the first year and second year students. Hence the hypotheses H1, H2, H3, H4, H6, H7 and h8 are accepted. But these comparative groups do not differ significantly vis-à-vis their mean scores of planning and organizing (t=1.245; p > 0.05). So hypothesis H5 is rejected.

DISCUSSION OF THE STUDY

The current research provides an investigation of influence of mentoring functions on the employability skills of I year and II year MBA students from selected colleges in Karnataka. By exploring this area, the researchers came to the finding that the communication skills of students in II year has improved much when compared to that of I year students. Since students are forced to communicate to their teacher mentors in the global language and also they are observing and listening to the verbal as well as non-verbal communication styles of their mentors. They are motivated to apply these styles among their peer group. The analysis also unveils that student's ability to work in teams are also get improved. Because mentoring focuses on developing mentees by teaming them up with more experienced mentors for several weeks or months. It facilitates the sharing of knowledge, skills, insights and experiences through discussion and collaborative learning. This experience may help them to create a rapport between others in their institution and in their workplace at a later stage. From the results it is observed that mentoring helps in improving problem solving skills. In the initial phases of mentoring program, there are chances of conflict of interests between mentor and mentee because of personality differences. Both the parties need to take initiative in the course of relationshipto make it effective. This

experience may enhance the problem solving skills of students. The results highlights that as a result of mentoring program student's tendency to take initiative has developed because in the busy schedule of teacher mentors, students are forced to start the relationship and take the benefits of mentoring program. Self-managing skills include self-problem assessment, self-goal setting, self-rehearsal, self-observation and evaluation, and self-reinforcement and/or punishment (Manz & Sims,1991,p.8).The mentoring support from teachers might help to evaluate themselves, to set short term as well as long term goals, to take rehearsal of any activities in which they are not strong enough. These findings are reinforced by current study results. Mentoring is considered as a tool for personal learning. This study has supported the findings of (Kram, 1985 ,p.103; Lankau & Scandura, 2002, p .785). Teacher mentors are able to give ideas related to technology especially SPSS, Amos and other research tools which are required for their project study.

IMPLICATIONS OF THE STUDY

It has been observed that significant improvement is achieved by the second year students in institutions where mentoring has been formalized by the time they complete their tenure. They tend to improve on certain qualities like communication skills, team work, problem solving, initiative and enterprise, self-management, learning skills and technological skills. Management institutions should be able to build a learning setting than a teaching atmosphere. Business schools should bring forth changes in the curriculum to guarantee that students are provided with sufficient knowledge, attitudes, skills and abilities to be successful in this unstable social setting. The different benefits that the institutions try to build up as a result of incorporating a mentoring programme are better students quality, reduced absenteeism, and enhanced student retention, academic quality, effective student placements, contentment of parents, their goodwill and reputation for the B-schools.

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A CONCEPTUAL STUDY ON RECENT TRENDS AND ISSUES INVOLVED IN THE PARTNERSHIP OF INDUSTRY AND ACADEMIA WITH REFERENCE TO INDIA

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ABSTRACT

The paper studies the need for industry and Academia relationship .It highlights on the recent trends related to Industry and academia relationship and the various issues related to the collaboration. The Industry and Academia collaboration is always been a topic which has been ignored. Collaboration between academia and industry has been rather restricted in India, in the past, possibly because of differences in values and attitudes, lack of appreciation of each others abilities, skills and needs, and the absence of economic compulsions. It was so in the past and will be felt in future also. The link between Industry and Academia can pave way for a better research system in India. This paper elaborately discusses on the emerging trends in Industry and Academia Collaboration and efforts made and role being played by/on the part of all concerned. The Study is conceptual in nature only secondary data has been utilized for the study

INTRODUCTION

Academia and business are two vital pillars of our economy. a strong collaboration between the two well for our developing economy, sanctionative innovation, growth within the education system and manufacturing an employment-ready force. For many years, innovation within the education system has compact the means businesses operate. millennia getting into the work market these days are able to learn new technologies and the way to collaborate. Entrepreneurs and academic institutes have to be compelled to acknowledge this chance and build a constructive framework for collaboration to create a worldwide innovation hub. In countries just like the U.S.A., corporates reach dead set universities/institutions to bring innovation into their work, whereas in India, corporates and business bodies trust totally on their own analysis instead of reaching dead set academe. The social atmosphere, lack of awareness concerning scholarships, stereotypic pictures of pure science comes and also the perspective of corporates towards students are a number of the problems which require to be addressed if India must surpass China and different Western nations. Another area for development could be encouraging a public-private initiative to launch faculty development programs in leading universities and focus on more outcome-based research. Additionally, industry should participate in developing the entrepreneurial culture in India by setting up incubation centers and research parks for innovative research.

Initially, it absolutely was the approach, perspective or rather convenient idea and understanding of all involved (including policy manufacturers, skilled bodies, specializer, academic institutes, industrial sector, banks, etc.) that the task / operate to make a talented labor, is appointed or conferred solely upon the Technical Institutes, like IITs, technical school Institutes, ITIs, etc. However, when late realization by the government policy manufacturers and specializer, of the dire, scary, fear-provoking inescapable truth of systematically increasing unbeatable variety of unskilled and dismissed youth generations from the then and still existing pattern of education, significantly teaching, there was swift amendment within the above-explained approach, perspective or rather convenient idea and understanding. The results of this late realization was that, the upper academic establishments particularly typical Universities and faculties [HEIs] have recently been asked to alter the curricula and/or introduce Add-on Courses, therefore on give On-the-Job-Training by getting into in to collaborations with the 'Industry', with associate degree objective for ability development to create the educated youth freelance by rising their employability

These HEIs have also been asked to generate, at least in part, their own resources, and find that they must assist business to ensure survival. It is evident that, in the coming years, industry, universities, and research institutions will, out of necessity, have to assist each other. In order to do so they will, however, have to first overcome attitudinal differences and remove some obvious impediments. Excellence, modernization, collaboration and self-reliance are the four crucial elements in the development of Higher and Technical Education. These factors should not be viewed in isolation but in relation to each other with the ultimate objective of attaining excellence. Higher Education is directly concerned with providing leadership in various vocational, industrial, social and economic areas, determining the policies of modernization.

OBJECTIVE

- To study the recent trends in Industry and academia Collaboration.

- To study the issues involved in the Industry and Academia Collaboration.

STATEMENT OF THE PROBLEM

In India, as the level of technology and competence in industry has increased, the need for short term training program from academic institutions seems to be reducing. But the necessity for programs for operating professionals appears to be increasing. Programs for operating professionals in management square measure currently learning in India. However, such programs for technology areas haven't developed in any serious manner. This is one space which will be probably developed, and it's best done if either side collaborate.

IMPORTANCE OF THE STUDY

The collaboration between business and also the educational world has perpetually been a vital however complicated topic. Due to the speedy evolution of the business surroundings and also the immense transformations throughout the educational realm, the topic is currently even "hotter" than it's been. The main profit for corporations from this cooperation is that the access to the most recent analysis results and innovative new methodologies. It's a mutual approach – the businesses provide business insights and also the students contribute tested methodology and experience. It is a win-win situation for both parties.

SCOPE OF THE STUDY

This study has ascertained the issues pertaining to Industry academia Partnership and the recent developments and the possible strategies which can be used to overcome the issues pertaining to the Collaboration.

METHODOLOGY

The study is based on secondary data such as Journals, Websites of various Institutions and various research based on Industry and Academia Collaboration.

THEORETICAL BACKGROUND

Academia and industry collaboration is a concept which is there from years but the importance for such concept in India is lacking behind. The importance of Industry and Academia is not been aware much in India.

RECENT TRENDS IN INDIA IN INDUSTRY-ACADEMIA LINKAGES

Old Existing Approach	New Approach
Quality of Manpower not Satisfactory	Better Quality of Manpower Workforce
Lack of involvement of Faculty with Industry	Greater involvement of Faculty with Industry
No/Less Staff exchange between Industry and Institutions	Increase in Staff exchange between Industry and Institutions
No Compulsion and/or No/Less Incentive for Faculty to collaborate with Industry	Increase in Compulsion and Greater Incentives for Faculty to collaborate with Industry
No Linkage with Performance Appraisal of Faculty	Linked with Performance Appraisal of Faculty
No Voluntary Initiatives, Less Compulsions, No Need, No Competitions to adopt modern/ latest technology in industry	Increase in Competitions, Compulsions and Need, Greater Voluntary Initiatives to adopt modern / latest technology in industry

With the liberalization of Government Policy, it's most fascinating, if not essential, lecturers in pure and applied sciences to act, during a skilled approach, with industries. Real issues do give terribly stimulating subjects for investigations in universities and these involve innovative of sciences. There is a large scope to interact with small, medium, and large-scale industries in Private Sector including Multinationals, as well as in Public Sector, coupled with some appreciation of financial matters. The strengthening of cooperation between industries and education sector will improve the productivity, which is now a topic of current concern in our country. The strengthening of cooperation between industries and education sector will improve the productivity, which is now a topic of current concern in our country.

- HDFC bank recently announced its plan to partner 50 technology companies and business schools to tap emerging ideas starting with IIT-Bombay and IIT-Roorkee as part of its industry-academia partnership effort.

- The Ministry of Human Resource and Development (MHRD) also increased funding to IIT- Madras by nearly Rs 300 crore ($47 million) to encourage innovation and strengthen industry-academia.

The Possible outcomes of Industry and Academia Collaboration

visiting Faculties	Faculties from various industry visit the institutions to give a practical insight.
Student Internship	Most of the institutes provide student internship during the vacations where students get to work for a certain period of time and gain practical knowledge in the respective fields.
Lectures in video mode	For this CEO and various research heads have to volunteer and spend around two hours of their time and give students the technical aspects about the company.
Joint Research projects	Companies could team up with PhD registered students in recognized institutes or universities and do joint research projects.
Fractional Credit Courses	Credit course are offered by various institutes these FCC are additional courses which are added to the regular course.
Setting up Laboratories at Institution	Another way of collaborating is the industries setting up laboratories in institutes which will help the industries to save land cost.

INDIA'S CONTRIBUTION TOWARDS RESEARCH AND DEVELOPMENT

The Major reason why Industry and Academia are been promoted so as to provide funded research with the best available resources in Institutes .The recent trend is research, every industry in order to sustain in the business has to undertake a continuous research the PhD students have to undertake research hence when Industry and Academia are collaborated researches can be funded as well industry can save a huge amount of recourses and the industries can get a quality manpower.

Issues in Industry and Academia Interaction

- The faculty, in general, has no industrial experience or exposure.

- There is not much provision for continuing education in the universities and institutions for practicing students to update their technology competence.

- State of art in the industry prevents flow between organized research in the universities and institutions and evolution of industrial R & D.

- There is no suitable mechanism available for collaboration in most of the department of the universities and institutions.

- Some of the universities and institutions feel constrained to accept contracts with time bound results.

- There is chronic dependence of our industry on foreign collaboration.

Removal of impediments in industry-academia interaction

During the last three decades there have been conscious efforts in India to promote cooperation between Academia and Industry. However, only marginal success has been achieved, possibly because the universities and the industrial units have not been under any pressure to interact. In India, Industry-University partnership has been keeping low ebb over the decades. As a result of liberalization of Indian economy during current decade, we have focused our attention on this problem. University Grants Commission of India and the All India Council for Technical Education have adopted a concrete strategy and taken positive steps towards establishing Industry-University partnership. As per requirements of National Education Policy 1986, Programme of Action 1992, a long lasting relationship should be established between Industry and University.

MAJOR FINDING

- Even though the there are initiatives taken by the private institutions to have industry and academia Collaboration. Since there is no compulsion from the government the institutes and organizations haven't taken it seriously.

- As the reports states there is lack of knowledge among the teachers regarding industries.

- There are various programme started by the institutions such as internship programme in the organization which helps the students to enhance the practical knowledge about the industries.

- There are also various initiatives undertaken by the institutes such as IIT Madras has started a research park facilitates the promotion of research and development by the institute with the partnership of Industry for economic development.

- The Indian Institute of Technology Delhi, IIT Delhi, established a Foundation for Innovation and Technology Transfer (FITT).

- The conclusions are derived from the Secondary data which is subjected to manipulation.

- The exact issues are not identified from the point of view of Organisation and Institution as the research relies on Secondary data.

- Government is often too sluggish and generally not flexible enough when dealing with academia-industry collaboration as it is often not entrepreneurial by nature and troubled by monster bureaucracies.

- Academicians have widespread apathy towards applied research and they are reluctant to leave the comfort zone of pure teaching.

SUGGESTIONS

- There should be incentives to the faculty members who are engaged in research work sponsored by industry in terms of rewards and recognition towards assessment for promotion.

- Institutions should set up special cells, which help liaise with industry.

- Institutions such as the IITs should, as a policy, consider a candidate's ability and commitment to develop collaboration with industry as an important criterion in his/her selection as a faculty member.

- Technical educational institutions should organize 'Open House' for industry, and also participate in industrial exhibitions and fairs, where their capabilities are displayed, and industry has a chance to discuss matters of mutual interest with them.

- The strengthening of institution-industry collaboration cannot come about unless there is a policy formulation by the government and educational institutions, which provides appropriate incentives and disincentives.

- The Institutes should Encourage Industry Collaboration by providing the following facilities.

  1. Industry Internship Programme (IIP).

  2. Business Soft Skills (BSS).

  3. Competency Enhancement Programme.

  4. Strong Campus to Corporate Connect Programme.

  5. Alumni with industrial background will act as mentor for Indian students to supply steering on up employability.

CONCLUSIONS

The industry and academia collaboration is a well-known concept but the problem is there is lack of initiatives taken by both the industry and institutes. In the coming days this collaboration will be in much need a lot more efforts by the government should be taken to improve the collaboration in terms of Research.

Educational process is to be linked with production and employment on the one hand and application of R & D. Re-orientation of the educational programme should be undertaken in such a manner that it helps to produce self-reliant and self-dependent citizens. India has recognized the need for fundamental educational reforms and developing linkages between academia and industry.

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HOLISTIC EDUCATION: AN INDIAN PERSPECTIVE

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ABSTRACT

The "word" education means varied conceptual and social derivatives, that a universal definition is impractical and idealistic. Education fundamentally should be an uplifting experience; better the individual human being and the human race as a whole. In its practical application Education, formal and non-formal, must serve society as a process creating good citizens. Holistic education is a concept which distinguishes itself from other forms of education in its goals, in its attention to experiential learning, significance of relationship and human values. ", Robin Ann Martin and Forbes Scott H (1996 & 2004) divide their discussion into two categories: the idea of Ultimacy and Basil Burstein's notion of Sagacious Competence. At its most general level, what distinguishes holistic education from other forms of education is its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment."

1. UNDERSTANDING EMERGING INDIA

The concept of India as a geographical entity and a social reality is a kaleidoscopic view appearing distinctly different, having various viewpoints cum opinions and impressions. Just to understand this complex conceptual entity let us ask a question what is India? To answer this question we may have to attempt to peep into the historical, political and social and economical forces that are shaping the "India" of 2018. Prior to 1947 there was no India and prior to 1857 there is no British India. This great sub continent from Khandhahar to Kanyakumari was a geographical entity ruled by hundreds of sultans, kings, maharajas practicing all established major religions of the world, administering with economic, social structures which were divergent and unique. Starting with the Vedanta, Jainism, Buddhism, Christianity, Persian, Islam, and Sikhism with their metaphysics, conventions, practices and influences have shaped all the aspects of living in India. The India where all varied influences have acted(like subtle geographical forces shaping the climate, topography, natural resources)have shaped the culture, language, customs, art, architecture, religious practices and above all the populace that inhabit the place. Many eminent minds have attempted to understand and describe the complex form i.e., India. The famous impression of a British, "As a land of Maharajas and snake charmers", coupled with intense religious belief of "Punya bhoomi", "Dharma bhoomi", characterize as illustrations to understand India. a famed Economist **John Kenneth Galbraith** American Economist, During his time as an adviser to President John F. Kennedy, **Galbraith** was appointed United States **Ambassador to India** from 1961 to 1963. Famously described, India as a" functioning Anarchy".

The India of 2018 is a vital and pulsating emerging economy, fast moving to an economic super power. It has more than 60% of its population under the age of 30 making it one of the youngest nations in the world. It is an IT super power with capability of using and transacting English language unparalleled by any other Asian or African country. It has some of the richest Industrialist and Capitalist along with largest slums of the world existing side by side. It is plagued by internal strife in form of armed rebellious groups, terrorist attacks and communalist forces. It is governed by strong constitutional processes, vibrant legal machinery, an archaic colonial bureaucracy, a highly corrupt, badly governed multi party parliamentary system. It has a robust economy and banking system, an apolitical army and an "soft state policy" pertaining to external affairs and territorial threats. The scenario is also potent with a very active and powerful mass media and press. The emergence of Right wing groups is another development in recent past as an counter to the brand of secularism and Nehruvian India.

Another very pertinent point to note is the emergence of a generation who have no Psychological scars or inferiority unshackled by the past, with the thaw of the millennial

2. PROBLEMS AND CHALLENGES

The India of today is a complex state pregnant with unlimited possibilities and challenges. The following is the list of some basic issues, however the list is not exhaustive

➢ Ensuring equitable distribution of resources and opportunities to the vast populace.

➢ Having delivery and governance systems which are efficient, robust and adaptable to changing systems.

➢ Creating social and legal structures enabling divergent groups to live within confines of law and order.

➢ Implement economic and Industrial policies leading to growth and creation of knowledge society.

➢ Improving health, social growth and well being indices assuring modern society.

➢ Creating world class infra structure in road, sanitation, water supply, power distribution, urban transport and housing.

➢ Having a modernized and highly efficient defense and police force to provide lasting and enduring internal and external peace.

➢ A robust foreign policy based on territorial sovereignty, equality, non aggression, yet a strong military power.

➢ Above all ensuring democratic processes eschewing caste, creed, party, Vote bank policies and politics to create a just, corruption free equitable knowledge society.

The delivery of all the above is to be shaped and fashioned by a education policy creating competencies, abilities of excellence enabling the other institutions to be built and created as highly competent and efficient process and delivery systems while inculcating the universal values and concerns of the international community and of the United Nations system such as human rights, tolerance, and understanding, democracy, responsibility, universality, cultural identity, the search for peace, the preservation of the environment and the sharing of knowledge.

3. THE CONCEPT OF BASIC EDUCATION

All educationists are grappled with one central and all-encompassing question; what kind of education is needed for what kind of society of tomorrow? They are conscious of the new role of education and the new demands made on educational systems in a world of accelerating economic, environmental and social change and tension (Kireet Joshi, 2000a; Marmar Mukhopadhyay, 2005; Arun Kapur, 2007). They have come up with some of the underlying principles which are universal and common to the aims of educators, citizens, policy-makers, and other partners and participants in the process of education at all levels.

Education, formal and non-formal, must serve society as an instrument for fostering the creation of good citizens. All approaches to redesign the educational processes must take into account the basic and agreed-upon values and concerns of the international community and of the United Nations system such as human rights, tolerance, and understanding, democracy, responsibility, universality, cultural identity, the search for peace, the preservation of the environment and the sharing of knowledge.

The purpose, the aim and drive of the educational institutes, must be to equip the students with the most excellent technological proficiency so that the students function with clarity and efficiency. But a more important purpose than this is to create the right climate and environment so that the students may develop fully as total human beings (J Krishnamurti, 1981). Total human being means not only a human being with inward understanding, with a capacity to explore, to examine his or her inward state and the capacity of going beyond it, but also someone who is good in what he or she does outwardly. The two must go together. That is the real issue in education: to see that when the students leave the school, they are well established in goodness, both outwardly and inwardly. (Krishnamurti, 2000)

HOLISTIC EDUCATION

Throughout our times a widely scattered group of experts all over the world have pointed out that the education of young human beings should involve much more than simply molding them into future workers or citizens. The Swiss humanitarian Johann Pestalozzi, the American transcendentalists, Upanishadic thinkers of India and many stalwarts of the "progressive" education movement insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological, artistic, and spiritual—as well as intellectual— dimensions of the developing child (Forbes Scott H & Robin Ann Martin, 2004). An important body of literature in science, philosophy, and cultural history provides an overarching concept to describe the holistic education. In these works holistic education facilitates the students to identity the meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace. Holistic education also aims to call forth from students an intrinsic reverence for life and a passionate love of learning. This is done not through an academic "curriculum" that condenses the world into instructional packages, but through direct engagement with the environment (John P Miller, 1999).

Robin Ann Martin (2002) describes holistic education further by stating, "At its most general level, what distinguishes holistic education from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment."

In describing the general philosophy of holistic education, Robin Ann Martin and Forbes Scott H (1996 & 2004) divide their discussion into two categories: the idea of *Ultimacy* and Basil Berstein's notion of *Sagacious Competence* as mentioned below:

In holistic education, the teacher is seen less as person of authority who leads and controls but rather is seen as "a friend, a mentor, a facilitator, or an experienced traveling companion" (Forbes Scott H, 1996). Open and honest communication is expected and differences between people are respected and appreciated. Cooperation is the norm here, rather than competition (Samir Banerjee and Sanjeev Ghotge, 2001). The reward of helping one another and growing together is emphasized rather than being placed above one another. Teachers help young people feel connected by fostering collaboration rather than competition in classrooms (Kireet Joshi, 2000). They encourage reflection and questioning rather than passive memorization of "facts". We will now examine the purpose and concept of ancient Indian education from the point of view of developing holistic personality being the central focus of this paper

ANCIENT INDIAN EDUCATION

The direct aim of ancient Indian education was to make the student fit to become a useful and pious member of society (Rangachar S, 1964). Inculcating the civic and social duties among the students was also a part of ancient Indian educational system. The students were not to lead a self-centered life. They were constantly reminded of their obligations to the society. Convocation address to the students as found in Upanishads show how they were inspired to be useful members of the society (Radha Kumood Mookerje, 1989). The most important idea governing the ancient system of education was that of perfection, for developing the mind and soul of man. Ancient Indian education aimed at helping the individual to grow in the power and force of certain large universal qualities which in their harmony build a higher type of manhood. Ancient Indian educational system focused on building a disciplined and values-based culture. Human values such as trust, respect, honesty, dignity, and courtesy are the building blocks of any free, advanced society (Markandan N, 2005).

Discipline like character is an essential quality for personal as well as social life. It consists in obedience to laws, rules and decisions. In this regard ancient Indian system of education played a major role in making students realize their duties and responsibilities and emphasized on the necessity of discipline for an orderly social life. Character and discipline cannot be imparted to an individual by preaching or through speeches. While students can be imparted with the knowledge of what is moral and what is immoral, what is discipline and what is indiscipline what is character and what is characterless, they can be made to act in conformity with the required standard of behavior, only through personal example. These qualities are acquired by emulation in addition to education.

This aspect is forcefully brought forth in the character of Duryodhana in the epic *Mahabharata. He says: "I know what righteous conduct is, but I have no inclination to act accordingly. I know what unrighteous conduct is, but I cannot abstain from doing it"*.

Just as an ordinary stone requires a beautiful design and long and continued effort of an expert sculptor in chiseling and engraving in order to make it a beautiful idol, a proper blueprint or scheme and a constant and vigilant and untiring efforts of all those concerned are necessary, to make a child into a worthy individual. A very useful observation has been made by Swami Vivekananda in this context: "*The character of any man is but the aggregate of his tendencies, the sum total of the bent of his mind. We are what our thoughts have made us. Thoughts live: they travel far. Every work that we do, every movement of the body, every thought that we think, leaves an impression on the mind stuff. What we are every moment is determined by the sum total of these impressions on the mind. Every man's character is determined by the sum total of these impressions. If good impressions prevail, the character becomes good, if bad, it becomes bad. When a large number of these impressions are left on the mind they coalesce and become a habit. The only remedy for bad habit is counter habits; all the bad habits that have left their impressions are to be controlled by good habits*" (Ramajois, M, 1987).

Ancient Indian thinkers fixed for education certain life-long objectives that require life-long effort to achieve and realize (Kireet Joshi, 1992). These objectives were summarized in triple formula which gave a wide and lofty framework to the ancient system of education.

> *asato ma sadgamaya*

> *tamaso ma jyotirgamaya*

> *mrityorma amritam gamaya*

(Lead me from falsehood to truth

Lead me from darkness to light

Lead me from death to immortality)   … (*Brihadaranyaka Upanishad*, I.3.28)

To them the ideals of truth, light and immortality constituted a triune unity, each subsisting in the other. The students were not allowed to forget that they had within them a higher self beyond their little personal ego, and that numerous ways and disciplines were provided by which they could realize the higher self. The holistic education of ancient India involves a harmonious blending of the knowledge of the outer world (*avidya*) and that of the inner-world (*vidya*). The former, as it were, enables a man to keep his body and soul together and the later, i.e. *vidya*, the wisdom, leads him to immortality, freedom from all sufferings of the world of change (Kunhan Raja C, 1950).

It may be noted here that the Lord Buddha preached middle path which lies between the two extremes, viz, gross sensualism or vile pleasure-seeking on the one hand and the extreme asceticism or the severest self-mortification on the other hand. Buddha laid stress on purity of conduct, truthfulness, love and benevolence, obedience to parents and respect for the elders, non-drinking, charity and kindness and mercy to all living beings (Hajimi Nakamura, 1991). Ahimsa non-violence towards life is recognized as an integral principle of his practical morality. The spirit of Buddhism was very liberal and accommodating. These values have become very essential for survival of human race in the present day situation. Ancient Indian thinkers stressed that a healthy society was not possible without educated individuals. They created educational set up carefully, wisely aiming at the harmonious development of the all dimensions of the human personality. It was an essentially a universally applicable educational framework highlighting the purpose of human life and interconnectedness at all levels of existence as a basis of human values. In this system understanding oneself (self-knowledge) is as important as understanding the world. According to them without a deep understanding of one's relationship with nature, with ideas, with fellow human beings, with society, and a deep respect for all life, one is not really educated (Ramachandra Rao SK, 1992).

Another unique feature of this educational system is that it aims at creating a mind that is both scientific and spiritual at the same time-one that is enquiring, precise, rational and skeptical but at the same time has sense of beauty, wonder, aesthetics, sensitivity, humility, and an awareness of the limitations of the intellect (James Moffett, 1994). It also aims at developing a mind, which is rational, flexible and not dogmatic, open to change and not irrationally attached to an opinion or belief. In this system of education both scientific and spiritual quests are the complementary quests (J Krishnamurti, 1981), one for the discovery of the order that manifests itself in the outer world of matter, energy, space and time and the other for discovering order (peace, harmony, virtue) in the inner world of human consciousness.

For an ordered, gradual and holistic development of human personality and to secure a progressive balance and harmony of growth, the ancient educational thinkers developed another unique concept viz. the "*Purushartahs*". *Purushartha* is translated to mean a human goal, an object of desire, consciously pursued. further elaborated as follows: This significant concept of development upholds the legitimacy of man's desire for economic security (*artha*) and sensuous aesthetic satisfaction (*kama*) and spiritual welfare (*moksha*). This scheme is

Bodily needs (Kama)

Needs of material well-being (Artha)

Need for social and moral order (dharma)

Need to overcome suffering and realize oneself (Moksha)

But it does not support the insatiable greed which could destroy the possibility of realizing them. Both wealth and pleasure are goals only pursuable in society, but they can be successfully pursued only if society has at least some amount of stability and harmony. Dharma is claimed to be an important factor in the maintenance of social stability and harmony. Therefore, the observance of dharma, in virtue of its being a necessary condition of social stability and harmony, is insisted upon as an indispensable ethic for the pursuit of wealth and pleasure. Dharma is an ethical law which prevents human beings from falling into crooked ways of the ordinary and unbridled demands of impulses, desires, ambitious and egoism.

Dharma is learning (*vidya*), in a broader sense, which can enlighten the human beings to understand the subtle niceties of living a dignified life. The values inculcated through education included a rule of prohibition regarding acquisition of wealth or securing or fulfilling of pleasures and desires of an individual. The rule is: Reject the wealth, pleasure and desires which are inconsistent with moral law (dharma).

Ancient Indians also developed the concept of Yoga for disciplining the mind and the body. Without the practice of the principles of *yama* and *niyama*, which lay the firm foundation for building character, there cannot be an integrated personality (BK Iyengar, 2005). In Yoga Sastra, the" Right Living" is based on *yama* and *niyama*. It observes the very simple ethical disciplines of "dos and don'ts". Sage Patanjali in his authoritative Treatise *Yoga Sutras* builds his entire Eight-fold path of Yoga on the foundation of *yama* and *niyama*. Practice of *asanas* without *yama* and *niyama* is mere acrobatics. Discipline does not arise from one's own mind, it has to be learned from outside. The word *Yama* can be broadly translated as "Self Restraints". They are five in number as shown as follows:

Yama (Self Restraints)

Ahimsa (Non-violence)

Sathya (Truthfulness)

Asteya (Non-stealing)

Brahmacharya (Celibacy)

Aparigraha (non-grabbing)

The word *niyama* refers to internal restraints and they are also five in number as shown as follows:

Niyama (Internal Restraints)

Saucha (Cleanliness)

Santosha (Contentment)

Tapas (Hard work)

Swadhyaya (Self-study)

Ishwarapranidhana (Surrender to God)

EPILOUGE

This brief exposition of ancient Indian educational concepts points out that all educationists have to appreciate the fact that the spiritual growth attainable through the mental equilibrium and the material progress possible through the empirical methods of science is necessary for the holistic development of human personality. The sense of equality, mutual respect, the philosophy of live and let live should be the result of educational models which in turn lead to the peace, well-being and settled order of the human world which are desperately desired by the mankind. There is no second opinion regarding the fact that the feeling of love, respect, beauty, and friendship, cannot be taught but like sensitivity, it can be awakened. This can be done by developing a richer human and interpersonal field of interests. Influences from humanistic disciplines such as history, literature, music etc play an important role in this regard. Developing actionable insights in the students for attaining a holistic personality is a challenge which is worth accepting. On the basis insights obtained from our journey through ancient Indian educational processes we may say that the goals of educational philosophy for tomorrow should be:

- To educate students so that they are able to develop a holistic personality.

- To inculcate a love for nature and respect for all forms of life.

- Not to condition the students in any particular belief, religious, political or social, so that their minds may remain free to ask fundamental questions, enquire and learn.

CONCLUSION

In conclusion we may reiterate that the education in India must be conceived and designed to address the issue of character formation along with developing the full potential of human beings besides revealing the great and hidden values of life which lie beyond the obvious, phenomenal phase of existence, a broader vision of life and insight into the unfathomable ocean of wisdom. It must also reveal to the students the possibilities of attaining values in life much greater and higher than those found on the level of relative existence (Pankajam 2001). True education must lay a secure foundation for trust, cooperation, teamwork, altruism and similar indispensable lubricants of societal life.

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IMPACT OF VOCATIONAL EDUCATION ON BUSINESS MANAGEMENT STUDENTS EMPLOYABILITY – A STUDY AT S.D.M COLLEGE UJIRE (D.K)

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ABSTRACT
In the present employment market, employer verifies skills of an individual than the number of degrees a candidate has or pursuing. Skill component in very important and plays a very decisive role in jobs. Vocational education can provide diverse opportunities and make them fit in present world where the common policy is survival of the fittest. Today the time has come for educational institutions to shoulder responsibilities of vocational education along with regular education prescribed for a particular course. Making candidate learn better skills, empower them and making them anywhere fit to job markets with acquaintances of necessary skills have become essential for institutions today. This study focuses on vocational skills target to graduate students and evaluation of their progress thereafter so as to bring out quality human resources to our society.

Keywords: Pursuing, Component, decisive, Shoulder acquaintance and Progress.

INTRODUCTION
One of the important task or assignment for leading institutions today is to make students go through vocational education and make them highly proficient in their skill components. To make them aware and participate in skill development courses a good faculty is required who can act as a facilitator. Today whether it is in students area of interest or not, it has become mandatory to undergo skill based education. To provide these institutions may have to undergo different challenges a few of them are as follows:

1) Daily with unmotivated and students with lack of interest.

2) Updating the courses, reinforcing new pedagogy.

3) Making students engaged in the given task.

4) Rural area constraints such as availability of resources, skilled and trained manpower etc.

5) Natural resistance to change from students.

6) Faculties may need additional motivation or push to accept additional responsibilities.

7) Creating a serene atmosphere of learning.

8) Developing a strong aim of continuous improvement.

With the constantly growing economy where there is need and greed for employment, practically these are lot of chances where one can try to put down other candidate based on skill acquired or the skill one has developed. By knowing these facts it becomes evident to have proper vocational education right from institutional level.

Degree students need more vocational education because today what employers look for eligibility for entering into the jobs. What is required for employers is a graduate from listed university and from a reputed institute and imbibed rich in job oriented skills. Most of the employees look out basically three important things from candidates, these are willingness to learn and adapt with organizational cult, bound by sense of humor and enriched with dynamic skills.

Graduation should compromise of teaching and learning specific skills, impart knowledge, came out with positive judgment and well developed wisdom. As per corporate demands it should come out with one of its fundamental aspects of imparting skill based education which can be strongly applied in jobs. The basic aim of the institution should be to bring out quality human resources to deliver quality to the employer and also to the society. The paramount importance of delivering vocation education is to bring out strong change in our degree (graduation) students so that they are absorbed and not rejected anywhere in the employment markets. This is possible if they are enriched with specific skills on time.

LITERATURE REVIEW
According to Research (**Cutshall 2013,** Volume 78) a clear message today say that the responses come out and show positive as far as vocational education and qualification for learners is concerned. Living skills has to be taught along with regular academics so that they can clearly understand the application part of it.

According to Research (**Khullar K K 2012**, P.21) vocational education should be mandatorily imparted. But there must be multiple options and the candidate can choose any course depending on his interest.

According to Research(**Mahantesh H.B 2014,P.3) vocational education has to be imparted considering two important** factors firstly increasing generation gap due to fast changing trend and secondly the area of the interest of the candidate. In his interested area the growth opportunities has to be identified and shown.

According to Research (**Govinda Rao 2009,** Volume 38) management students should be made proficient in communication, people handling, decision making and problem solving skills which will bring true professionalism in education. These skills if acquired properly can make candidate fit anywhere in employment market.

According to Research (**Sharma 2008**, P.136) teachers should be the facilitators. They should guide, motivate and show right directions to their students. They must spend some time with students and practically guide them to prepare for tomorrows jobs. Faculties having industrial experience can even guide students to be fit even for industries.

According to Research (**Sen Gupta 2007, P.19**) there is a new approach in modern education where technical and vocational education co-inside. Both are equally essential. Especially as far as management students are concerned more soft skills have to be developed for them to sharpen their saw. Sharply observing the trends, remaining focused; delivering expected results just on time should be the present day approach of providing vocational course. Whatever target should be fit for the purpose, beneficial to both organization as well as the candidate who is the integral part of the organization.

SCOPE OF THE STUDY
Educational institutions are considered as pillars of skill development, a place where individual is transformed and his personality gets developed. At the present situation along with quality education emphasis has to be given for skill development and progress. Skill components are very much demanded by employers today and it has become one of the key success factor of an individual. Skills imparted should exactly fit in to what employees look out for and should be capable of delivering results. If these skills are rightly taught on time it can make young management graduates more efficient. For a management student today wide outside exposure essential, he must be able to withstand pressure anytime, handle any situations, build better rapport and contacts and develop business of an organization. This is what employees look out for. These skills have to be specially taught.

From the international point of view, institutions will get recognized in the society as well as other regulating bodies governing the institutions. It can also get more aspiring individuals willing to study these and make a better name for them. In other words to grow vertically in their professions, indirectly it brings credit for institutions too.

OBJECTIVES OF THE STUDY
This study is undertaken to fulfill the following objectives
1) To stand e importance of vocational education to management students.

2) To analyze the benefits of vocational education to management students.

3) To study the perception and satisfaction level of students on vocational education.

4) To give suggestions based on findings of the study.

METHODOLOGY USED
This study is basically a source study. Data for this study is collected from both primary and secondary sources. Primary data is collected from questionnaire issued to the respondents (management students), and also by observation and interview methods. Secondary data is collected from books, magazines, journals and websites. Primary data collected is used for carrying out dedicated analysis. Findings give in this study is purely based on analysis carried out.

SAMPLING METHOD USED
Method of sampling used in this study is simple random sampling (convenient sampling) the targeted respondents chosen are management degree students pursuing their bachelor degree in management education. Area chosen for this study is Ujire of Belthangady taluk and the college taken is S.D.M Degree College only. Size of the sample is restricted to 75 respondents only.

LIMITATIONS OF THE STUDY
This study observes the following limitations

1) Only one main college of the taluk is considered in this study.

2) Only management students pursuing bachelor degree is considered, students from other courses are not considered.

3) Size of the sample is restricted to 75 respondents only.

4) Time spent for doing the study is for only for a period of one month on the basis of availability.

DATA ANALYSIS
Data is analyzed from the responses given by the respondents. Responses are collected through primary data source given to the respondents.

Table-1: Age of respondents

Age (in years)	Number of respondents	Percentage (%)
20 – 21	45	60
21 – 22	30	40
Total	**75**	**100**

Table-2: Gender of respondents

Gender	Number of respondents	Percentage (%)
Male	43	57
Female	32	43
Total	**75**	**100**

Table-3: Area of interest (specializations)

Area of interest	Number of respondents	Percentage (%)
Marketing	36	48
Human resource	24	32
Finance & banking	15	20
Total	**75**	**100**

Table-4: Respondents opinion on teaching vocational courses along with academics

Opinion	Number of respondents	Percentage (%)
Required	51	68
Not required	24	32
Total	**75**	**100**

Table-5: Respondents opinion on influence of vocational courses in their career

Opinion	Number of respondents	Percentage (%)
Develop skills	19	25
Generation employment	32	43
Personality development	24	32
Total	**75**	**100**

Table-6: Respondents opinion on most important part of any vocational courses

Component	Number of respondents	Percentage (%)
Regularity in usage	26	35
Applicable in life	32	43
Smoothen work	17	22
Total	**75**	**100**

Table-7: Respondents opinion on role of colleges in imparting vocational courses

College role	Number of respondents	Percentage (%)
Provide infrastructure	23	31
Provide resource e	37	49
Continuous motivation	15	20
Total	**75**	**100**

Table-8: Respondents opinion on benefits of vocational courses

Benefits	Number of respondents	Percentage (%)
Better prospects	35	47
Employees expectations	40	53
Total	**75**	**100**

Table-9: Respondents opinion on ideal time to teach vocational course

Ideal time	Number of respondents	Percentage (%)
During the curriculum	39	52
Vacation	36	48
Total	**75**	**100**

Table-10: Respondents perception rating on vocational course

Rating	Number of respondents	Percentage (%)
Excellent	16	21
Good	24	32
Average	32	43
Satisfactory	03	04
Total	**75**	**100**

Table-11: Respondents satisfaction level on vocational courses

Satisfaction level	Number of respondents	Percentage (%)
Highly satisfied	20	27
Satisfied	37	49
Not satisfied	18	24
Total	**75**	**100**

Table-12: Respondents opinion rating on various vocational courses that improves employability skills

a) **Communication skills**

Rating	Number of respondents	Percentage (%)
Excellent	20	27
Good	31	41
Average	11	15
Satisfactory	13	17
Total	**75**	**100**

b) **Convincing skills**

Rating	Number of respondents	Percentage (%)
Excellent	16	21
Good	28	37
Average	25	33
Satisfactory	06	09
Total	**75**	**100**

c) **Negotiating skills**

Rating	Number of respondents	Percentage (%)
Excellent	11	15
Good	24	32
Average	33	44
Satisfactory	07	09
Total	**75**	**100**

d) **Presentation skills**

Rating	Number of respondents	Percentage (%)
Excellent	18	24
Good	26	35
Average	22	29
Satisfactory	09	12
Total	**75**	**100**

e) People handling skills

Rating	Number of respondents	Percentage (%)
Excellent	21	28
Good	29	39
Average	20	27
Satisfactory	05	06
Total	**75**	**100**

f) Officially (professionally) writing skills

Rating	Number of respondents	Percentage (%)
Excellent	10	13
Good	23	31
Average	30	40
Satisfactory	12	16
Total	**75**	**100**

g) Decision making skills

Rating	Number of respondents	Percentage (%)
Excellent	19	25
Good	30	40
Average	21	28
Satisfactory	05	07
Total	**75**	**100**

h) Problem solving skills

Rating	Number of respondents	Percentage (%)
Excellent	21	28
Good	27	36
Average	18	24
Satisfactory	09	12
Total	**75**	**100**

i) Motivating skills to others

Rating	Number of respondents	Percentage (%)
Excellent	16	21
Good	30	40
Average	24	32
Satisfactory	05	07
Total	**75**	**100**

j) Observing & analyzing skills

Rating	Number of respondents	Percentage (%)
Excellent	17	23
Good	31	41
Average	22	29
Satisfactory	05	07
Total	**75**	**100**

CHI SQUARE TEST

Chi square test is a non-parametric test which is used in this study to determine the independence of two attributes. Calculated value is given by

$$\sum \frac{(fo - fe)^2}{fe}$$

Where 'fo' is observed frequency and 'fe' is expected frequency

Expected frequency is given by

(Row total X Column total)/ Gross total

After expected frequency is calculated the difference between observed and expected frequencies are made which is then squared and then divided by expected frequency. This will give the value of calculated chi square.

Tabulated value of chi square is taken from chi square table. This is done by taking selected confidence interval limit and calculating degrees of freedom using (r-1) (c-1) where 'r' is the number of rows and 'c' is for number of columns. If chi square calculated is greater than chi square tabulated null hypothesis is rejected else accepted.

1) **H_0: Respondents opinion on teaching of vocational course along with curriculum and their area of interest (Specialization) is independent of each other**

Area of interest (Specialization)	Teaching of vocational course		Total
	Required	Not required	
Marketing	26	10	36
Human resource	16	08	24
Finance & banking	09	06	15
Total	**51**	**24**	**75**

Chi square calculated is 7.6282 & chi square value from the table at degree of freedom 2 is 5.991. Therefore calculated value is higher than table value.

H_0: There is a significant relationship between respondents opinion on vocational courses in their career & important component of vocational course.

Component	Vocational courses influence in careers			Total
	Develop skills	Generation employment	Personality development	
Regularity in usage	06	14	06	26
Applicable in life	08	11	13	32
Smoothen work	05	07	05	17
Total	**19**	**32**	**24**	**75**

Chi square calculated is 8.24 & chi square value from the table at degree of freedom 2 is 5.991. Therefore calculated value is higher than table value.

2) **H_0: Respondents opinion on benefits of vocational courses and the time to teach the same is independent of each other**

Benefits of vocational course	Ideal time for vocational course		Total
	During curriculum	Vocational period	
Better prospects	19	16	35
Employees expectations	20	20	40
Total	**51**	**24**	**75**

Chi square calculated is 7.95 & chi square value from the table at degree of freedom 2 is 5.991. Therefore calculated value is higher than table value.

3) **H_0: Respondents opinion on role of colleges in providing vocational courses and their satisfaction level is independent**

H_1: Respondents opinion on role of colleges in providing vocational courses and their satisfaction level is dependent on one another

College role	Level of satisfaction			Total
	Highly satisfied	Satisfied	Not satisfied	
Provide infrastructure	07	10	06	23
Provide resource persons	08	22	07	37
Continuous motivation	05	05	05	15
Total	**20**	**37**	**18**	**75**

Chi square calculated is 11.445 & chi square value from the table at degree of freedom 2 is 5.991. Therefore calculated value is higher than table value. Hence null hypothesis is rejected.

4) H_0: Respondents opinion on benefits of vocational education and their satisfaction level is independent

H_1: Respondents opinion on benefits of vocational courses and their satisfaction level is dependent on one another

Benefits of vocational course	Satisfaction level			Total
	Highly satisfied	Highly satisfied	Highly satisfied	
Better prospects	10	16	09	35
Employees expectations	10	21	09	40
Total	**20**	**37**	**18**	**75**

Chi square calculated is 7.6282 & chi square value from the table at degree of freedom 2 is 5.991. Therefore calculated value is higher than table value.

FINDINGS OF THE STUDY
The following are the findings of the study and these findings are based on analysis carried out.
1) 60% of the respondents are in the age group of 20 – 21 years.

2) Majority (57%) of the respondents are male.

3) Majority of the respondents have chosen their area of specialization as marketing.

4) 68% of the respondents say that they desperately need vocational courses.

5) Majority of the respondents say that vocational courses can generate employment.

6) Most of the respondents say that the important part of any vocational course lies in its real life applicability.

7) Most of the respondents say that colleges can provide better resource persons through whom, vocational courses can be better taught.

8) 53% of the respondents say that, the major benefit of vocational courses is meeting employee's expectations.

9) 52% of the respondents say that the ideal time to teach vocational course is along with regular academics itself.

10) 43% of the respondents have rated their perception on vocational courses as average.

CONCLUDING REMARKS
We strongly feel that today in the employment market supply has exceeded demand. In such cases getting suitable employment which is fit to be accepted, where there is career wise opportunity wise growth and recognition has become a real challenge for both management students pursuing their degrees as well as the institutions imparting education which has dual role to play. On one side it has to groom its students and sharpen their employability skills and on the other side it has to make sure that it provides better resources, infrastructure and manpower for providing vocational education to students. In the coming days lots of new challenges come up, hence it is always better for institutions to remain alert understand the present trends and make students fit for the purpose.

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IMPROVING READING ABILITY OF EFL LEARNERS THROUGH THE IMPLEMENTATION OF EXTENSIVE READING PROGRAMME (ERP)

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'Reading maketh a full man; conference a ready man, and writing an exact man'.

-Francis Bacon

ABSTRACT

Integration of Extensive Reading Programme (ERP) in learning of EFL/ ESL has successfully been accessed in most of the language curriculums and classrooms. The literature review highlights that the contribution of ERP in teaching and learning of English has highly been appreciated and recommended. This study reports on the effect of ERP to improve reading skills in English at the secondary level. As a quasi-experimental design present study with an intervention of 54 days, followed a pretest-posttest experimental and control group design and was conducted on 62 9th Std students. The treatment based on ERP included reading challenge, reading shots and itsy bitsy games. The investigator employed Shapiro-Wilk test for group normality and Kruskal-Wallis test for testing the hypotheses of the study. The findings of the study indicated that the ERP had significantly contributed to the development of reading skills among the secondary school students. In addition, the Extensive Reading Programme had equally been found effective for the male and female students in improving reading skills in English. Hence, the findings of the study recommend the use of ERP in accelerating the students' reading skills in English.

Keywords: Extensive Reading Programme(ERP), Reading skill, EFL/ESL

INTRODUCTION

Reading, a receptive skill, is considered fundamental to all forms of learning and is crucial to academic success (Alderson 2000; Grabe & Stoller; Pretorius 2000). Scott and Saaiman (2016) also appraise reading as an indispensable skill which is fundamentally interrelated in the education process. Reading is widely recognized as an indicator of learner's linguistic proficiency. Teaching reading a foreign language such as English is a crucial and challenging task for the teachers. It requires the employment of appropriate methods and strategies involving a variety of reading tasks and activities so as to develop comprehension ability among the learners. Teachers need to find attractive and interesting ways to motivate learners to learn a foreign language (Archer,2012). Grabe & Stoller (2011) state that various types of reading like 'reading for pleasure, skimming, scanning or reading to learn ...all contribute to learning. Learning of foreign language or Second Language Acquisition(SLA) involves two major approaches to teaching reading: Intensive and Extensive Reading. Extensive Reading or 'reading for pleasure' has been said (Grabe 2009; Horst 2005) to improve learners' reading proficiency and enhance metacognitive skills. Day and Bamford (1998) described Extensive Reading as an approach to motivate the language learners to read the target language in order to build up a wide knowledge of vocabulary and structure and to develop good reading habits. It focuses on the meaning in the pace of the language of the text. Extensive Reading, at times mentioned as pleasure reading (Day & Bamford 2009) strengthened silent reading (Garan & DeVooged 2008)or free reading (Krashen 2004). Extensive Reading Programme or instruction based on ERP entails learners to read a large amount of written or printed material for general understanding and for pleasure (Grabe 2009). Reading in ER generally is individualized and independent, however, the students have the freedom to discuss and share the delight of the text in a group. ER empowers the language learners to shoulder responsibility for outside the classroom and develops reading autonomy (Haider & Akhter, 2012).

Basic principles of an Extensive Reading Programme

Day and Bamford (2002) presented the following ten principles on Extensive Reading which provide a theoretical framework for putting ER into action in language classrooms.

- Easy reading material so as to create "reading comfort zones".
- Ample variety of reading material about the topics of their interest.
- Reading material is according to the choice and within their linguistic ability of the learners.
- Reading texts are not just interesting but they are engaging and compelling.
- Learners read in large quantity to read better and enjoy reading.
- The Speed of reading is usually faster not deliberate and slow.

- Purpose of reading is to seek delight ,pleasure ,information and general understanding.

- Individualized and silent reading

- Reading is its own reward.

- Teacher orients and guides as per the requirement.

- Teacher is a role model for readers and participates along with the students .

Benefits of Extensive Reading Programme (ERP)

- Develops learners' autonomy.

- Offers comprehensible and familiar input.

- Fosters general linguistic competencies of the learners such as improved fluency, eye span, vocabulary , grammar, reading comprehension ,speaking and writing skills(Grabe 2009;Huang & Liou 2007; Yamashita, 2008,Day & Bamford 2009) .

- Increased interest , motivation ,attitude and self efficacy (Powell,2005)

- Caters to the development of general awareness and understanding .

OBJECTIVES

- To study the effect of ERP on reading skills of IX standard students.

- To study the effect of ERP on reading skills of IX Std. male and female students .

HYPOTHESES

- H1: There is no significant difference in reading skills of the students taught English through ERP and that of the students taught through the traditional approach.

- H2: There is no significant difference in reading skills of male and female students taught English through ERP than that of the students taught through traditional approach.

METHODOLOGY

The study is a quasi-experimental design with an experimental and a control group where experimental group was given a treatment of ERP for 54 days and the control group was exposed to the traditional approach used by the regular subject teacher of the school. This study followed a pretest-posttest experimental control group design. The tools used for the study were; Raven's Progressive Matrices to equate the groups and a test on reading skills to assess the reading skills of the learners.

SAMPLING PROCEDURE

The sampling method employed for this study was purposive sampling technique. 9th standard students of Bangalore urban studying English as their first language formed the population of the study.   The sample (62) was drawn from the two divisions of 9th standard from Shree Bharathi Public School, Bangalore, as experimental and control group respectively.

Intervention based on ERP: The study was conducted for a period of 54 days which included three major techniques of Extensive Reading Programme; reading challenge, reading shots and itsy bitsy games. Reading Challenge Programme provided the students to read the material and the books as per their given wish list. After reading each book/ text students filled the review form requiring the information related to the book and the reader's opinion.Reading shots were small reading sessions conducted by the researcher during the leisure hours of the school. The interest of the students was kept in priority while giving reading shots to the students.Too boost the morale and sustain interest in reading learners were given various one-minute puzzles procured from various sources.

STATISTICAL TECHNIQUES USED

To organize and summarize the data to increase the usefulness of the result, the investigator used mean, median, mode and SD for descriptive analysis, Shapiro-Wilk Test for group normality and Kruskal-Wallis test for testing the hypotheses of the study.

DATA ANALYSIS AND INTERPRETATION

To test the hypotheses mean, S.D. and mean rank are used for the significant difference in the means of experimental and control group on their pretest and posttest. As the present research data does not fulfil the normality criteria and the sample size being small, the non-parametric testing tool, the Kruskal-Wallis test was used for analysis.

HYPOTHESIS - 1
"There is no significant difference in reading skills of the students taught English through ERP and that of the students taught through traditional approach."

The mean pretest scores of control and experimental groups on their reading skills were 20.00 and 21.48 respectively. The Kruskal-Wallis H-value of 1.66 was found to be non-significant at 0.05 level (p=0.198). This shows that both the groups were similar prior to the intervention in terms of their reading skills. However, the mean posttest scores of control and experimental groups were found to be 22.06 and 29.29 respectively. The Kruskal-Wallis H-value of 22.72 was found to be significant at 0.01 level (p=0.000). This shows a significant improvement in reading skills of the experimental group in comparison to that of the control group as a result of Extensive Reading Programme.

Hence, hypothesis 1: "There is no significant difference in the reading skills of the students taught English through ERP and that of the students taught through the traditional approach ", is **rejected**.

HYPOTHESIS - 2
" There is no significant difference in reading skills of male and female students taught English through ERP than that of the students taught through traditional approach."

The mean pretest scores of male and female of experimental group on reading skills were 21.16 and 22.00 respectively. The Kruskal-Wallis H-value of 0.33 was found to be non-significant at 0.05 level (p=0.568). This shows that both male and female are similar on their reading skills before the intervention. However, the mean posttest scores of male and female of the same group were found to be 29.32 and 29.25 respectively. The Kruskal-Wallis H-value of 0.78 was found to be non-significant at 0.05 level (p=0.376). This does not indicate a significant gender wise difference in reading skills of experimental group as a result of Extensive Reading Programme.

Hence, hypothesis 2**, "** There is no significant difference in the reading skills of male and female students taught English through ERP than that of the students taught through traditional approach." is **accepted.**

EDUCATIONAL IMPLICATIONS OF THE STUDY
The findings of the present study established that the Extensive Reading Programme, used in the study provided multiple opportunities to the students to access and produce various linguistic resources and materials. This has significantly helped in fostering students' reading skills. This puts forth the demand that the teachers should expose the children to the various self-learning, recreational linguistic material and provide them with an access to better linguistic resources as a self-learning tool to support the natural way of language learning.

RECOMMENDATIONS
Following the recommendations of NCF 2005, present study re-establishes the idea of a shift from the traditional approach to the constructivist approach to teaching reading where the learners freely explore and discover the meaning of knowledge. Extensive Reading Programme, a constructivist approach based teaching strategies used in this study fostered reading skills among secondary school students. ERP had been effective for the researcher in creating a learner-centred, result oriented, and conducive classroom and outside the classroom environment. Hence, this study reemphasizes the need for implementing the Extensive Reading Programme for the development of reading skills at the secondary and tertiary level of all levels of learning the language.

FURTHER RESEARCH SUGGESTED
The present study examined the effect of ERP on reading skills of the secondary school students. Further studies can focus on examining the effect of ERP on the development of other skills of English language such as speaking, listening and writing. The effect of the same can also be studied on other different languages at different levels i.e. primary, secondary and tertiary.

DELIMITATIONS OF THE STUDY
- The investigation was confined to the 62 students of IX standard studying at Shree Bharathi Public School, Bangalore.

- The study was confined to the teaching of English language as a first language only.

- The study was delimited to one private school following Karnataka State syllabus.

- The study was confined to the selected topics of English language only.

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MANUSCRIPT SUBMISSION

GUIDELINES FOR CONTRIBUTORS

1. Manuscripts should be submitted preferably through email and the research article / paper should preferably not exceed 8 – 10 pages in all.

2. Book review must contain the name of the author and the book reviewed, the place of publication and publisher, date of publication, number of pages and price.

3. Manuscripts should be typed in 12 font-size, Times New Roman, single spaced with 1" margin on a standard A4 size paper. Manuscripts should be organized in the following order: title, name(s) of author(s) and his/her (their) complete affiliation(s) including zip code(s), Abstract (not exceeding 350 words), Introduction, Main body of paper, Conclusion and References.

4. The title of the paper should be in capital letters, bold, size 16" and centered at the top of the first page. The author(s) and affiliations(s) should be centered, bold, size 14" and single-spaced, beginning from the second line below the title.

First Author Name1, Second Author Name2, Third Author Name3

1Author Designation, Department, Organization, City, email id

2Author Designation, Department, Organization, City, email id

3Author Designation, Department, Organization, City, email id

5. The abstract should summarize the context, content and conclusions of the paper in less than 350 words in 12 points italic Times New Roman. The abstract should have about five key words in alphabetical order separated by comma of 12 points italic Times New Roman.

6. Figures and tables should be centered, separately numbered, self explained. Please note that table titles must be above the table and sources of data should be mentioned below the table. The authors should ensure that tables and figures are referred to from the main text.

EXAMPLES OF REFERENCES

All references must be arranged first alphabetically and then it may be further sorted chronologically also.

- **Single author journal article:**

Fox, S. (1984). Empowerment as a catalyst for change: an example for the food industry. *Supply Chain Management*, *2*(3), 29–33.

Bateson, C. D.,(2006), 'Doing Business after the Fall: The Virtue of Moral Hypocrisy', Journal of Business Ethics, 66: 321 – 335

- **Multiple author journal article:**

Khan, M. R., Islam, A. F. M. M., & Das, D. (1886). A Factor Analytic Study on the Validity of a Union Commitment Scale. *Journal of Applied Psychology*, *12*(1), 129-136.

Liu, W.B, Wongcha A, & Peng, K.C. (2012), "Adopting Super-Efficiency And Tobit Model On Analyzing the Efficiency of Teacher's Colleges In Thailand", International Journal on New Trends In Education and Their Implications, Vol.3.3, 108 – 114.

- **Text Book:**

Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. (2007). *Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies* (3rd ed.). New York: McGraw-Hill.

S. Neelamegham," Marketing in India, Cases and Reading, Vikas Publishing House Pvt. Ltd, III Edition, 2000.

- **Edited book having one editor:**

Raine, A. (Ed.). (2006). *Crime and schizophrenia: Causes and cures.* New York: Nova Science.

- **Edited book having more than one editor:**

Greenspan, E. L., & Rosenberg, M. (Eds.). (2009). *Martin's annual criminal code:Student edition 2010.* Aurora, ON: Canada Law Book.

- **Chapter in edited book having one editor:**

Bessley, M., & Wilson, P. (1984). Public policy and small firms in Britain. In Levicki, C. (Ed.), *Small Business Theory and Policy* (pp. 111–126). London: Croom Helm.

- **Chapter in edited book having more than one editor:**

Young, M. E., & Wasserman, E. A. (2005). Theories of learning. In K. Lamberts, & R. L. Goldstone (Eds.), *Handbook of cognition* (pp. 161-182). Thousand Oaks, CA: Sage.

- **Electronic sources should include the URL of the website at which they may be found, as shown:**

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap

- **Unpublished dissertation/ paper:**

Uddin, K. (2000). A Study of Corporate Governance in a Developing Country: A Case of Bangladesh (Unpublished Dissertation). Lingnan University, Hong Kong.

- **Article in newspaper:**

Yunus, M. (2005, March 23). Micro Credit and Poverty Alleviation in Bangladesh. *The Bangladesh Observer*, p. 9.

- **Article in magazine:**

Holloway, M. (2005, August 6). When extinct isn't. *Scientific American, 293*, 22-23.

- **Website of any institution:**

Central Bank of India (2005). *Income Recognition Norms Definition of NPA*. Retrieved August 10, 2005, from http://www.centralbankofindia.co.in/ home/index1.htm, viewed on

7. The submission implies that the work has not been published earlier elsewhere and is not under consideration to be published anywhere else if selected for publication in the journal of Indian Academicians and Researchers Association.

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