Kristu Jayanti College

AUTONOMOUS   Bengaluru

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Proceedings of the

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Proceedings of the NAAC Sponsored 15th National IQAC Conference

REVISITING QUALITY IN HIGHER EDUCATION

Editors

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Foreword

Rev. Dr. Augustine George, CMI

Principal, Kristu Jayanti College, Autonomous, Bengaluru

Dear Friends,

Greetings from Kristu Jayanti College Autonomous. Bengaluru!

The undisputed significance of quality in higher education as the bedrock of the future of a nation is yet again in the limelight. Quality in HEIs significantly differs from other sectors of economic development. The qualitative parameters for an educational institution are diverse across continents. The UGC and NAAC serve as torchbearers of quality in HEIs in India. Their quality framework serves as a signpost for a prosperous future for the youth in the country. HEIs in India are beset with modern challenges in terms of globally relevant curriculum, inclusivity, access to state-of-the-art facilities in all regions, environmental concerns, changing industrial needs, and technological divide among teachers and learners. Retrospection into the quality of the higher education system in the nation is the need of the hour.

*At this juncture Kristu Jayanti College, Autonomous, Bengaluru organized a **National Conference on 'Revisiting Quality in Higher Education" in collaboration with NAAC on March 16 and 17, 2023**. The conference witnessed a conclave of experts, academicians, and scholars to expound on various facets of quality in HEIs and charter new directions for the future. It served as an academic attempt to rethink existing parameters of quality assurance and create new dimensions and paradigms of quality. I extend my sincere appreciation and thank the dynamic IQAC team members for efficiently organizing the conference and bringing out the **Proceedings of the 15th National IQAC Conference in the form of a book entitled "Revisiting Quality in Higher Education"** which is a compilation of 19 papers focusing on best practices of various institutions which contributed to imparting quality education in higher educational institutions. I hope that the chapters in the book would be an eye-opener for many institutions to take up the initiatives in their journey towards quality education.*

Best wishes,

Principal

Message from Director, IQAC

Dr. Aloysius Edward

Director, IQAC and Dean, Faculty of Commerce and Management

Kristu Jayanti College, Autonomous, Bengaluru

The quality of any education system depends upon the quality of higher education. Quality education can ensure the security, welfare and prosperity of a nation. The standard of the curriculum, the availability of technological equipment, the environment for doing research, the accreditation process, administrative rules, funding, evaluation, and effective governance are the main elements affecting the quality of higher education. Today, we must understand that HEIs cannot attract global attention unless and until their quality and standards are systematically improved through innovation, creativity, and ongoing monitoring. It necessitates a complete re-evaluation and redefinition of higher education's social institution-level goals.

Analysing and understanding the importance of quality in higher education, the IQAC of Kristu Jayanti College, Autonomous, Bengaluru organized a two days National Conference on 'Revisiting Quality in Higher Education" sponsored by NAAC on March 16 and 17, 2023. The objectives of the conference were to redefine quality in higher education under the National Education Policy (NEP) 2020 framework, to re-engineer the role of HEIs in building student competencies through outcome-based education, to explore innovative methods of quality assurance and sustenance in HEIs, to charter new paradigms of program assessment and accreditation, to develop quality parameters for inclusive education and sustainability and to elevate Indian HEIs to meet international quality benchmarks. I take it as an opportunity to credit the IQAC team including the convenors of the conference Dr Priya Josson and Dr Aruna Devi K for compiling the papers submitted for the conference as Proceedings of the Conference configured as a book on "Revisiting Quality in Higher Education" which could serve as a reference for other higher educational institutions to imbibe best practices for delivering quality education.

Regards,

Director, IQAC

Preface

Quality education entails preparing students for lifelong learning as well as providing them with the knowledge and skills necessary for their chosen job field. Higher education develops individuals into valuable human resources and strengthens the capacity of the human mind to solve problems, producing thinkers, scientists, leaders, and administrators who will lead society down the path of development and prosperity. Because of the always-changing nature of the educational environment, the idea of what quality is in higher education is still evolving. Here, it has been proposed that by encouraging immersive, active learning strategies, including a key skills framework into the current curriculum can improve the quality of content learning.

The Internal Quality Assurance Cell (IQAC) of Kristu Jayanti College (Autonomous) organised a two-day National Conference on "Revisiting Quality in Higher Education" on March 16 and 17, 2023, with the encouragement and assistance of the National Assessment and Accreditation Council (NAAC), Bengaluru. 174 people attended the conference, representing 33 illustrious institutions in 8 states, including principals, professors, associate professors, assistant professors, IQAC coordinators, and research scholars from different colleges and universities around the nation. There were a total of 18 paper presentations addressing the institutions' best practices and NEP 2020. The two-day conference helped the participants incorporate quality considerations into each step of the NEP implementation process in HEIs and provided a fresh perspective on instructional techniques for teaching, learning and assessment. An effort was undertaken to create programme accreditation benchmarks that would compare to worldwide quality benchmarks and open up paths for designing inclusive competency development and sustainable growth.

A team of distinguished eminent professors across the nation visited and addressed the gathering which included Prof. Kavi Mahesh Director, IIIT Dharwad, Mr Sudhansu Mohapatra - CII Institute of Quality, Prof. Ramesh Chander Kuhad, Former Vice Chancellor, Central University of Haryana, Dr N.Jayasankaran – Former Vice Chancellor, Kanchi University, Dr Anitha Kurup – Head, NIAS Education for the Gifted and Talented (NIAS-EGT), Bengaluru, Prof. Ali Raza Mossavi – Vice Chancellor, Khaja Bandanawaz University, Gulbarga and Dr Aloysius Edward J, Dean – Faculty of Commerce & Management Director – IQAC Kristu Jayanti College. The speakers at various sessions focused on Quality Benchmarking in Higher Education, Integration of Quality Parameters of Different Indian Accreditation Institutions, Transformation of the Indian Higher Education System in the Context of NEP 2020 and Assessment of Higher Order Learning, as well as Online Assessment and Accreditation Methodology in Higher Education in Revised Accreditation Framework. Padma Shri Darshan Shankar, vice chancellor of the University of Trans-Disciplinary Health Science and Technology, gave

the closing remarks during the two-day conference. He focused on better ways of teaching outside the classroom and on providing students with experiential learning through a clustered approach through cooperation and collaboration. In summary, the two-day 15th IQAC Conference, which was sponsored by the NAAC, produced high-calibre inputs and successfully raised the issue of the need to raise the quality of higher education once more. We are thankful to NAAC for sponsoring the 15th National IQAC Conference and for providing the necessary support for the successful conduct of the conference and release of the Proceedings.

We are appreciative of the support and direction provided by our Principal, **Rev. Dr. Augustine George, CMI, Members of the management, Director and Associate Director, IQAC, and the entire IQAC team** *in organising the conference and helping to publish the conference proceedings as a book titled "Revisiting Quality in Higher Education". We believe that this academic discussion and publication will serve as a forum to promote special best practices for raising educational quality and will pique the interest of academicians and research researchers at our nation's higher educational institutions.*

Regards,
Conference Convenors
Kristu Jayanti College Autonomous, Bengaluru

Dr. Priya Josson Akkara   **Dr. Aruna Devi K**

Contents

An Analysis of Challenges and Opportunities of New Education Policy 2020

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Abstract

The importance of a robust educational system in driving development cannot be overstated, particularly in today's fast-paced world of technological advancements. India, with its vast human force representation, has a critical role to play in global development, and it is imperative that the country has an education system that can support this role. The new National Education Policy (NEP) 2020 of India provides a comprehensive framework to address the upgradation gap in the education policy and aligns with the UN Sustainable Development Goals (SDGs) 2030 targets. The NEP 2020 focuses on five founding pillars: access, equity, affordability, accountability, and quality. These pillars are in line with the principles of the UN 2030 agenda for sustainable development, which emphasizes the importance of education in achieving sustainable development goals. The policy covers all aspects of education, from primary education to higher education, vocational & technical education, and a new paradigm of internet-based e-learning. The introduction of e-learning is particularly crucial in today's world, where access to information and communication technologies is becoming increasingly important.

Keywords: Education Policy, Pedagogical, Skill, socio-economic status

1. Introduction

Education is the cornerstone of progress and development in any nation, and it is essential for individuals to acquire the knowledge and skills they need to succeed in their personal and professional lives. The quality of education system, including access, affordability, and pedagogical approach, plays a vital role in determining a nation's economic growth, social justice, and equity. Education provides individuals with the tools they need to innovate and create, and a well-educated population can drive economic growth by attracting investment and spurring innovation. (Ball, 2016; Mundy, Green, Lingard & Verger, 2016).

It is certainly concerning that despite having the largest young population in the world and being the fastest-growing major economy, India has a relatively low rank in total public expenditure on education. While spending 3% of total GDP on education is a good start, it may not be enough to provide the quality of education that is necessary for the country's young population to succeed. The high unemployment rate among bachelor's and master's degree holders in India is also troubling. This may be due to a number of factors, including a lack of job opportunities in certain sectors, a mismatch between the skills that graduates possess and those that employers are looking for, and a lack of practical training and experience. To address these issues, India may need to invest more in education and training programs that are tailored to the needs of its young population and the changing demands of the job market. This may include increasing funding for vocational training programs and promoting entrepreneurship to create more job opportunities. Additionally, efforts may need to be made to improve the quality of education in India and to ensure that students are gaining the skills and knowledge they need to succeed in the workforce. This may include investing in teacher training programs, updating curricula to reflect changing industry trends, and providing more opportunities for practical training and work experience. Overall, while India's economic growth and large young population present significant opportunities for

the country, addressing the challenges in its education and employment sectors will be critical to ensuring that its young population is able to reach its full potential and contribute to the country's continued growth and development. Chhokar, K. B. (2010), Claude, R. P. (2005), Chhokar, K. B. (2010).

The education is essential for promoting social justice and equity, as it provides individuals with the knowledge and skills they need to participate fully in society. Education can help to break down social barriers and promote greater equality of opportunity, allowing individuals from all backgrounds to pursue their dreams and achieve their full potential. The quality of education system is critical to promoting innovation, economic growth, social justice, and equity in any country and it is essential for individuals to have access to high-quality education to succeed in today's globalized world. The successful implementation of the NEP 2020 requires significant structural changes in the Indian education system. The policy's success depends on the government's ability to address the challenges of implementation, such as the lack of infrastructure and resources, the need for training teachers, and the need for a strong regulatory framework. Additionally, the policy needs to address the issue of affordability, particularly in the context of access to education for low-income households. The NEP 2020 has the potential to provide value to the globe by fostering "quality education for all." However, to achieve this objective, India needs to step up with caution and address the major loopholes and execution challenges. The government needs to work in partnership with various stakeholders, including civil society organizations, the private sector, and international organizations, to ensure that the NEP 2020 is successfully implemented and aligned with the UN SDGs 2030 targets.

The Indian New Education Policy 2020 introduces a number of reforms that will affect all levels of education, from school education to higher education. Some of the key changes include a new focus on skills-based learning to create employable graduates and an emphasis on STEM

(Science, Technology, Engineering, and Mathematics) and industry-relevant skills in curriculum and assessment. Additionally, the policy aims to make digital technologies, such as AI, a core component of education, while also introducing vocational training at all levels, as well as integrating arts and culture into the curriculum. These changes provide both challenges and opportunities for educators, students, and employers, and will have a lasting impact on India's education system.

The National Education Policy 2020 (NEP 2020) is a comprehensive policy document that outlines the vision and roadmap for the development of education in India. It aims to transform the education system and make it more inclusive, holistic, and forward-looking. The NEP 2020 has the potential to be a lodestar for transforming the future generation in India in the following ways:

Holistic Development: The NEP 2020 emphasizes the holistic development of students, which includes cognitive, socio-emotional, and physical development. This approach recognizes that education is not just about acquiring knowledge but also about developing critical thinking skills, creativity, and emotional intelligence. This focus on holistic development can lead to the creation of a future generation of well-rounded individuals who are capable of handling real-world challenges.

Multidisciplinary Education: The NEP 2020 advocates for a multidisciplinary approach to education, which allows students to explore multiple fields and disciplines. This approach can help students develop a broad perspective and a deeper understanding of various subjects. It can also help them develop cross-disciplinary skills, which are increasingly in demand in the 21st-century workplace.

Digital Education: The NEP 2020 recognizes the importance of digital technology in education and emphasizes the use of technology to enhance the learning experience. This focus on digital education can help future generations of students become more tech-savvy and prepared for the digital world.

Inclusion and Equity: The NEP 2020 emphasizes the importance of inclusion and equity in education. It seeks to provide equal opportunities for all students, regardless of their background or circumstances. This approach can help break down barriers to education and ensure that every child has access to quality education.

Vocational Education: The NEP 2020 recognizes the importance of vocational education and seeks to integrate it into mainstream education. This approach can help students develop practical skills and prepare them for the job market. It can also help bridge the gap between education and employment. The NEP 2020 has the potential to transform the future generation in India by creating a more holistic, inclusive, and multidisciplinary education system. It can help create a generation of individuals who are well-prepared for the challenges of the 21st-century world. However, the successful implementation of the NEP 2020 will require sustained effort and commitment from all stakeholders, including policymakers, educators, and parent

2. Unbiased Education

The National Education Policy 2020 (NEP 2020) in India has set ambitious goals in terms of achieving equality, quality, and quantity in education. Let's discuss each of these goals in detail:

Equality: One of the primary goals of NEP 2020 is to achieve equity and inclusion in education, irrespective of socio-economic status, gender, religion, or other factors. The policy aims to bridge the gap between the privileged and the underprivileged sections of society by providing access to quality education for all. It has provisions for setting up special education zones, scholarships, and fellowships for disadvantaged groups, and special training for teachers to work with diverse student populations.

Quality: The NEP 2020 aims to transform the Indian education system into a globally competitive one. To achieve this, the policy emphasizes the need for quality education at all levels, from early childhood to higher education. It focuses on improving the quality of teaching and learning

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by incorporating innovative pedagogical methods, promoting research and development, and providing continuous professional development for teachers.

Quantity: The NEP 2020 also aims to increase the Gross Enrollment Ratio (GER) in higher education from 26.3% to 50% by 2035. It proposes the establishment of new universities and colleges, including those in rural areas, to expand access to education. The policy also emphasizes the need for vocational education and skill development to enhance employability. The NEP 2020 is a comprehensive policy that aims to achieve equality, quality, and quantity in education in India. It recognizes the challenges of the existing education system and proposes innovative solutions to transform it into a globally competitive one. However, the implementation of the policy will be crucial to its success, and it will require a concerted effort from all stakeholders involved in education.

The concept of sustainable development has gained immense importance in recent years, and its relevance in higher education cannot be overstated. The International Journal of Sustainability in Higher Education focuses on the critical role of higher education in promoting sustainable development and the need for curriculum innovation to achieve this goal. In the context of India, higher education institutions have a crucial role to play in promoting sustainable development. The country faces a wide range of sustainability challenges, including poverty, inequality, environmental degradation, and climate change. Higher education institutions can contribute to addressing these challenges by incorporating sustainability into their curriculum and research activities. Curriculum innovation is an essential component of promoting sustainable development in higher education. It involves the development of new and innovative teaching methods, pedagogies, and courses that integrate sustainability into the curriculum. This approach can help create a generation of graduates who are well-versed in sustainability concepts and are capable of applying them in their professional and personal lives. The International Journal

of Sustainability in Higher Education publishes research articles, case studies, and reviews that explore the relationship between higher education and sustainable development. The journal focuses on the following themes:

Curriculum innovation: The journal covers various aspects of curriculum innovation, including the development of sustainability-focused courses, the integration of sustainability into existing courses, and the use of innovative teaching methods and pedagogies.

Institutional policies and practices: The journal also explores the role of institutional policies and practices in promoting sustainability in higher education. This includes the development of sustainability policies, the implementation of sustainability initiatives, and the assessment of sustainability performance.

Research and outreach: The journal also covers research and outreach activities related to sustainable development in higher education. This includes research on sustainability topics, community outreach programs, and collaborations with industry and government agencies.

The International Journal of Sustainability in Higher Education provides a platform for scholars, educators, and policymakers to explore the critical role of higher education in promoting sustainable development. Curriculum innovation is an essential component of this goal, and the journal focuses on various aspects of curriculum innovation to achieve sustainable development in India and globally. The impact of aid on education policy in India has been a topic of discussion among policymakers, researchers, and educators for several years. India has received significant aid from various international organizations and foreign governments to improve the quality of education in the country. The impact of this aid on education policy in India has been both positive and negative.

One of the primary ways aid has influenced education policy in India is by shaping the government's priorities. Many aid programs come with specific conditions that the government must meet to receive the aid. For

example, the World Bank's Education for All program emphasized the importance of expanding access to primary education, which led the Indian government to focus more on this area. Aid has also provided funding for specific initiatives. For example, the United Nations Development Programme provided aid to create a program aimed at improving girls' education in India. Similarly, the United States' Millennium Challenge Corporation provided aid to improve the primary education system in India. However, some researchers have noted that aid can also have negative impacts on education policy in India. For example, some aid programs may promote Western-style education models that may not be suitable for the Indian context. Additionally, aid may undermine the government's accountability to its citizens by creating a dependency on foreign aid.

Another concern is that aid may not always reach its intended beneficiaries due to corruption or mismanagement. For instance, there have been cases where aid provided to improve infrastructure in schools has been misused, leading to no real improvement in education.

While aid has had a significant impact on education policy in India, it is essential to consider both the positive and negative impacts of aid when designing aid programs. Policymakers must ensure that aid is used effectively and efficiently to promote the development of the education sector and benefit the people of India.

3. Challenging facing to implement NEP 2020

The National Education Policy (NEP) 2020 is a comprehensive framework that seeks to transform the education system in India. However, implementing this policy is likely to be challenging due to various factors. Some of the challenges facing the implementation of NEP 2020 in India include:

Funding: The NEP 2020 proposes a significant overhaul of the education system, which will require a significant amount of funding. However, the government's current education budget is relatively modest, making it challenging to implement some of the proposed

changes.

Coordination among States: The education sector in India is largely managed by the states, and there is a significant variation in the quality of education and infrastructure across different states. Implementing NEP 2020 will require close coordination among states to ensure uniformity and effective implementation.

Infrastructure: Implementing the NEP 2020 will require significant investment in infrastructure, such as building new schools and classrooms, equipping them with modern technology, and providing other facilities. However, many schools in India lack even basic infrastructure, which will make it challenging to implement the policy.

Quality of Teachers: The NEP 2020 emphasizes the need for high-quality teachers who can provide innovative and engaging teaching. However, many schools in India suffer from a shortage of trained and qualified teachers, making it challenging to implement the policy effectively.

Resistance to Change: The education system in India has been largely unchanged for several decades, and implementing NEP 2020 will require significant changes in the way education is delivered. Some stakeholders may resist these changes, making it challenging to implement the policy effectively. India has made significant progress in recent years in higher education, with an increasing number of students enrolling in universities and colleges. However, the current higher education system in India faces a number of challenges, including outdated curricula, inadequate funding, and a lack of focus on sustainable development. Curriculum innovation is essential for higher education institutions to address these challenges and prepare students to become responsible citizens who can contribute to sustainable development in India. Some ways in which higher education institutions can innovate their curricula for sustainable development include: Incorporating sustainability into existing courses: Higher education institutions can incorporate sustainability principles and practices into existing courses across various disciplines. For example, engineering

courses can include modules on sustainable design, business courses can teach sustainable business practices, and humanities courses can focus on sustainable culture and literature.

Offering new courses on sustainability: Higher education institutions can also offer new courses specifically focused on sustainability, such as environmental studies, sustainable agriculture, and renewable energy. Promoting interdisciplinary education: Sustainable development is a complex issue that requires interdisciplinary approaches. Higher education institutions can promote interdisciplinary education by offering courses and programs that bring together students from different disciplines to work on sustainability projects. Encouraging research on sustainable development: Higher education institutions can also encourage research on sustainable development by providing funding and support for research projects that focus on sustainability.

Fostering partnerships with industry and civil society: Higher education institutions can foster partnerships with industry and civil society organizations to develop curricula that address the needs of the community and promote sustainable development. In addition to curriculum innovation, higher education institutions in India can also focus on other aspects of sustainable development, such as promoting energy efficiency and reducing waste on campus, and incorporating sustainable practices into campus operations. Overall, curriculum innovation for sustainable development is crucial for higher education institutions in India to prepare students to become responsible citizens and contribute to sustainable development in the country.

The National Education Policy 2020 (NEP 2020) is a comprehensive policy aimed at transforming the entire education system in India. It seeks to provide a vision and roadmap for educational reform in the country for the next decade and beyond. The policy is focused on improving the quality of education, increasing access to education, and ensuring equity and inclusion in education. The policy seeks to focus on outcomes-based education, and the use of technology to improve efficiency, quality, and access. It also seeks to promote interdisciplinary learning, and

encourages innovation and entrepreneurship. This policy also seeks to improve the quality of education, by focusing on teacher training and development, and by promoting research and development in education. NEP 2020 also seeks to promote equity and inclusion in education, through the provision of equitable access to quality education, regardless of income, gender, caste, or religion. It also seeks to encourage a culture of lifelong learning and develop employable skills in students. The policy also seeks to strengthen the Indian higher education system by introducing reforms such as the establishment of autonomous colleges, and the introduction of a common entrance exam for all higher education institutions. Overall, NEP 2020 can act as a lodestar to transform the future generation in India by improving in present and future.

4. Conclusion

The National Education Policy 2020 is indeed a significant step towards modernizing the Indian education system. The policy's focus on a multimodal setup that integrates various forms of learning is a welcome change from the traditional stream-based approach. The policy recognizes the need to equip students with the skills required to compete in a global environment, which is essential for India's development. The policy's emphasis on aligning with other government programs such as Make in India, Start-up India, Skill India, and Atma-Nirbhar Bharat is a positive development. The policy aims to create a holistic education system that aligns with the government's nation-building mega-programs and SDGs targets. However, the policy's success will depend on how well it is implemented by both the union and state governments. The challenges of implementation will be substantial, and it will require a concerted effort from all stakeholders, including policymakers, educators, and parents. In conclusion, the NEP 2020 is a significant step towards reforming the Indian education system. The policy's emphasis on a multimodal setup and aligning with other government programs is a positive development. However,

the policy's success will depend on how well it is implemented, and substantial challenges must be addressed to achieve the policy's intended goals. Implementing the NEP 2020 in India will require significant investment, coordination among states, and overcoming resistance to change. While there are challenges, the NEP 2020 has the potential to transform the education system in India and create a more equitable and inclusive education system.

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Administrative Audit for Quality Improvement in Higher Educational Institute (HEI) - An Imperative Component for Internal Quality Assurance of Autonomous Institutions

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Abstract

Setting a highest Vision for the strategic development of the Higher Education Institution is quite common across the world. This has achieved further impetus with the advent of outcome-based education. It is imperative to continuously review and re-position the Institute to achieve the Vision. That way, one can observe that a number of quality assurance processes have been institutionalized to galvanize and strengthen the governance and administration required to achieve the Higher Education Institute's Vision, Mission, and values, to a greater extent, in a tangible period of time. The objective of this endeavor is to achieve excellence through transparency, accountability, quality, and trust and that way creating an emotionally cultivated and curated ecosystem for the accelerated progress of the Institution, in the changing socio-economic and techno-commercial scenarios. The Administrative audit along the sidelines of Academic audit has the significant impact to act as a self-evaluation tool as the observations from these audits can be used for organizational improvement and for practicing good governance. The paper explores the possibilities of internal quality improvement through the administrative audit by taking cues from a case study of an autonomous engineering college.

Keywords: Good Governance, Internal Quality Assurance, Administrative Audit, Quality Initiatives, Higher Education Institutions

1. Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of autonomous engineering colleges, the University Grants Commission (UGC) insists that every institution should establish an Internal Quality Assurance Cell (IQAC). Similarly National Assessment and Accreditation Council (NAAC) as a post-accreditation quality sustenance measure also want the IQAC to be set up. Since quality enhancement is a continuous process, the IQAC will become a part of the institution towards achieving the goals of academic excellence and ensuring quality education in India. The academic, administrative, curricular and extra-curricular activities carried out by the Staff and Students of the college/university needs to be assessed by the IQAC with a view for enabling quality assurance for the benefit of stakeholders. The internal committee as well as by external peer teams audit the systems and processes through the initiative of IQAC. For the effective structuring and implementation of the audit it is possible to divide the audit into two divisions namely (1) Academic Audit and (2) Administrative Audit. Academic Audit is well studied and also well managed. But, from the organizational viewpoint, the Administrative Audit is equally important. This is because the Administration and Governance provides the life and blood for the Institution to sustain good academic performance. This paper explores Administrative Audit as an important measure for internal quality assurance and also proposes a template for conducting the administrative audit by taking inputs from a typical audit conducted in an autonomous engineering college in the private sector.

2. Internal Administrative Audit Cell in IQAC

In an educational institution, greater emphasis is given for academic quality assurance. But, enabling support from the systems, methods and practices and the streamlining through the effective governance and administration are not properly assessed or audited. This is necessary as their appreciations and valuable suggestions boost the confidence of the

internal stakeholders. Hence, the Internal Administrative Audit Cell (IAC) is constituted within the IQAC and assigned the task of assessing the performance of academic and administrative units of the college/university and give valuable suggestions. Administrative Audit is the process of checking the aspects of financial and administrative activities, and evaluation of goals and plans, policies and procedures, organizational structure and methods of measurement and evaluation of performance and methods of financial control and management. Closer examinations of the flows of decision making channels and the processes, data handling etc. can help in identifying the subunits. In the case under consideration, 25 subunits have been identified and are listed below.

2.1. Governance, Leadership and Management

It would be ideal to have a Strategy and deployment plan. Faculty Empowerment Strategies like welfare programs should be allotted funds. An important aspect of governance should be the attention to ensure decentralization of power. Any orders to this measure should be considered carefully and must be undertaken meticulously. This includes financial power which is transferred through the budget. Having a code of conduct, which is regularly revised will immensely boost the auditorial merit of the institution. Any feedback collected from the students, parents, alumni or from whoever concerned should be reviewed thoroughly. The action taken after considering the feedbacks should also be reported and to be included in the AQAR. External peer team Visits for Administrative Audit and UGC Reporting may be arranged. An administrative chart might facilitate the smooth conduct of the activities in the College. This should include both positional and functional descriptions of all the positions involved. It should also be made sure that the e-governance report and the annual report are created and released on time.

2.2. Administrative Office

Faculty recruitment file should be maintained. This should include advertisements in the portal or newspaper cutting, consolidated list after screening from the department. Ensure quality in intake of faculty and

staff. Maintain a separate file for the recruitments of technical staff and other administrative employee respectively. It is advisable to also maintain a Career advancement file. Service Rules relating to procedures, recruitment and promotional policies should be made available to all staff members. Random checking of the personal files of faculty members should be conducted to ensure everything is in order and to update any related document. Facilitate welfare measures for a rewarding career. The bills related to financial Management and the Audit Statement should be filed on time.

Proposals from the departments should be considered while formulating the budget. Equipment Purchase Proposals, allocations and thereafter, Utilisation statements should also be filed. Attention can be given to support students by providing Scholarships / Freeships (Govt/Institution). Details of external Interactions should also be filed.

2.3. IT Infrastructure

It is essential to ensure continuous upgrades to the infrastructure. Numbers including computers available for the students, bandwidth, the budget and ICT enabled facilities, should be accounted for. Data security should be given importance in all aspects including ensuring that the information exchange with the server is uneencrypted. Conducting an audit for the website is recommended. Dedicated team for publicity and handling the social media platforms of the institution is required.

2.4. Central Computing Facility

Student Register (Utilization Register) , Consumable Register, Maintenance Register, Stock Register, Invoice Register and Movement Register should be maintained.

2.5. Central Library

Total Reference books, Total printed Books, Total Volumes & Total Titles, Last year Additions should be compiled. The book bank, e- books, journals, e-journals, database, Usage Registers should also be accounted for. The library committee meetings should be held. Library budget and Library Management System should be maintained.

2.6. Committees

The following are suggestions of committees that would increase administrative efficiency; Grievance Redressal Committee, Disciplinary Action Committee, Anti Ragging Committee, Internal Complaints Committee, Women's Grievance Committee, Anti-Narcotic Cell, Senate, Welfare measure - SC/ST committees, Institute Industry Cell and many more. The orders with duration and Minutes of meetings conducted should be verified.

2.7. Training and Placement

Placement Files should be maintained with details of all communications with companies, recruitment details, offer letters, etc (academic year wise). It is essential to conduct placement training programmes and foreign language training for students.

2.8. Maintenance

A separate file for all kinds of maintenance works undertaken like electronic maintenance, electrical maintenance, sola & Bio Gas Pants, water supply, water cooler cleaning, fire extinguisher, stock verification and other procedures should be maintained along with request forms. It is also advisable to keep a fuel register which keeps track of monthly expenses for buses and other official vehicles owned by the college, generator sets, grass cutters and labs. Work completion reports are to be filed.

2.9. Professional Societies, IEDC, IIC

The following are a list of Professional bodies and societies whose proceeding should be noted; IEEE – WIE, CS, RAS, EMBS, SP, PES, SIGHT; ISTE - The Indian Society for Technical Education; The Institution of Engineering and Technology (IET); ASME -The American Society of Mechanical Engineers; ISHRAE -The Indian Society of Heating, Refrigerating and Air Conditioning Engineers (ISHRAE); CSI - Computer Society of India; ACM - The Association for Computing Machinery; ASCE – American Society of Civil Engineers; IPA -Student Chapter of Plumbing Association; SEEM, SAE; IEDC; Institute Innovation Council (IIC); NISP . Minutes of meetings, number of students and faculty members, activities

conducted and reports are to be verified.

2.10. Student Clubs

The following student clubs and the activities under it should be accounted for : Photography club, Nature club, Creative writing club, Music club, Film club, Debate club, Yoga club, Fine Arts club, Performing Arts club, Sports club, Women's Studies Unit, Developer Student Club, AI club, FOSS club. Minutes of meetings, number of students and faculty members, activities conducted and reports are to be verified.

2.11. Cells / Groups / NSS, UBA

Activities of Cells /Groups like the following should be monitored; Assistive Technology group; e-Yantra; UBA; NSS; Water Management cell; Environment Management cell; Energy Management cell; Waste Management cell; Equal Opportunity cell; IPR Cell; UHV Cell. Minutes of meetings, number of students and faculty members, activities conducted and reports are to be verified.

2.12. Physical Education

The details regarding the planning of all activities should be made available. The quotations- comparative statements, purchase orders, bills-should be mentioned. The budget forecast of the physical education department should also be mentioned. The results of all the competitions that were held and the certificates for the same should be acquired and stored. The registers including the stock register should be maintained. Details of all the facilities provided should be presented.

2.13. Transport

Timing, maintenance, records and registers, arrangements in absence and fuel consumption should be noted.

2.14. Faculty Training Programs Conducted for Faculty & Staff

Each department should plan for conducting the FDP one each per semester. The files of FDPs conducted by the departments are audited.

2.15. Exam Cell

All correspondence with the universities should be filed properly. The roles and responsibilities of all involved should be made clear. All details pertaining to the Conduct of Exam should be meticulously compiled. It is

advisable to have a concise exam manual. Assigning of duties should also be noted. Remuneration provided for any staff should be recorded. It is prudent to file any intimation to students regarding instances of malpractice. List of students applied for revaluations and security are to the filed. An accurate count of fire extinguishers and all registers (Inward, Dispatch, Stock, Material Flow, and Utility) should be maintained.

2.16. Health Centre

Expiry date of all medicines and miscellaneous items should be recorded on a monthly basis. It is important to keep track of all the activities and service rendered. All registers (Patient, Stock) should be maintained. The MoU with hospital should be filed. Any requirements in the nursing station should be noted at the time of the audit.

2.17. Counselling

All Counselling Registers should be maintained and counseling process is mentioned. As part of the induction program, first-year students were given an orientation session by the counselor. The Counsellor works in close coordination with the faculty advisors in identifying students who need support. Any other services offered under counselling should also be noted.

2.18. Security

Indicating that all registers (Staff movement, Visitor's, Students who leave early or come late) are up-to-date and maintained properly is essential. It is advisable to verify the clear communication of all duty roles. Alternate arrangements done in case of absence of any staff can also be noted by the security officer. Fire Safety training is one of the various other facets that can be given to all staff.

2.19. House Keeping

Registers should be exhibited as up to date in the department to enter the details of cleaning and signed by the person in charge. Alternate arrangements done in case of absence of any staff can also be noted by the staff in charge. Fire Safety training is one of the various other facets that can be given to all staff.

2.20. Canteen

The duties of the Canteen Committee including food and safety should be clearly mentioned. The items to be served as well as its price are fixed by the committee after a meeting with college higher officials. Cold storage of the food items/ meat / fish etc are not entertained. It is sensile to suggest measures for excess food Management. Waste Management should be discussed and this should ideally include wet and dry segregation. Availability of Fire Extinguisher and the validity of the license should be ensured.

2.21. Hostel

Hostel residents are expected to observe the rules and regulations prescribed for them in the handbook. Any discipline issues that arose in the hostel may be recorded along with the measure taken to solve it. Any Grievance that has been addressed may also be mentioned and should be filed. It is advisable to detail the process to leave the hostel including the rules mentioned in the handbook regarding vacating. Movement Registers are to be maintained and will be checked during the audit.

2.22. Alumni Association

It is effective to have the accurate count of registered alumni. All files (Minutes, Documents including Registration Certificate) involved should be maintained. All contributions received and the amounts spend should be meticulously noted down. The minutes from the meetings of the association and the plans for any activities should be made available.

2.23. Teaching Learning Centre (TLC)

It is effective to mention all the activities, workshops, plans and initiatives that have been initiated under TLC.

2.24. Valuation Camp

All registers (Inward, Dispatch, Answer Sheet Issue, Slot Schedule, Consignment Details, Packing List, Consumables, Attendance Register of Camp Assistants, and Attendance Register for evaluators) and files (Answer Sheet Marks and Camp Assistants) should be inspected. All roles and responsibilities should be clearly assigned. Assigning of Duties should also be mentioned clearly. The condition of the room where the

papers are stored could also be noted.

2.25.   Admissions

The roles and responsibilities of all the staff involved should be made clear. The necessary correspondence with the university should be made available. The state of Brochures/ Flyers and the release of new ones should be maintained. Details of the admission process are to be carefully documented and filed. List of all applicants, rank-lists, allotment lists, joining lists, admission schedule register, reporting register etc. are to be checked.

Format for conducting Administrative Audit

Having the subunits identified, next step is to prepare a format for conducting the Administrative Audit. Extensive analyses were conducted and the inputs from the stakeholders were taken through multiple rounds of discussions and trial audits. Sample Formats provided for the Administrative Audit by the IQAC of the College is given below:

1. Governance, Leadership and Management			
Sl. No.	**Key Aspects**	**Compliance** Yes/No with FILE No.	**Remarks**
1.	Strategy and deployment – Plan, Policies		
2.	Faculty Empowerment Strategies – Welfare measures, Professional development of staff – fund Provided for the academic Year, Appraisal, Career Advancement, Recreation		
3.	Decentralization of Power		
4.	Code of Conduct		
5.	Review of feedbacks / Action Taken Reports		
6.	External peer team Visits		
7.	Administrative Chart		
8.	E Governance report		
9.	Annual report		
2. Administrative Office			
1.	Faculty recruitment file		

2.	Technical staff recruitment file		
3.	Other administrative employee recruitment files		
4.	Career advancement file		
5.	Service Rules, Procedures, Recruitment and Promotional Policies		
6.	Personal files of Faculty members		
7.	Financial Management -Bills, Audit Statement		
8.	Budget – Proposals from Departments, Allocation and Utilisation statements		
9.	Student Support- Scholarships/ Free ships (Govt/Institution)		
10.	Equipment Purchase		
11.	Files for External Interactions- AICTE, KTU etc…		
12.	Any other matters		
3. IT Infrastructure			
1.	Continuous Upgrade		
2.	Number of Computers available for Students		
3.	Bandwidth		
4.	Plan, Proposal		
5.	Budget		
6.	ICT enabled facilities		
7.	Data Security		
8.	Website and Social media		

3. Observations

It has been seen that even though the administrative systems render the support to the academic units and processes a critical analysis of the

interdependencies was not done in the past. The audit has opened many avenues for improvement and the internal quality assurance. Many forms and process sequence were re-defined with a view to strengthen the College to achieve its Vision of "Global competence and Noble Values" in the academic system and administrative system.

4. Conclusion

The audit covered the entire institutional processes and procedures. 25 subunits in the Administration system have been identified and the audit covered the various aspects like, process flow, data handling, report generation, adherence to the standard office practices, procedures, etc. The proposed audit format had become very handy in the administrative audit conducted. It provides the auditor with a tool that enables an in-depth analysis of the administration, particularly in its efficiency, overall management, and monitoring, efficacy, lacunae, etc. The audit format also highlights the key institutional areas needing improvement, providing the Management with valuable feedback and observations to ensure focused actions for positive development. Hence, the audit format is proposed as a tool for internally assessing the progress to evaluate day-to-day functioning and points out sectors that need reformation/quality improvement.

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Impact of Training on Literacy Skills among Primary Learners: Case Analysis With Reference to Government Schools Bengaluru

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Abstract

"Education makes People easy to lead but difficult to drive: easy to govern, but impossible to enslave" – Peter Brougha. Akshara- Educate and Empower, is an initiative by the Department of Management under the Department level extension program, Kristu Jayanti College, Autonomous launched in the year 2021-22 which flushed the spirit of serving the community at large in the hearts and minds of young Jayantians. Kothanur Higher Primary Government School has facilities of computers which were provided by Centre for Social Responsibility (CSR) and Larsen and Toubro (L&T) but there was inadequate computer training and knowledge provided to the students. The department of management took an initiative to train the students of higher primary school focusing on making them adopt a conductive learning environment. Initially, volunteers started with training of computer literacy to the age group of 12 to 14. The duration of the training period was six months. The training was theoretical for the first two months and then practical for a period of four months. After the program was successfully executed it was noticed that the performance of the students was enhanced and they could learn, adapt and deliver better outcomes specifically in the field of Mathematics, Spoken English and Computer literacy which was also the prime motive and guiding factor of this program. The primary students of the school are aware of the digital literacy skills, problem solving skills and basic communication skills.

1. Introduction

Even if a child is not online or not into practical studying, they still need to be technologically and pragmatically literate. Children's lives are increasingly impacted by profiling based on artificial intelligence and facial scanning. The level of understanding of the competitive and the digital world that surrounds children affects their educational chances, social welfare, and future employment prospects. Education has been significantly impacted by advancements in Information and Communication technology. Given that, it is now a necessary component of every primary school goer, it is included in the educational curriculum. The development of young children's careers is significantly influenced by education in schools.

This is an artificial intelligence era. To tackle the challenges of this era, one must be well-versed in IT and practical world. This era has had a huge influence on many aspects of human existence because of the promise of new and improved ways of thinking, living, and working. There are no exceptions in schooling. Individuals may become experts in any subject if they are exposed to it from a young age. So, information and communication technology (ICT) should be employed in primary classes. The usage of ICTs in primary schools may expose students to additional resources such as online dictionaries, encyclopaedias, government-supported educational websites, learning games, and online tutoring.

The following modifications are made possible via ICT:

- Physical setups have been updated.
- There is an excellent teacher-student interaction.
- Academic performance at school will improve.
- Increased academic accomplishment among students.
- Each learner will be allowed to learn on their own
- It will have an impact on how pupils speak.
- Students enjoy going to school.

More than 90% of India's population has almost no digital literacy. At the same time, there was a determined push for the wider spread of the

Internet and the huge growth in smart phone use. According to Nielsen, an international audience measurement, data and analytics company, there are 352 million internet users in rural India, more than 20% more than urban India. However, according to the same survey, around 60% of rural residents still do not actively use the Internet, probably due to a lack of digital literacy.

2. Statement of the Problem

Government primary schools are all over India providing education to a considerable mass of students who are lucky enough to get good education from the start. The quality of education provided by the government has decreased as a year passed by and the efforts of this decline is visible vividly in the students who were a part of it. The biggest limitation that haults or compromise the quality of education from the government is lack of empower to the real world and inefficient potential knowledge. This is where we come into picture in an attempt to solve this problem, we stepped into provide practical computer knowledge and technological empower to students so that they are adaptable to the society.

3. Objectives of the activity:

- To create the awareness of the need of technology to primary school goers.
- To provide hands on training on basic computer literacy skills.
- To analyse the outcome of the literacy programme
- To impart a usage of various literacy skills needed for their future career.

Akshara- Educate and Empower:

In the year 2022, Department of Management has received a request letter from the Kothanur Higher Primary Government School, which states training of Computer literacy, Spoken English, and Advance Mathematics along with that few basic requirements to the computer labs. The Department of Management initiated and formed a team of 160 volunteers to train the students in government school. The training was conducted for

six months and at the end of the sixth month there was a practical exam to test the learning outcome of the students.

A total of 160 volunteers under the guidance of two eminent faculty members voluntarily initiated this program which lasted for duration of 180 days. The subjects which were put into practise for the students of classes 5th, 6th and 7th were Spoken English, Computer Literacy and Mathematics respectively. The reason for such choice was to inculcate basic and core knowledge in the fields that are essential for a child to build a strong base on.

The course outline for these courses was designed keeping in mind the ability of primary school goers to adapt and learn. The outlines for the mathematics which covers are number system, fractional and decimals, ratio and proportion, average, percentage, data handling, etc. the training for the computer literacy were basics of computer, use of Microsoft, explorer of internet, and practical training. And lastly for spoken English class training was covered on self-introduction, grammar, essay reading and sentence formation.

Before the training of the literacy program there was a pre evaluation of the students with the understanding of the subject, based on the evaluation the subjects were planned and designed to train the primary students of the school. It was observed that 49% of students were not aware of the topics which should be known.

4. Execution of the Plan

Considering the pre evaluation of the student's knowledge the subjects i.e. Mathematics, Computer Literacy and Spoken English were taught in a systematic manner over a period of 180 days which took a total of 160 volunteers. Each volunteer was assigned a topic of a specific subject out of these three and was asked to prepare a session on it. After receiving inputs of all the volunteers a team of four volunteers randomly chosen designed a course matrix that was to be delivered to the primary students of the government school.

We began teaching according to the matrix and it was a steady start

as the students were corporative enough for things to go smoothly. For the computer literacy leg of the program, 60 days were allotted to practical sessions wherein each student was offered a computer system to experience and learn the functions and operations on a real time basis. For the Spoken English leg of the program students were tasked to present themselves in English in front of the class which was one of a kind experience for them as they got to learn and use new words in English. Days went by and we reached the final week of the program which was the time for their assessment. The assessment was conducted successfully for all the classes and the results were astonishing.

Dean and HOD handing over letter of Acceptance to the School Head Mistresses

Student Session on Computer Literacy Skills as Department Extension

Inauguration of AKSHARA 2022-23

Session on Mathematics by the Department Volunteers

Practical session handled in lab by Department Volunteers

Session on Computer Literacy Skills by the Volunteers

Fig 1. Glimpses of Akshara – Educate & Empower

Impact analysis:

Pre-test Scores of the Students:

Table 1. Pre-test Performance of the students

Class	Subject	Number of Students			Total
		Slow Learners (0-8)	Average Learners (9-14)	Advanced Learners (15-20)	
Grade 5	Spoken English	30	19	15	**64**
Grade 6	Computer literacy	35	25	11	**71**
Grade 7	Mathematics	38	23	11	**72**

Fig 2. Pre-test performance of the students

Internal Quality Assurance Cell (IQAC), Kristu Jayanti College (Autonomous), Bengaluru, Karnataka, India.
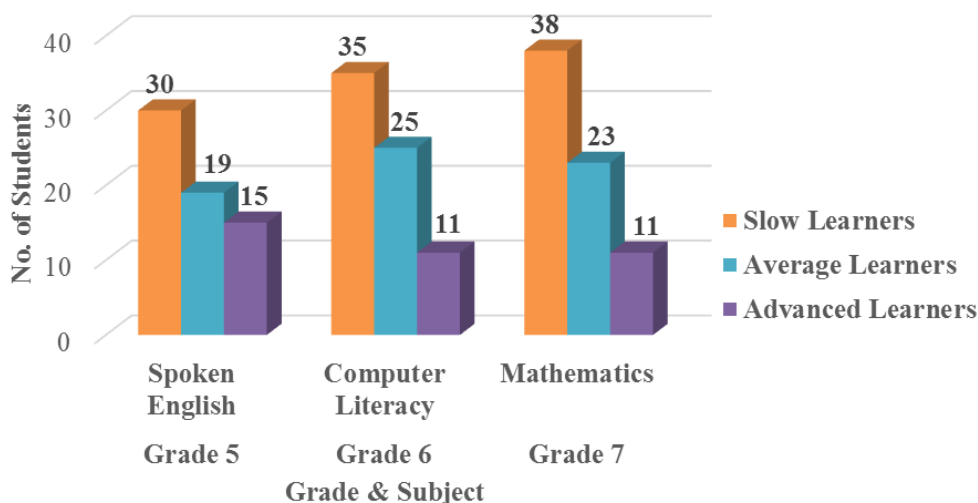
Post-test Scores of the Students:

Class	Subject	Number of Students			Total
		Slow Learners (0-8)	Average Learners (9-14)	Advanced Learners (15-20)	
Grade 5	Spoken English	15	30	19	**64**
Grade 6	Computer literacy	15	35	21	**71**
Grade 7	Mathematics	17	35	20	**72**

Table 2. Post-test Performance of the students
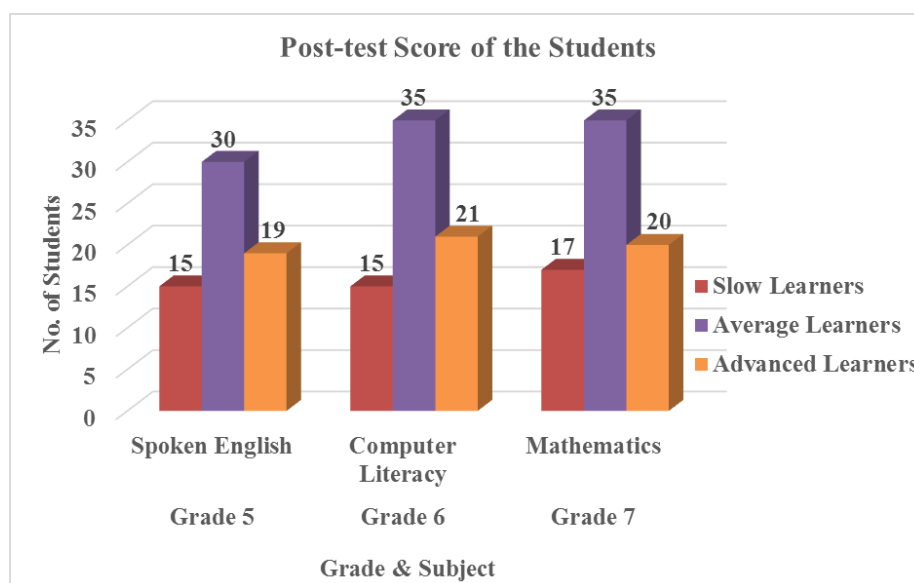
Fig 3. Post-test performance of the students

Data Analysis:

Testing of Hypothesis:

Null Hypothesis (H0): There is no significance difference in students' marks before and after the training course.

Alternate Hypothesis (H1): There is significance difference in students' marks before and after the training course.

Paired t test:

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Spoken English Pre Score	1.77	64	.811	.101
	Spoken English Post Score	2.06	64	.732	.091
Pair 2	Computer Literacy Pre Score	1.66	71	.736	.087
	Computer Literacy Post Score	2.08	71	.712	.085

Pair 3	Mathematics Pre Score	1.63	72	.740	.087
	Mathematics Post Score	2.04	72	.721	.085

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Spoken English Pre Score & Spoken English Post Score	64	.827	**.000**
Pair 2	Computer Literacy Pre Score & Computer Literacy Post Score	71	.764	**.000**
Pair 3	Mathematics Pre Score & Mathematics Post Score	72	.769	**.000**

Paired Samples Test									
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Spoken English Pre Score - Spoken English Post Score	-.297	.460	.058	-.412	-.182	-5.158	63	**.000**
Pair 2	Computer Literacy Pre Score - Computer Literacy Post Score	-.423	.497	.059	-.540	-.305	-7.157	70	**.000**
Pair 3	Mathematics Pre Score - Mathematics Post Score	-.417	.496	.059	-.533	-.300	-7.121	71	**.000**

From the above table, it was inferred that, the P value (0.000) is less than 0.05 (i.e.) which lies between 0.01 to 0.05, therefore the null hypothesis H_0 is rejected at 5% level of significance and it is concluded that there is a significant difference in students' marks before and after the training course.

5. Conclusion

Role of education plays a pivotal role in shaping the future growth of a particular economy which requires national investment and broad community support. With this regard the Department of Management organised its extension activity under the wing "AKSHARA" with a motive to "Educate and Empower Young minds" which is also the best practice of the department. The role of education in Indian economy is crucial in increasing productivity, fostering innovation, and promoting the most recent technology advancement among the general public. Also, it is essential for ensuring social and economic growth, improvising the income distribution. It has an intrinsic value which extends far beyond the economic issues catering to the needs of the youth and people.

Role of Information and Communication Technology (ICT) in higher education creates abundant chance for creativity and innovation as well as new ways to approach instructional content with the current generation of students. Akshara is the platform to the students of government primary school where the students can equip with the technology up gradation. On a whole through this initiative emphasized on building problem solving skills, communication skills and digital literacy skills to government higher primary school students. A total of 207 students got benefited from the literacy programme.

As quoted by Nelson Mandela – "Education is the most powerful weapon that which you can use to change the world". It is emphasized that the government should provide more funds, focus on digitalisation and innovative pedagogical tool and launch various initiatives to make our nation zero illiterate. As the world is nearing to face generation Alpha it is the duty of the government and society to adopt technology and innovation right from schooling to compete with the world nations at large.

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Transforming the Learning Community in Higher Education for Employability through SDAs

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1. Theoretical Framework

A basic prerequisite for the growth of an egalitarian society is education. In this context, India has so far implemented three policies in relation to NEP 1968, NEP 1986, and NEP 2020. By 2030, all children in the world will have access to a secondary education, according to the new NEP 2020, which was approved on July 29, 2020. It plans to provide all pupils with equitable access to a high-quality education and an education system that is centred on India. There are ten elements that are in line with the NEP 2020's policy goals. The National Policy on Education (NPE), 1986, which had been in effect for 34 years, was replaced by the NEP 2020, the first education policy of the twenty-first century.

This policy, which is based on the fundamental pillars of Access, Equity, Quality, Affordability, and Accountability, is in line with the 2030 Agenda for Sustainable Development and seeks to transform India into a thriving knowledge society and a global knowledge superpower by enhancing both school and college education and making it more holistic, flexible, multidisciplinary, appropriate for the needs of the 21st century, and focused on bringing out each student's individual talents. The mission of NEP is to raise the standard of education in India to that of international institutions.

It emphasises learning that is more all-encompassing, inquiry-based, discovery-based, discussion-based, and analysis-based. From the viewpoint of the students who are presently a part of it, this paper seeks to investigate the effects of skill development activities carried out under NEP in different undergraduate colleges during the initial years of implementation.

2. National Education Policy 2020 (NEP)

These rules were created by the Indian government to improve educational opportunities for Indians. NEP is basically a comprehensive framework for guiding the expansion of education across the country. A review and update of this framework took place in 1986 after it was first deemed to be necessary in 1968. This was re-evaluated and updated in 1992 to match the circumstances. Since then, both the world as a whole and the sector as a whole have undergone substantial changes.

The government decided to update these policies this year in order to make them more appealing and applicable to the educational setting. The Indian government needs to adopt stricter policies for the expansion of the educational sector. It must promote foreign direct investment (FDI) and open the External Commercial Borrowing (ECB) route in order to expand the sector's capital pool. As correctly noted by Finance Minister Nirmala Sitharaman in her address outlining the 2021–22 Budget, the government needs more funding in order to hire exceptional teachers, upgrade infrastructure, and formalise policies that will facilitate luring ECBs and FDI.

The NEP 2020 has set an ambitious goal of improving the standard of Higher Education Institutions (HEI), positioning India as a hub of global education, and nearly doubling the GER in higher education from 26.3 percent (2018) to 50 percent by 2035. The emphasis is on fostering research, enhancing teacher support, promoting internationalisation, and offering a flexible curriculum through an interdisciplinary approach. The undergraduate programme would have four exit points.

3. Four Bodies of Higher Education

a) General Education Council: This will establish a structure for anticipated learning outcomes for programmes leading to higher education.

b) National Accreditation Council: It awards accreditation to institutions based on their performance, sound governance, and openness to the public, among other factors.

c) Council for Higher Education Grants: This organisation helps colleges and institutes financially.

d) NHERC: Currently, organisations like University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE)oversee higher education institutions.

Various councils in education sector are as follows:

a)General Education Council (GEC): This will create the framework of expected learning outcomes for higher education programs, that is, their standardization work.

b)National Accreditation Council (NAC): These institutions are accredited, Will function primarily based on basic criteria; public self-disclosure, good governance and results.

c) Higher Education Grants Council (HGFC): This body financing work for colleges and universities.

4. National Educational Policies

In 2014, the government started to support skill development, due to the inspirational leadership of our esteemed prime minister, Shri Narendra Modi. The Ministry of Skill Development and Entrepreneurship (MSDE) was initiated to supervise all skill development initiatives as well as the creation of infrastructure for technical and vocational training and evaluation frameworks. He also supported the Skill India Mission. The Ministry aspires to have 400 million skilled employees by 2022. Pradhan Mantri Kaushal Vikas Yojana (PMKVY), the primary outcome-based skill training initiative, has been introduced by MSDE. Its objective is to engage a sizable number of Indian teenagers in outcome-based skill training so they can find employment and ensure a living.

It has been published by the Ministry of Finance on Skill Development in accordance with this decision that the National Skills Qualification Framework (NSQF), which will replace the National Vocational Education Qualification Framework (NVEQF). Formerly known as the Ministry of Human Resource Development (MHRD) was rechristened by the

Government of India's Ministry of Education as the National Vocational Education Qualification System.

i) **National Policy on Skill Development**

The Indian government has declared the National Policy on Skill Development and Entrepreneurship, 2015 in reaction to the issue of skilling at scale with speed, standard, and sustainability. It aims to provide a unified framework for all skill-building projects across the country, harmonise them with industry standards, and link skill-building with demand centres. The responsibility for skills development is shared by the government, the entire corporate sector, community-based organisations, those exceptional, highly qualified, and committed people who have worked in the skilling and entrepreneurship space for many years, industry and trade organisations, and other stakeholders. The policy establishes the framework for future inclusive growth by binding skill development to higher employability and output.

ii) **National Skills Qualification Framework**

The National Skills Qualifications Framework (NSQF), a competency-based framework, divides all qualifications into various levels of information, skills, and aptitude. The descriptions of these levels, which run from one to ten, are given in terms of the learning objectives that all students must meet, whether they do so officially or informally. The NSQF for India was introduced on December 27, 2013. The learner can acquire the certification for competency needed at any level under the NSQF through formal, non-formal, or informal learning. The National Competency Framework is a competency-based The National Skills Qualifications Committee (NSQC), which is comprised of all important stakeholders, is based in the National Skill Development Agency and is in charge of implementing the NSQF (NSDA). The NSQC is also responsible for investigating inter-agency disagreements, approving NOSs and QPs, setting accreditation standards, and prescribing guidelines to meet the

requirements of underprivileged groups and bringing the NSQF into compliance with global certification standards.

iii) **National Quality Assurance Framework**

The National Governments, a competency-based framework, is committed to ensuring that gained credentials and abilities are acknowledged by businesses and students on the job market. This is achieved by implementing outcomes-based quality assurance and fusing comprehensive labour market analyses with national training and qualification standards. Additionally, this facilitates the transition to credentials of a higher degree. The proposed National Quality Assurance Framework for Skills Development places special stress on evaluating and enhancing the outputs and outcomes of skills development in order to increase employability, improve the match between demand and supply, and foster improved access to lifelong learning.

5. Benefits Offered by NEP 2020 For Students

- Increased scholarship chances, high-quality ODL, and online degree programmes that allow for distance learning will lead to more opportunities to enrol in the higher education system.

- Greater flexibility for students in terms of course selection and study pace

- Digitally stored credits to facilitate easy transfer, self-paced learning, and future verification by third parties (such as employers)

- Practical learning and experience through internships, research-based curriculum, short-term skill certificates, etc.

- Improved transparency by HEIs would lead to informed decision-making; Lessened pressure on students through the introduction of one comma;

- Providing Indian students with international exposure through exchange programmes and the establishment of foreign institution branch campuses in India.

6. Types of Skill Development Activities in Higher Education

a) NSS: A group of college-aged students come together voluntarily to form NSS. The programme seeks to instil in students a sense of social responsibility and unwavering service to the community. NSS volunteers make it a priority to make sure that everyone in need receives assistance in order to raise their standard of living and live with respect.

b) NCC: The NCC is one of the top youth groups in our nation, and it has helped to promote national integrity and unity among young people. Its contribution to forming them into active and responsible citizens of the nation by instilling in them the ideals of character, discipline, and hard work has long been acknowledged. It is one of the top groups for preparing students and young people to be responsible citizens.

c) Youth Red Cross: The most significant part of its parent company, Indian Red Cross, is Young Red Cross. Through the Red Cross youth programme, young volunteers can significantly help to meet the requirements of the most vulnerable members of their local communities. It is a voluntary service organisation that promotes community health-related humanitarian services through volunteer services.

d) Civil defence corps: A voluntary group of people called Civil Defence was established to combat and lessen the impacts of natural disasters like earthquakes, floods, and riots on civilian life as well as to keep the populace's spirits up in difficult times.

e) Life skills: This interactive educational methodology focuses on information transmission and self-examination of opinions, beliefs, and values and the necessary psychosocial skills to deal with life's difficulties successfully.

f) Community engagement Activities: This community-based cohort programme aims to promote integrative and experiential learning in

connected community organisations. The students use their knowledge and abilities in a selected town to better the lives of its residents. While visiting NGOs, orphanages, government schools, and slums, they conduct out tasks like school building renovation, adult education for village households, distribution of sports equipment and notebooks, legal knowledge for the village community, formation of self-help groups, etc.

g) Cultural and literary promotional activities: These events develop leadership and teamwork skills, expose students to the arts, and prepare them to be valuable contributors to society. It fosters and supports diversity in its broadest meaning with regard to ethnicity, gender identity, and socioeconomic position by fostering a more welcoming and equitable environment.

h) Environment and Sustainability activities: The objective is to instil in young people a feeling of environmental accountability and a personal commitment to preserving and protecting the environment. They are dedicated to enhancing our community's social, economic, and natural well-being.

i) Conferences: Academic life would not be complete without conferences. Students get the chance to learn about the most recent studies in their discipline, meet leaders in their fields, sharpen their communication and presentation skills, and increase their network at these conferences.

j) Seminars and workshops: You can broaden your knowledge and keep up with technical advancements by attending seminars. Unlike theoretical education, where students are spoon-fed lessons, practical education is not one-sided. The students have a lot of questions when they ponder and comprehend things independently. When their questions are answered and the class is participatory, students learn more. Contributions from students are a great method to gauge their level of thinking.

7. Types of Skills Inculcated through the Skill Development Activities

1. Technical Skills: Students will become more practice-oriented through skill-based education that incorporates experiential learning, work-integrated learning, and skill training. Students will be able to identify and use tools, techniques, machines, and equipment, and would be able to integrate devices properly.

2. Problem-Solving Skills: The concept of thinking before acting on a task will help students improve their ability to use their knowledge to generate solutions to problems in a methodical way. Students will also be able to engage in the required thought processes to identify a complicated problem's solution.

3. Critical thinking Skills: The student's capacity to conceptualise, assess, remember, conclude, and take into account various points of view will be developed through practical instruction and practise, experiential learning, and inquiry-based learning.

4. Creativity and Innovation Skills: The student's capacity to explore new information, contribute and share new ideas, remain receptive to new opportunities, and would remain committed to continuous improvement for certain tasks will be developed through learning by doing and learning with the help of discussions, participation in work groups, role-playing, industrial internships, and apprenticeship.

5. Communication Skills: Students will develop their understanding, listening, reading, writing, negotiating, speaking, offering and getting feedback, and assertiveness skills while learning in the classroom and at work under the direction of several seasoned faculty mentors and industry-specialized professionals. Additionally, they will be able to communicate concepts, opinions and information.

6. Team-Working Skills: Students would learn and practise with peers, faculty mentors, instructors, trainers, and professionals both in the formal classroom and in the workplace. By doing so, the student's ability to collaborate well with people of different racial backgrounds,

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ages, genders, and beliefs will be developed through practical learning. In other words, they will be able to collaborate and engage with one another as team members.

8. Research Methodology

Since NEP 2020 got implemented in the year 2021 for the first time in the state of Karnataka only, hence the students studying undergraduate courses in first and second year were selected for the data collection. A questionnaire was used through snowball sampling as a tool for this universe. Around 550 responses were collected but thirty responses were rejected due to the incomplete information. The objective of the survey can be summarized below as:

• To find out the types of skill development activities implemented under NEP

• To understand the skills developed through skill development activities

• To determine the satisfaction level among the students regarding skill development activities for employability

9. Data Analysis and Interpretations

Reliability test

Table 1. KMO AND BARTLETT Test

Kaiser-Meyer-Olkin	Measure of Sampling Adequacy	.908
Bartlett's Test of Sphericity	Approx. Chi-Square	12068.190
	df	2145
	Sig.	000

KMO and Bartlett's test: KMO and Bartlett's test Kasier – Meyer – OlKin (KMO) measure sample adequacy of the data. In this research, KMO and Bartlett's test Kaiser – Meyer – OlKin (KMO) value is 0.908, which falls marvelous measure of sampling adequacy. Therefore, the factor analysis is suitable for this data set. The Bartlett's test of sphericity $x2$ (2145) = 12068.190, p < 0.001, hence the result is statistically significant

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level.Thus, these tests indicate that the data was suitable for factor analysis.

Table 2. Skills developed through Skill development Activities under NEP

Type of skills developed	gender	N	Mean	S D	t-value
Problem-Solving Skills	Male	245	25.23	3.386	4.93
	Female	275	24.07	2.984	
Critical thinking skills	Male	189	20.47	2.339	2.913
	Female	331	19.30	2.471	
Communication skill	Male	271	18.92	2.331	3.018
	Female	249	18.02	2.407	
Leadership skills	Male	268	18.32	2.812	0.211
	Female	352	18.47	2.418	
Creativity &Innovation Skills	Male	310	11.82	1.633	0.468
	Female	210	11.76	1.602	
Team working skills	Male	294	18.27	2.480	2.951
	Female	226	15.56	2.338	

10. Interpretation

The problem solving skills showed 'F' value is 4.930 and it is significant at 1% level. The value indicates that there is significant difference between male and female students regarding problem solving skills.

The obtained 'F' value for critical thinking skills is 2.913 and it is significant at 1% level. The value indicates that there is significant difference between male and female students regarding this skill. The mean for female was more than males.

The obtained 'F' value for communication skills is 3.019 and it is significant at 1% level. The value indicates that there is significant difference between male and female students regarding this skill. The mean was slightly more for males than females.

The obtained 'F' value for leadership skills is 0.211 and it is not significant at 5% level. The value indicates that there is no significant influence of the gender on Entrepreneurial skills.

The obtained 'F' value for creativity and innovation skills is 0.468 and it is no significant at 5% level. The value indicates that there is no significant difference between male and female students.

The obtained 'F' value for team working skills is 2.951 and it is significant at 1% level. The value indicates that there is significant influence of gender on team working skills.

Multiple regression analysis was conducted by taking satisfaction towards skill development activities under NEP as dependent variable and enhancement of employability skills (problem solving, critical thinking, team work, creativity, communication skills etc.) were taken as independent variables. The regression model's coefficient of determination (R2) is 0.598 (59.8% of variability) and its adjusted R 2 is 0.591, which is a healthy coefficient. One unit increase in problem solving skills improves student's satisfaction towards skill development activities by 0.422 units. Improvement of one unit in critical thinking skills increases student's satisfaction towards skill development activities carried out in the undergraduate programmes.

11. Conclusion

According to this study the students undergoing NEP policy are satisfied with the skill development activities included in their curriculum. The students firmly believe that these activities have enriched their curriculum and positively contributed in attainment of several employability skills. The students undergoing undergraduate programmes in Karnataka under NEP policy have agreed that this has contributed in a significant manner to make them employment ready as they arrive in their final years. This policy ensures the holistic development of the students and transforms them into knowledgeable citizens for the growth of the economy.

Corporate collaborations, student exchange programmes and foreign scholarships can be offered to enrich the curriculum. The academicians and administrators should undergo training sessions to deliver skill development activities efficiently. Various new courses can be integrated and introduced in undergraduate and post graduate levels. More

awareness seminars and conferences should be organized to help other states understand the significance and outcomes of NEP policy

The NEP policy will go a long way in changing the scenario of Indian job market with students equipped with the quintessential skills required to meet the corporate demands.Over the years, the Central Government's skill development programmes have been dispersed among more than twenty Ministries/Departments without any effective coordination or tracking system to guarantee convergence. As a result, the Indian government established the Ministry of Skills Development and Entrepreneurship in 2013 as a distinct ministry (MSDE). The goal of India's honourable prime minister is to make his country the world's skill centre.

The MSDE's 2015 National Skill Development and Entrepreneurship Strategy make an effort to allay these worries.

- Faculty and trainers from business should be hired, and their pay will be determined by their expertise Very low tuition fee scheme that is fully subsidised. The current system of traditional education is not up to the challenging goals of the skilling framework. There will be developed unique and customised facilities, small plants, and workshops.

- In order to find professions and trades around which suitable B.Voc. programmes can be initiated in a specific region, skill missions of the states should play an advisory role.

- To promote learning, region-specific content should also be made accessible online in the regional tongue.

- All vocational programmes must be changed to a modular structure, using a trimester system rather than a semester system.

- Comprehensive cooperation between government, business, and academia. These stakeholders must consciously collaborate on all three levels in order to participate, plan, and put the strategies into place within the current educational system.

- Through work-integrated learning activities, experiential learning, internships, and industrial mentoring programmes, more effective

and long-lasting industry-institute interaction will be developed, leading to strong industry-academia connections.

- We must place a lot of emphasis on collaborative, complementary, and innovative models, such as those that stress workplace experience, training before teaching, and ongoing training. There should be a significant expansion of teaching training institutions in India in this respect.

- Educational institutions must make sure that every member of the teaching staff has the necessary credentials and work experience, has received training before beginning to instruct, and has been pursuing ongoing training. There should be a significant expansion of teaching training institutions in India in this respect.

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A Study to Quantitate the Impact of a Department Best Practice on Academic Performance

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Abstract

Academic institutions have moved away from traditional classroom teaching towards innovative teaching mechanisms. While the choice of innovative teaching practices is a choice of the teacher, institution and student, some practices have been more successful than the rest. Recent trends in ICT enabled teaching have given new opportunities to academicians. Best practices in academics are any good teaching practices which can work in a particular situation and are usually graded by their positive effects towards academic performance among students. Best practices give the academicians the leeway to work on new and innovative practices. This study deals with department best practices used in an academic institution in South India combining cooperative / collaborative learning and gamification in teaching. The effects of this best practice have been quantified using academic performance as the indicator to understand its positive effect. The results show an enduring effect of this best practice on the academic performance of students.

Keywords: Best practice, Cooperative learning, Collaborative learning, gamification in education, forensic science education'

1. Introduction

Traditionally classrooms have been imagined as teacher-centric where the teacher handles the classroom from his / her approach and style. The communication pattern follows a one sided direction and a top to down direction. This style has had its benefits and has been successful in the past. There have been changes in this style of teaching-learning and the style has evolved many folds in the past.

Recent thought processes and improvement in the inclusion of new technologies, newer teaching designs and quality parameters have led to more innovative and sustainable teaching styles and have been credited with making the learning unending and without borders or a timeframe.

Hybrid and blended learning have made classrooms endless and have revolutionised the education industry. Teachers in leading institutions now use a combination of teaching mechanisms and are experimenting with the style that fits their classroom environment and application. (French et al., 2020)

This rush in new techniques and innovative teaching practices have opened a new scope for teachers and teaching styles making this field both interesting and challenging. Technology has been a major player in this innovation era in teaching.

While many innovative practices are available and have been tested, this study chooses to stress on two innovative practices - cooperative learning and gamification in learning. These two practices have been used by many institutions and have recently been a talking point and have been converted into plugins of different kinds into blended learning tools. (Stacey, 1969) (Tokac et al., 2019)

Cooperative learning also known as peer learning is a structured approach where learners meet and learn together. The interaction is only moderated by a teacher. The teacher stays in the structure but is not the primary element of the structure. The learning points are from the curriculum, but need not necessarily be directly picked from the curriculum. This provides freedom of adding application ideas and helping the learner think out of the box. The benefits include celebration of diversity, interpersonal differences and opportunities for personal feedback in a less formal setting. It helps bolster the student's thinking and functioning. (van Alten et al., 2019)

Gamification is a relatively new form of teaching-learning which uses a

more active approach by the learner in a non-recreational environment. This has been credited to helping the student's intrinsic and behavioural characteristics. The empirical results help the student understand his/her abilities and inabilities and aids in correcting their course. The gamified educational experience also has the opportunity to be made available in a virtual space, making it even more informal and enjoyable for students. (Tokac et al., 2019)

2. Background

There have been many endeavours in the recent past to understand the effect of both cooperative learning and gamification in learning on teaching-learning efficiency. In 2015, Ritu Chandra in her study used 40 participants and split them into two groups of 20. One group took collaborative learning and another group experienced individual learning mechanisms. Her finding showed a significant improvement of 20% on academic performance in the collaborative learning subjects when compared to the individual learning subjects. (Chandra, n.d.)

In 2022, Perez et al at studied 75 participants at an educational institute in Spain to assess impact of cooperative learning on emotional competence (EC) and found a positive impact. The results showed all 75 participants showing improvement in EC and academic performance (AP) after 3 months of cooperative learning. The academic performance improvement ranged from 0.8 GPA to 1.0 GPA among students of higher education institutes in Spain. (Fernandez-Perez & Martin-Rojas, 2022)

In 2022, Giráldez et al studied impact of gamification on academic performance at a institute in Spain. They performed the study by classifying 3 sets of students – control group (external to institute), internal group without participation in gamification (PG) and internal group with PG teaching models. The internal group with PG had an improvement in academic performance of 0.4 GPA (average) when compared to other 2 groups. (Arufe Giráldez et al., 2022)

In 2022, Hanafiah et al studied 420 participants in a Malaysian university and classified them into different groups of gamification models. The groups were made with respect to their gamification experience level during studies. The grades were High, intermediate and low. The high gamification experience group had a moderate positive impact of gamification on academic performance while compared to other two groups. (*Malaysia Education Gamified: Effects on Student Gamification Experience and Academic Performance | International Journal of Synergy in Engineering and Technology*, n.d.)

3. Aim & Objective of the study

The present study aims to identify the impact of a department best practise involving both cooperative learning and gamification in learning on academic performance among students of a higher education institute in Karnataka.

The objectives of the study included

1. To assess academic performance of students exposed to cooperative learning combined with gamification
2. To compare the academic performance with a control group who did not have exposure to cooperative learning combined with gamification

4. Methodology

Setting up a department best practice

The term "Best Practice" has been used in the domain of quality assurance to describe "what works" in a particular situation or environment. Different agencies use this concept loosely to fit into a standard practice which can be replicated anywhere else to get similar results. When data support the success of a practice, it is referred to as a research-based practice or scientifically based practice. (*Inst. Strategy_best Practices in Education.Pdf*, n.d.)

The department of Forensic Science at Kristu Jayanti College (Autonomous), Bengaluru, Karnataka, India set up a best practice in the department for academic progress among students which included a combination of cooperative learning combined with gamification.

This best practice was conducted in a student-centric learning form through the students' club of the department. During the events, teachers took a backseat and moderated the session. Every week one hour was dedicated for one hour of both academic cooperative learning followed by a gamified time of recollection of learning points of the day. Cooperative learning included students presenting any one of the following on select topics picked from the curriculum

- Research paper presentation
- Poster presentations
- Case study presentations
- Seminars
- Review paper presentations

Gamified learning included students taking part in following events related to the previous session.

- Quiz
- Debate
- Pictionary
- Puzzles/riddles
- Just A Minute

At the end of each semester, academic performance of students was compared to identify the impact of the best practice on academic performance. The study was performed among two batches of BSc Forensic Science students – UG batch of 2019-22 and UG batch of 2020-23.

- UG batch of 2019-22 was the control group (no exposure)
- UG batch of 2020-23 was the test group (exposed)

The results of first 4 semesters were compared to understand the impact of the best practice on academic performance.

5. Findings

Number of students in control & test group
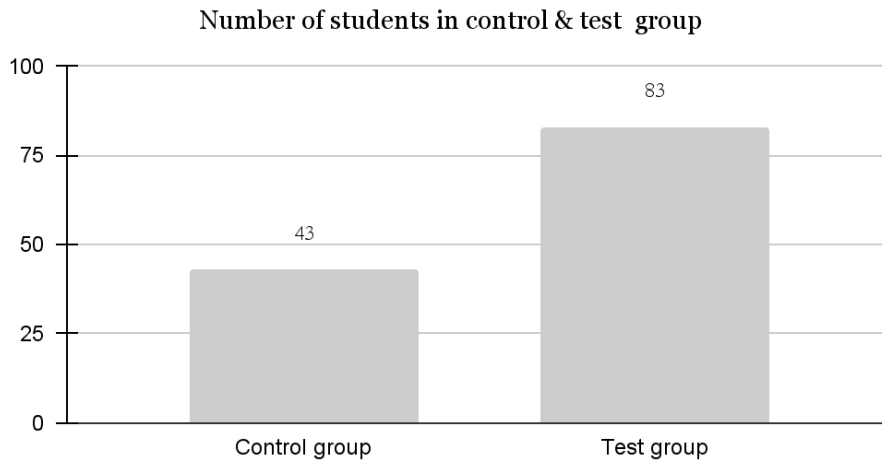
Fig 1.Comparison of number of students in the control & test group

Teacher : Student ratio in control & test groups
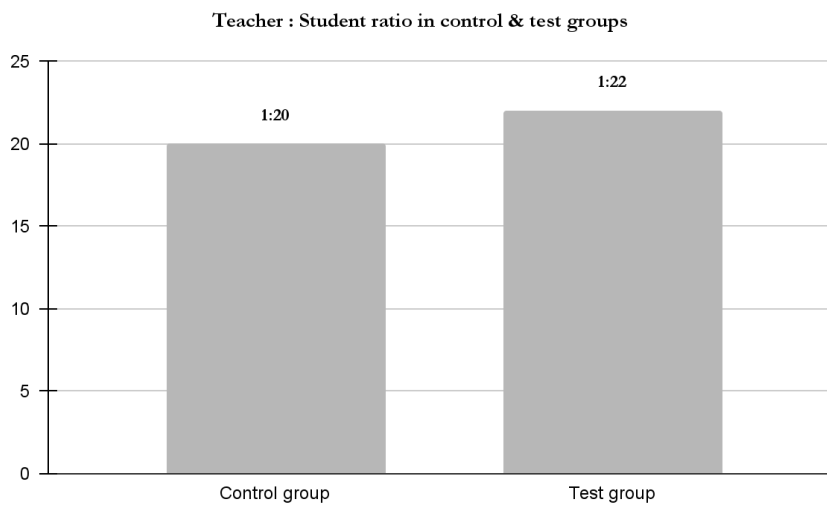
Fig 2. Comparison of teacher: student ratio in the control & test group

Table 1. Comparison of 'range of marks' scored by control & test group

Batch	Distinction **>80%**	First Class **60-80%**	Second Class **50-60%**	Reappear **<40%**
Control group				
Semester I	15 (35%)	24 (56%)	4 (9%)	1 (2%)
Semester II	15 (35%)	21 (49%)	6 (14%)	1 (2%)

Semester III	17 (40%)	23 (53%)	2 (5%)	1 (2%)
Semester IV	15 (35%)	24 (56%)	3 (7%)	1 (2%)
Test group				
Semester I	34 (41%)	42 (51%)	4 (5%)	3 (4%)
Semester II	32 (39%)	48 (58%)	2 (2%	1 (1%)
Semester III	34 (41%)	44 (53%)	3 (4%)	2 (2%
Semester IV	35 (42%)	42 (51%)	3 (4%)	3 (4%)

Comparison of average percentage scored in control & test group
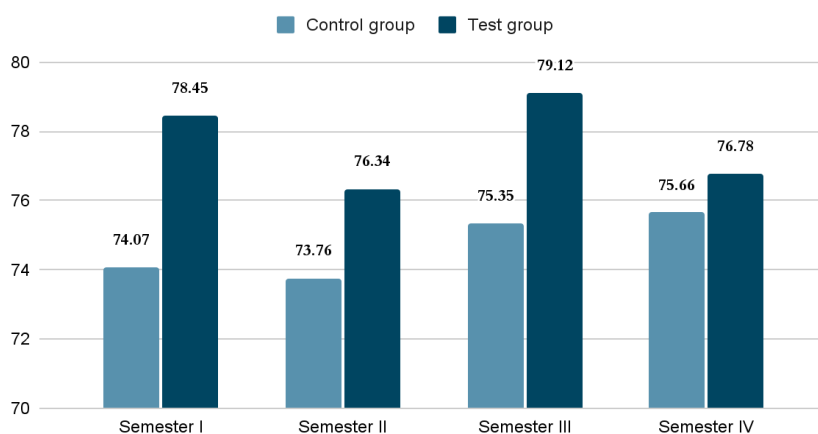
Fig 3. Comparison of average percentage scored in control & test groups across 4 semesters

Table 2. Comparison of average percentage scored by control & test group

	Semester I	Semester II	Semester III	Semester IV
Control group	74.07	73.76	75.35	75.66
Test group	78.45	76.34	79.12	76.78

6. Discussion

While the previously quoted studies have a degree of freedom ranging between 2-28%, the present study shows a percentage difference average of 2.1% among the compared 4 semesters. The authors feel the improvement in academic performance being marginal maybe due to a couple of factors. This study has limitations of sample size, absence of long term data and

disruption due to the pandemic during the study. If repeated with a more extensive timeline, this study can throw light on the positive impact. During this changing landscape in higher education systems, this study can prove vital in identifying suitable techniques and also pave a path for similar themed studies. The impact of innovative teaching techniques like cooperative learning and gamification are certainly present and are going to be game changers in the evolving teaching-learning shift happening across the globe.

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Changing Role of Teacher to transform Future Generation in India: As per NEP 2020 Perspective

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Abstract

The National Education Policy (NEP) 2020 in India aims to transform the education system and prepare the future generation for the challenges of the 21st century. The role of teachers in this transformation is crucial. This research paper examines the changing role of teachers in India as per the NEP 2020 perspective. It analyzes the proposed changes in the teaching-learning process, assessment and evaluation, curriculum, and the use of technology, and explores the challenges and opportunities for teachers in implementing the policy. The paper highlights the need for adequate training, resources, and support for teachers to effectively implement the NEP 2020 and transform the future generation. The research concludes that the success of the NEP 2020 depends on the effective implementation of the policy at the grassroots level, which requires recognizing the critical role of teachers in shaping the future of the country and investing in their professional development. By empowering teachers, we can create a more equitable, inclusive, and sustainable education system that prepares our students for the challenges of the 21st century.

Keywords: NEP, Future Generation, Changing Role

1. Introduction

Teachers are the foundation of the educational system, which is crucial in determining a nation's destiny. The National Education Policy (NEP) 2020 is a thorough plan for overhauling the Indian educational system. In order to satisfy the shifting requirements of society, it seeks to make education more accessible, adaptable, and comprehensive. The NEP 2020's

modification of the teacher's position is one of the major adjustments it introduces. The new policy acknowledges the necessity of empowering teachers so they can serve as leaders, mentors, and learning facilitators.

The goal of this research study is to examine how teachers' roles are evolving in India and how this is affecting the next generation. It will look at how the NEP 2020 sees teachers playing a part in creating a more diverse and fair educational system. The paper will also look at the difficulties that instructors might have in carrying out their new responsibilities and how these difficulties might be overcome.

To ensure that the next generation is sufficiently prepared to meet the challenges of the 21st century, the NEP 2020, which intends to overhaul the whole Indian educational system, has stressed the need to change the role of teachers. The goal of this research study is to examine how, from the NEP 2020 viewpoint, the changing role of teachers in India might improve the prospects for the next generation and what the challenges can be faced by teacher while implementing it.

2. Literature Review

Gupta & Singh (2013) have discussed the concept of teacher empowerment and its significance in ensuring quality education in India. The authors highlight the challenges faced by teachers in the country, such as limited resources, inadequate training, and insufficient support from school administration. They argue that empowering teachers through measures such as professional development opportunities shared decision-making, and supportive work environments can help address these challenges and improve educational outcomes.

Darling-Hammond (2013) investigates how teachers' roles are changing in the twenty-first century as new technologies and educational policies change how teaching and learning are conducted. The author makes the case that modern teaching demands a variety of abilities beyond traditional subject matter knowledge, such as the capacity to work cooperatively with peers and parents, use data to inform education, and offer students tailored learning possibilities. Overall, the report underlines how critical it

is in today's educational environment to acknowledge and value the varied labour of instructors.

Twining and Walker (2015) discuss the potential of blended learning to enhance teacher professional development and build their capacity in the rapidly evolving digital age. The authors provide a conceptual framework for understanding the benefits of blended learning and offer examples of how it has been implemented in various educational contexts. Through the exploration of case studies, the authors demonstrate that blended learning can be used to provide teachers with opportunities for ongoing, personalized professional development that is both effective and efficient. The article concludes by highlighting the potential of blended learning to empower teachers and enhance their ability to meet the demands of twenty-first-century education.

Rao & Anandakrishnan, K. (2018) explores the current state of teacher education in India and the future prospects for the sector. The authors provide an overview of the history of teacher education in India and examine the current challenges faced by the sector, including the lack of adequate infrastructure, a shortage of trained faculty, and a mismatch between teacher education and the needs of the teaching profession.

Dhankhar, & Hooda, A. (2019) discusses the historical evolution of teacher education in India, its current state, and the challenges it faces, including a shortage of qualified teachers, outdated teaching methods, and inadequate infrastructure. The paper also examines the potential prospects for teacher education in India, such as the introduction of technology-based learning methods and the adoption of competency-based teacher education.

Sontakke, S. G., Kadam, D. B., & Vartale, S. P. (2022) describe the key features of NEP 2020, including the emphasis on multidisciplinary education, flexible curriculum, and the integration of vocational education. The authors also explore the challenges that NEP 2020 may face in implementation, such as resource constraints and the need for faculty development. The paper concludes that NEP 2020 has the potential to transform higher education in India and make it more relevant to the needs

of the country's economy and society, provided that it is implemented effectively and efficiently.

Yadav and Yadav (2023) examine the impact of English language pedagogical enhancement policies under the National Education Policy 2020 (NEP 2020) in higher education in India. The paper discusses the challenges and opportunities posed by the introduction of such policies, including the need for faculty training, changes in curriculum design, and the integration of technology-based approaches to teaching English. The authors also explore the potential impact of these policies on students' language proficiency and employability in a globalized economy,

5. Objectives

1) To examine the changing role of teachers in India in light of the National Education Policy (NEP) 2020.
2) To understand how the NEP 2020 envisions the role of teachers in transforming the future generation.
3) To analyze the challenges faced by teachers in implementing the NEP 2020.

6. Key Points of NEP Policy

On 29th July 2020, the union cabinet unveiled the New National Education Policy (NEP), which paved the path for significant change in the K–12 and higher education sectors. The national education policy was developed following five years of in-depth research, which included documenting and collecting information from every region of India, from over 2.5 lakh villages, and from about 33 crore individuals.

As per new NEP, The 10+2+3 system—10 years of formal education, two years of secondary school, and three years of higher education—will be replaced with the 5+3+3+4 system. The union Cabinet minister Shri Ramesh Pokhriyal, has come up with the idea 5 I's through which we can describe our new NEP.
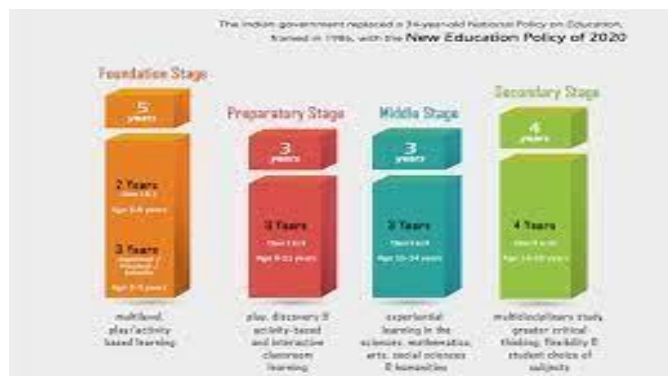
Fig 1. NEP 2020

1. I- **Indian** (It is designed in India, By India and for India)

2. I- **International** (Internalization at Home' focuses on attaining highest global standard in the quality of Higher education.)

3. I- **Impactful** (To eliminate the challenges faced by the students)

4. I- **Interactive** (To bridge the communication gap between teacher and student)

5. I- **Inclusive** ("Learning for All", education will provide multidisciplinary and interdisciplinary liberal education)

Through this NEP, Government of India is looking forward to making India a **"Global Knowledge superpower".** To implement the NEP, teachers are key players, as they shape the future of our children.

Fig 2. Role of Teacher as per NEP 2020

- **Facilitator & Competency Developers:** Teachers are expected to act as facilitators of learning, providing students with guidance, resources, and opportunities to explore and learn independently. Teachers need to focus on developing the competencies of their students, including cognitive, social, emotional, and ethical skills. This requires creating an environment that encourages curiosity, creativity, critical thinking, and problem-solving.

- **Technology Integrators:** Teachers should leverage technology to enhance the learning experience of their students, using technology-enabled teaching methodologies such as online and blended learning, gamification, and personalized learning.

- **Continuous Professional Development:** Teachers need to continuously upgrade their knowledge and skills to keep up with the evolving needs of education. This requires ongoing professional development and training, exposure to new teaching methodologies, and collaboration with peers.

- **Assessment and Evaluation**: Teachers should use a variety of assessment methods to evaluate the learning outcomes of their students, including formative and summative assessments, and use technology-enabled assessment tools.

- **Community Engagement:** Teachers should engage with parents, local communities, and other stakeholders to build partnerships that support the holistic development of their students and involve parents in the learning process.

- **Multidisciplinary Thinking:** Multidisciplinary thinking involves the integration of ideas and approaches from different disciplines to solve complex problems and create innovative solutions. Teachers can model multidisciplinary thinking by incorporating diverse perspectives into their own teaching and demonstrating how different fields of study can be applied to solve real-world problems.

7. Challenges faced by teacher for implementing new NEP in India

The new National Education Policy (NEP) 2020 in India aims to bring significant changes in the education system of the country. While the policy offers many positive aspects, its implementation is likely to face several challenges for teachers. Some of the challenges faced by teachers in implementing the new NEP in India are:

- **Lack of Infrastructure**: The NEP 2020 lays emphasis on the use of technology and the availability of infrastructure for the effective implementation of the policy. However, most schools in India, especially in rural areas, lack the necessary infrastructure, such as computers, internet connectivity, etc.

- **Adequate Training:** The NEP proposes various changes in the teaching-learning process, including the use of new teaching methods, pedagogies, and assessments. Teachers will require adequate training and support to understand and implement these changes effectively.

- **Assessment and Evaluation**: The new NEP proposes a change in the assessment and evaluation system. Teachers will have to adapt to new assessment methods that focus on holistic development, such as critical thinking, problem-solving, and creativity. This will require training and changes in the current teaching practices.

- **Time Constraints**: The NEP proposes changes in the curriculum, including a reduction in the syllabus and an emphasis on experiential learning. However, teachers may find it challenging to cover the entire curriculum in the given time and implement the experiential learning approach, which requires more time and resources.

- **Language Barrier**: The NEP proposes a three-language formula, which requires schools to teach students in their mother tongue or regional language until at least Grade 5. However, teachers who are

not proficient in the regional language may find it challenging to teach effectively.

- **Lack of Resources**: The NEP proposes an increase in the use of technology and digital resources. However, most schools in India lack access to these resources, which can hinder the effective implementation of the policy.

- **Resistance to Change**: Teachers may resist change and may be reluctant to implement new methods and practices. This can be a significant challenge in implementing the NEP, which requires a paradigm shift in the teaching-learning process.

8. Conclusion

The changing role of teachers in India, as envisioned by the National Education Policy 2020, is critical to transform the future generation. The NEP 2020 proposes various changes in the teaching-learning process, assessment and evaluation, curriculum, and the use of technology. Teachers need to adapt to these changes and play a more significant role in facilitating experiential learning, promoting critical thinking, creativity, and problem-solving skills among students. The success of the NEP 2020 depends on the effective implementation of the policy at the grassroots level, which requires adequate training, resources, and support for teachers. It is essential to recognize the crucial role of teachers in shaping the future of the country and invest in their professional development to achieve the goals of the NEP 2020. By empowering teachers, we can create a more equitable, inclusive, and sustainable education system that prepares our students for the challenges of the 21st century.

"Learning needs freedom to think, freedom to imagine and both have to be facilitated by the tutor."- APJ ABDUL KALAM. If India wants to implement the National Education Policy, this is the line we should all keep in mind.

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Conceptual Study on Uniqueness of Pedagogy with respect to NEP Batch in Bangalore City

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Abstract

A mythological story of Abhimanyu, from epic Mahabharata, reveals about human learning starts from mother's womb, no doubt, science has also proved this even after thousand years. Human being is considered as the most intellectual species on earth. Our history of learning is having a rich fossil, which takes us to the journey from crust to mantle, and from mantel to core. India has been remarkably highlighted on world's map many times, and most of the time for its learning, adapting, and progressive attitude. COVID, made us strong undoubtedly, nation spilled the beans and we set examples for other nations too, though we don't deny India still need to race with the upcoming challenges. One of the areas, where India needs to focus on is an education, education is base of progress, and our dream to reach 5 trillion Economy is only possible through lens of education. [1]Conferring to the report on Literacy rate percentage printed by the National Survey of India, takes us in distinction mode of 77.7 as of 2022, which is higher compare to previous couple of years. This is the best thing since sliced bread. But as a progressive nation, we have only crossed stage one, but multiple lapse is visible to crown us as developed country. That is only possible, if we raise the bar of education. Announcement of NEP is actually opened the lapse for innovation, breaking the orthodox pedagogy and bring fresh spectrum in education. The department of Professional Accounting and Finance is one of the blue ocean strategies, which Kristu Jayanti has taken in order to pace in NEP. The department gave new lens to commerce stream with lots of additional bouquets of professional uniqueness. This paper is focusing on the major outcomes of such unique initiatives on students as department level.

Keywords: NEP, Pedagogy, Andragogy, Heutagogy, Peeragogy, Cybergogy, Human Values.

1. Introduction

Today pedagogical architecture has created novel structural design in teaching. Since technology and advancement are very elastic to flux, and so learning also become multifaceted. Challenge of NEP is to not only educate teachers but more than that it is to create the momentum, consistency towards this attitudinal change. Teacher need to be innovative, come rain or shine. So, innovation and creativity is sides of coin, which we need to sculpt hard and maintain its shine. Keeping such advancement in area of education, Department of Accounting and Finance, launched many pedagogical approaches. Among those, we are discussing few, which is based on Andragogy, Heutagogy, Peeragogy, Cybergogy and Human Values. As we know, learning is continuous process and it always surprise with result. These result are basically from student performance on paper and off paper. Since global education, demands not only marks but task as well. So, it's not only knowledge but how frequent we change ourselves in given environment, because, our environment won't be conducive all the time. New education policy has unlocked many model of learning, few of them are from developed country and few itself India has designed. But as a model, we have taken from all over the world, countries like Finland, known for their best practices and innovation, countries like US are known for the standard of education, Germany, Canada, Japan all these countries are producing innovation and innovative methodologies, practices in education. These all countries produces students, which are not only skilled but having an extra edge, which help them to grow in any ecosystem. So, as a global citizen, dwelling in any planet is demand of hour. And to start this effect, we have to change the wire of students mind with all sort of pedagogies, whichever gives best result, we can use it for them, as well we need to keep digging down to see the roots of such methodologies. Andragogy is called as adult learning methods, where, teacher's focus is to define problem only, and students will generate solution. Like it work as linear, single loop learning, where student understand the

concept, based on experience, he learns better and once learning is giving result, student motivate to apply same for another task. So, basically here student direct himself for learning. Though this concept is almost 10 decade old, but as fashion of learning revise, revive, we take many thing from ancient learning. Whereas Heutagogy, is double loop learning, sometimes called as self-determined learning, works as extended branch of Andragogy. Here students, search the problem area by himself, as well design solution too. So, role of teacher in Heutagogy is post checking the effect of such learning, during learning, no intervention of teachers. This give, learners a freedom and they can use any lens to view things proper and work on their blur area. Peeragogy, sometimes called as paragogy too, this is actually a wonderful method, where, empathy comes in picture. A student can feel the pain of other student, and as they both carry same designation, there is no hesitancies. So, it's a friend, peer, and teaches a concept to his friend, DPAF call it as buddy learners. Cybergogy, is method of learning through internet. As we know, this generation, Z is totally spend maximum times on mobile, here, scope of digital learning, in form of you tube, blog, podcast, forum, puzzle, quiz, stimulations, MOOCs and game based learning. Our department's Learning Management System, is comprise of all such application. Students, are free to choose any method through LMS to understand better. Al skill fades, when it comes to save our race, humanity is above all, globally we are seeing challenges as humanity, and machines are taking those heart and mind, DPAF, actually focusing on inculcation, binding of our existence through different human values. COVID, taught us beautifully, what matters at end is, value for life. Sharing, caring, cooperation, social responsibility, guardian of society, civic sense etc. In this paper, we will analyse DPAF uniqueness through different pedagogies under Andragogy, Heutagogy, Peeragogy, cybergogy and Human Values. Not only this, we will analyse the effect on student performance, due to these flexible yet interesting methodology. Department runs many program under New Education Policy, to bring freshness in global learning.

2. Objectives of the Study

1. To analyse the outcome of pedagogical approach of the department.
2. To find out the best unique practice of the department.

3. Theoretical Background

Idea comes and goes, their effect remain, and mind becomes flexible to think and adopt novel things. Exactly, it happened with Department of Profession accounting and finance, when group of faculties brainstormed and designed the novel and effective way to enhance student's skill, not in order to get good marks, but more than that, to make them capable to use of resources and to bring out their best. NEP given a board to scribble and re-write thinking pattern, teaching pedagogies, and outcomes. Our department has unique DNA of global education, which will fit in this generation of Z and Alpha. The objective of education is to bring out solution of problem, the bigger picture take us to area of sustainability, better green architecture, global warming, automation, agriculture advancement, saving rare species, cheaper medical services, energy conservation, and the most important to inculcate humanism, values in every innovation and advancement. Still we are hearing war, losses, pain and grief, doesn't matter, how much we see our self on Sensex, but if our generation is not able to cope up with these problem area, may we will also extinct in our value system. Research across the globe take us to wonderful medium of delivering education, where a student, is been actually nurtured by moral values, humanity at root level and above growing and glowing as intellectual global citizen with innovation, critical thinking, tech savvy etc. Pedagogy is a method, normally used in school education, for smaller kids. No, doubt even few of the method we have used for adult education as well, it means, we are flexible in our own approach. When, the phase of advancement reached to certain level, around 100 years back, we all were able to view world through different spectrum, then Andragogy took place, which was totally focusing on adult education, means, UG and PG level. Here, shift was easily seen as teacher role was to support the students, and

student were self-learning, exploring, and then guided by teacher for further improvement and scope. We have few methods like flip classroom, Group discussion, Extempore, posters etc. Everything was going well, but as human intelligence, re –wired their cell, so, Heutagogy came in frame, which is a higher version of andragogy, but here teacher, only observes the students, they being left at maze, where, they have to find the problem of maze, but before that, they have to roam about, to explore the maze, understand the structure, benefit and disadvantages of maze. Once this is done, they encapsulate problems, and find their unique, robust, sustainable solution. The magic wand is with every student, the way he wants to see the object, he/she can actually mould and change. This specific method, called as double loop learning. Where, first they analyse the problem with their own competencies and capabilities, then they find of concern, so solution comes next, then its goes for wider perspective of problem. Here, all new methods, like the way each student, want can choose his own method thorgh stage, drama, rap, music, games, models etc. Here, comes the next Peeragogy, earlier we were knowing as peer leaning, the concept was given by [3]Eric Mazur, Harvard professor. Where he was on researching this as experiment on students. [4]Then it was popularised by the handbook of Howard Rheingold, which was result of group of faculties, worked together to conceptualize the terms, methods, outcomes around the world. When we, compare Andragogy with Peeragogy, [5]Blondy opinions that challenges are associated, but what matters is upliftment of knowledge. [6]Cheren also confronts that, at this level of UG and PG, students want to study by self, but hurdles come where, few motivation, inspiration shared by their friends can actually boost their learning speed. Next, we are discussing is on the pedagogy called cybergogy, advent of technology, web 2.0, opened multi-layer of learning. COVID, was one of the main reason of such technological advancement. Education changed its size, fit into square digital window, computer and laptop, whereas leaning started by bit by bit, so education also converted in to mobile, small screen, wider knowledge. New methodology were shouting to capture these netizens, offering from worldwide education, took giant

look, offering, engagement, certifications all were bringing some sort of innovation. Here, students being actually freed from knot of formal closed classroom structure, and they were experiencing MOOCs, Pod cast, Blogs, online classes as their comfort. Technology helped in such a way, that people started learning music, singing, and language, which was earlier need personal touch for teaching. COVID, also shown us other side of scarcity, human value, we learnt a lot, we shared, we become concerned, we devolved empathy. So, wellbeing, civic sense, health also took priority other than anything. Now, we will see, how Department of Professional Accounting and Finance designed teaching pedagogy to deliver all in adequate proportion.

4. Research Application

Study is based on NEP batch of DPAF first year and second year students. Total 311, students were selected as sample for different pedagogies. Set of 20 faculties, designed the methods under each pedagogies viz; Andragogy, Heutagogy, Peeragogy, Cybergogy and Human Value. DPAF designed a diamond model of global learning (DMGL), which is having 5 faces, represents five different pedagogies.
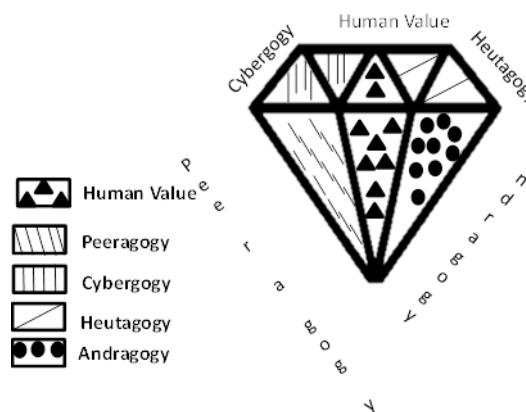
Fig1. Diamond Model of Global Learning

Each faces, represents different pedagogies of learning and under each pedagogy there are set of different activities. Like World Cloud, where teacher can take test in class using internet, that, how much student understood the concept, in that, the maximum correct answer will make a

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cloud, which reflects, that the most of the students understood the concept. For the study, Commerce students of NEP batch taken as sample universe and 2 subjects only taken into consideration, one theory paper and other Logical Paper, Each from First year and second year.

Table1. Methods under Diamond Model of Global Learning

Andragogy	Heutagogy	Peeragogy	Cybergogy	Human Value
Case Study	Speculator Club	Peer Talk Show for CMA Preparation	Word Cloud	Brain Yoga
Extempore	Field Visit Analysis	Buddy Learning for Slow Learners	You Tube Channels	Gratitude
Professional Interface Forum	Mind Maps & Spider Map	Collaborative Learning for CA& CS	Spiderlogy	Jagruko Bhav:
Idea Book	Brand Story	Jargons of Income Tax	LMS Forum	Appreciate /Apologize
Team Pair Solo	Picture Perfect	Readers Island	NPTEL	Civic Sense
Think Aloud Pair	Compress & Express	Project Orientation	Digital Spartans	Sharing & Caring

5. Scope

This paper, giving opportunity to design many activities, which not only making student skilled resource but as well as inculcating health, social engagement, satisfaction, values and care for surrounding. The diamond model of global learning, comprises of everything and can be enhanced on need basis. Department can set their own permutation and combination for result and output.

6. Results and Discussion

Among 311 students, **Andragogical output** shows their confidence to cater crowd, public in form of participation in intercollegiate competition,

National representation on various platform, including G20, Representing on parade of 26th January at Delhi, capital of India, where as **Heutagogical Methods** help them to win several medals on entrepreneur business competition, **Pedagogy**, helped them to cracks exams level, institutional and non-institutional both which states 89% cleared their NPTE exam(External).**Human Values,** effect can't be seen on immediate basis, it's a habit, so continuous hammering through different activities students an lead their life happily. [7]Researches, also says, quality of life become more fruitful, if we are happy from inside, happiness, social connection and engagement create self-awareness and give opportunity to empathise.

7. Conclusion

From teacher led learning to, self-learning and from self-learning to self-exploring, set department's own milestone. Department of Professional accounting and Finance, had advanced internal structure of pedagogies. Which shows uniqueness in department and matching with the output, where student exceled in their field. The Diamond model of Global Learning, designed by department, assured the proper mix of pedagogies, which suits as different segmentation of students, their need and their satisfaction level. Student's performance is directly propionate to the pedagogies defined and designed by DPAF. Our objective to find best practices, gave us bouquets of uniqueness. So, No to one fit for all. It's all customised and curated by in-depth experiment by DPAF.

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From Text to Stage: Enhancing Learning Outcomes through Drama and Theatre

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Abstract

Drama, the glorious art form that ignites the imagination and sparks the fires of curiosity within young minds has the potential to unlock new dimensions of knowledge and skills by fostering a deeper understanding of human behavior and social dynamics. Drama is not just a tool for entertainment, but a potent pedagogical approach that cultivates critical thinking, communication, collaboration, and emotional intelligence. It provides a safe and supportive space for students to experiment, take risks, and learn from their mistakes. It encourages active participation, fosters a sense of community, and instills a lifelong love of learning. This paper analyses the correlation between the involvement of students in drama and theatre with the skills (language and cognitive) and developmental factors of students.

Keywords: drama and theatre, language skills, developmental factors

1. Introduction

The famous poet William Butler Yeats commented that "education is not the filling of a pail, but the lighting of a fire". To light this fire there are many components needed. Pedagogical methods are one suchintegral component in the lighting of the fire which determines the quality of the teaching-learning process. The traditional pedagogical methods confinethe learning process to the four walls of the classroom. Any educational institution striving towards excellence must derive a staggering range of enrichment activities to enhance the multidimensional progress of learners.

Innovativeness is not new to language classrooms. Shifting away from the repetitions and drills of grammar and compositions, language classrooms

took a diversion to acknowledge the creative and critical skills and multi-dimensional possibilities of language learning. The innovativeness in language pedagogy opens door to the efflorescence of competency levels of the learners. Drama and theater is not a new model in the language classroom. This is one of the teaching-learning methods that can be accommodated under the five pedagogical approaches of constructivist, collaborative, reflective, integrative, and inquiry-based approach. "Drama has a great deal to do with pedagogy because it is an art" (Bolton 1993:39).The potential of drama as a teaching-learning method has been explored through various research and experimentations in the classroom.

The National Education Policy 2020 is an exquisitely crafted masterpiece that seeks to revolutionize the education landscape of our nation. It is a vibrant bouquet of innovative ideas, rooted in the principles of equity, access, quality, affordability, and relevance. Drama and theatre production is a befitting methodology in the teaching-learning process to enhance and ensure the vision of NEP 2020 to transform the Indian education system into a dynamic and holistic learning environment. It encourages educators to use drama as a tool to facilitate active and inclusive learning, where students can explore complex issues and express themselves freely. Drama allows for a multi-dimensional approach to learning, where students can visualize, analyze, and interpret information in a fun and engaging way.

> What is theatre, who is it for, and what does it say? Theatre, at its best, is the communication and exploration of human experience; it is a forum for our values, political, moral, and ethical. It is concerned with the interaction of these values at a philosophical, emotional, and intellectuallevel" (Pammenter 1993: 59)

Drama and theatre provide an outlet for students to express their emotions, thoughts, and ideas, which helps them to develop empathy, self-awareness, and social skills. It also promotes cultural diversity and appreciation, where students can learn about different traditions and values through the exploration of drama-based activities.

2. Literature Review

"Theatre in Education (TIE) In the Context Of Educational Drama" by Cristina Pérez V Alverde stated the various applications of educational drama, specifically Theatre in Education (TIE), Drama in Education (DIE), and Educational Drama. The study explored the evolution of TIE and DIE and it also mentioned the scope of educational drama in terms of the teaching of theatre and the teaching of a foreign language from the standpoint of an intercultural perspective. This paper traversed through Augusto Boal's idea of the Theatre of the Oppressed and the ways it can function as a tool in educational drama.

"Master versus Servant: Contradictions in Drama and Theatre Education" by ShifraSchonmann explained the diverse aspects of applied drama and theatre. She traced a trajectory of assorted drama experimentations and advocated for a balance between the instrumental function and the artistic-aesthetic function of our drama and theatre work in education.

"Drama/Theatre in Education and Theatre as an Academic Discipline: A Question of Nomenclature, Techniques and Effects" by J AIdoghoexamined the meaning and scope of drama as a concept and its applications in both society and academia. The paper also investigated differences between, and the function of the different tags, the label of theatre, theatre-in-education, educational theatre–creative dramatics, and community theatre within the Theatre Arts discipline.

3. Objectives

- To explore the correlation between drama involvement and the skills (language and cognitive) and developmental factor.
- To investigate drama involvement as a competency-based learning to enhance academic and non-academic outcomes.

4. Methodology

This paper seeks to assess the various ways in which drama and theatre

can be used as pedagogical methods in a qualitative model and investigates the influence of drama on the language skills, cognitive skills, and developmental factors of students through a minor survey conducted with the English Major Students of Kristu Jayanti College, Bengaluru, who were part of the theatre production.

Drama and theatre can be effective pedagogical methods as they engage students in an interactive and immersive learning experience. By using drama and theatre techniques, students can develop a range of skills such as communication, collaboration, creativity, critical thinking, empathy, and self-confidence. The different aspects or phases of drama and theater are as follows.

- Role-playing: Role-playing allows students to step into the shoes of different characters and situations, enabling them to develop empathy and understanding of diverse perspectives.
- Improvisation: Improvisation exercises can help students think creatively and spontaneously, and improve their communication and problem-solving skills.
- Scriptwriting: Writing scripts can encourage students to express themselves creatively, and develop their writing and storytelling skills.
- Performance: Performance-based activities, such as acting out scenes, can enhance students' public speaking and presentation skills, and increase their self-confidence.
- Debriefing: After participating in drama and theatre activities, debriefing sessions can help students reflect on their experiences and consolidate their learning.

5. Skills Enhanced through Drama and Theatre

By incorporating drama into the classroom, educators can create a dynamic and inclusive learning environment that fosters student growth and development. It is an innovative and creative approach that can transform the way students learn and engage with the world around them.

The Encyclopedia Wikipedia (2013) defines theatre as "a collaborative form of fine art that uses live performers to present the experience of a real imagined event before a live audience in a specific place. "Drama and theater inculcate certain important skills and qualities that will serve them well throughout their lives.

- Building Confidence: Drama and theatre can help students build confidence by giving them opportunities to perform in front of others. This can help them overcome shyness and develop a sense of self-assurance.

- Improving Communication Skills: Drama and theatre require strong communication skills, including verbal and non-verbal communication. By participating in drama and theatre activities, students can improve their communication skills, including public speaking, listening, and expressing themselves.

- Enhancing Creativity: Drama and theatre can help students to develop their creativity by encouraging them to think outside the box and explore new ideas. Through improvisation, role-playing, and other drama activities, students can develop their imagination and come up with new and innovative ideas.

- Developing Empathy: Drama and theatre can help students to develop empathy by putting themselves in the shoes of different characters and exploring different perspectives. This can help them to understand and appreciate different points of view.

- Fostering Teamwork: Drama and theatre activities often involve collaboration and teamwork. By working together with others to create a performance, students can develop important social and emotional skills, including cooperation, compromise, and conflict resolution.

6. Quantitative Analysis of the Benefits of Drama and Theatre

The Department of English, Kristu Jayanti College has taken up drama and

theater production as an effective pedagogy to recognize and develop each student's distinctive potential through fostering creativity and critical thinking in order to support logical decision-making and innovation. All the English Major students were given a chance to be part of theatre production as an extra-curricular activity. Students were involved in the various aspects of theatre production such as script writing, acting, prop making, narration, music and lighting, costume designing, makeup, and many more. In order to understand how their involvement in the activity influenced them, a survey has been conducted. The parameters of the survey were skills and developmental factors. The first segment of the questionnaire was prepared to assess the change in the language competency of the students after their involvement in the activity.

Has taking part in drama and theatre production improved your language skills? (reading, speaking listening)

28 responses
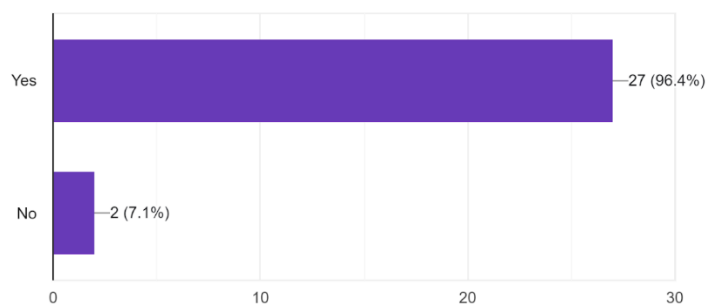
Out of the 28 responses received 96.4% of students responded that their language skills have improved after the activity. This response can be deciphered that drama and theatre production has significantly impacted the language skills of the students.

The second component assessed through the questionnaire was the cognitive skills which include their levels of attention, auditory processing, visual processing, memory, logic, reasoning, perception, and mobility.Out of the 28 responses received 96.4% of students responded that their cognitive skills have been influenced by the activity.

Does the activity influence your cognitive skills?(comprehensive, understanding)
28 responses
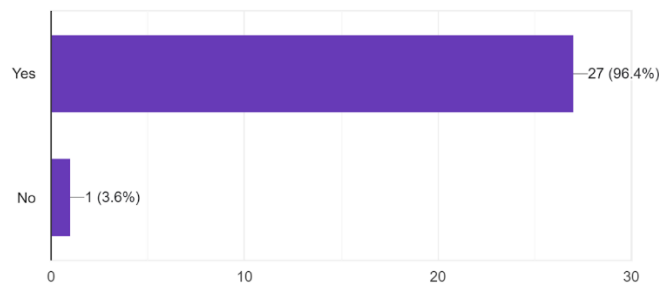
Identity and personality were other components assessed through the survey. Identity is the uniqueness of a person, the qualities that differentiate a person from others. Personality is a manifestation of identity. It refers to the appearance and presence of a person. For instance, the way a person reacts in a certain context.

Mark on the scale (1 being the lowest) How does the activity influence the developmental factor of Identity
28 responses
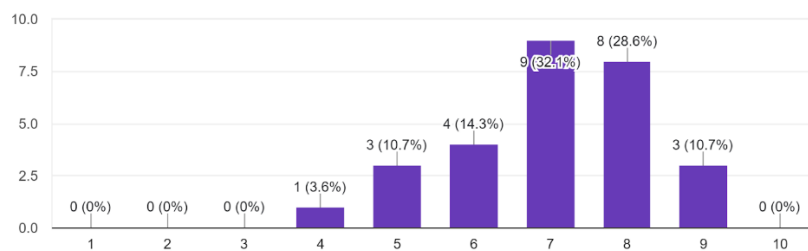
How does the activity influence the developmental factor of Personality
28 responses
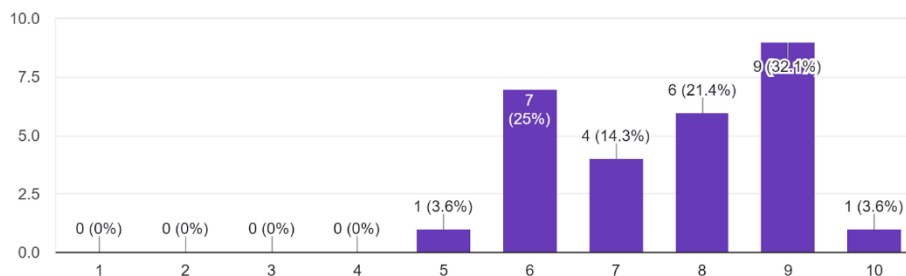
On a scale of 10, out of 28 respondents, 32.1% acknowledged at the point of 7 that the activity influenced their identity. 28.6% rated the influence at the point of 8. 32. 1% of the respondents chose point 9 to show the influence of drama and theatre on their personalities. 21.4% selected the

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point of 8 to show the influence. These responses are a sign that drama and theatre production can influence the identity and personality of students which is a crucial developmental factor.

The influence on social skills was another key factor that was assessed in the survey. Cooperation, listening, sharing, empathy, respecting personal space, and so on were considered under social skills.

Does the activity influence your Social skills?(Inter- personal, empathy etc.)
28 responses
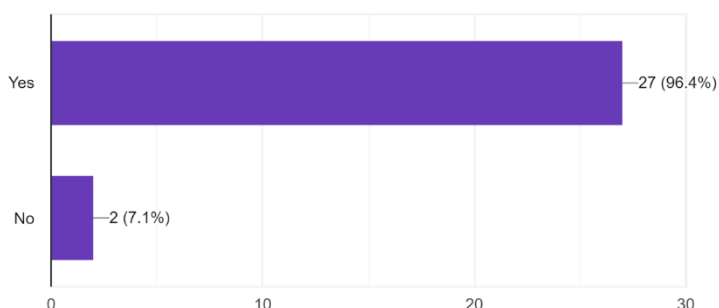
Out of 28 responses, 96.4% rated a positive response to the influence of drama and theatre on the social skills of students.

7. Conclusion

To conclude that the art of drama and theatre has long been heralded as a captivating and immersive method of pedagogy, infusing students with a vibrant sense of creativity and self-expression. By harnessing the power of this art form, educators can instill within their students a wealth of valuable skills, including effective communication, collaborative teamwork, critical thinking, empathy, and unwavering self-assurance. It has the potential to revolutionize the way we teach and learn, unlocking new avenues of knowledge, creativity, and personal growth. With its ability to inspire, engage, and transform, drama is a true force of nature in the world of education.

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Modern Innovative Teaching Pedagogies to Enhance English Language Skills for English as Second Language (ESL) Learners in Higher Education Institutions (HEIs)

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Abstract

English is the official language of the entire globe and but it is incredibly difficult to teach for the ESL learners. Each and every methodology was easier than the one before we used methodology. Between conventional and modern teaching techniques, there may be a variety. The selective teaching pedagogy must make some curious to learn the subject content and it should be sustained in learners professional skills for their elevation of life. However, this research paper illustrates how combining teaching methodologies improve the language skills in their industries. We have been fully constrained by conventional teaching approaches, which is modern learners find a little unsettling. The mind of a learner is never static and it is constantly developing and changing. Whatever the teaching approach, it must always be learner-centered. Any methodology which we used in the class should be based on fostering successful industry-academic connections. It is one of the best strategies for Higher Education Institutions (HEIs) to keep their graduating students ahead of the employment curve. Students will have access to curricula and learning objectives that are created in line with their language proficiency. The primal purpose of this paper is to present good practices of improving quality of educational services to the students through use of innovative methods like AI in Education, Design Thinking Process, Inquiry Based Learning, Jigsaw, Cloud Computing Teaching, Peer Feedback, Crossover Teaching, Personalised Teaching, Open Ended Questions and etc. These innovative techniques are involved the faculty/students in the processes of the teaching and learning management system.

Keywords: Methodology, Learner-centered, Generations, Organisational and Substance in HEIs.

1. Introduction

Modern Innovative Teaching Pedagogies refer to new and creative approaches to teaching and learning that are designed to engage students, enhance learning outcomes, and prepare students for success in the twenty-first century. The following modern teaching pedagogies are based on best practices in education. It aims to provide students with the skills and knowledge they need to succeed in an increasingly complex and globalized world.

- Interactive Lessons (IL)
- Virtual Reality Technology (VRT)
- Blended Learning (BL)
- 3D Printing (3DP)
- Flipped Classroom (FC)
- Peer Teaching (PT)
- Project Based Learning (PBL)
- Inclusive Teaching (IT)
- Artificial Intelligence (AI)
- Design Thinking (DT)
- Inquiry Based Learning (IBL)
- Jigsaw (Js)
- Cloud Computing (CC)
- Peer Feedback (PF)
- Crossover Teaching (CoT)
- Personalised Teaching (PeT)
- Open Ended Questions (OEQs)
- Gamification (Ga-fi)

These modern innovative teaching pedagogies have been shown to improve student engagement, motivation, and learning outcomes. They can be adapted to a variety of educational contexts and subject areas, and provide teachers with new and exciting ways to engage students and promote

lifelong learning. Among these modern innovative teaching pedagogies, design thinking process, inquiry based learning, jigsaw, cloud computing teaching, peer feedback, crossover teaching, personalised teaching, and asking open ended question are take a proposal to enhance learners language skills for English as a Second Language (ESL) learners in Higher Educational Institutions (HEIs).

2. Artificial Intelligence (AI)

Artificial Intelligence has the potential to revolutionize the education sector by enabling personalized learning experiences, automating administrative tasks, and providing insights into student performance. Here are some ways AI can be used in education. It can be a valuable tool in English Language Teaching by providing personalized language learning experiences, improving assessment and feedback, and enhancing communication skills. Here are some ways Artificial Intelligence can be used in English Language Teaching.

Personalized Learning: AI can provide personalized learning experiences by analyzing student data such as their learning history, performance, and preferences to recommend personalized learning paths and resources. This can help students to focus on areas where they need the most help, and learn at their own pace. From the data, we can train them which they were poor in content.

Automated Assessment: AI can automate assessment by analyzing student language usage, grammar, and pronunciation, providing instant feedback to students. This can help students to identify their strengths and weaknesses and improve their language skills.

Intelligent Tutoring Systems: It can provide students with personalized tutoring and feedback. These systems can adapt to the learners pace and provide instant feedback, allowing them to focus on areas where they need the most help.

Speech Recognition: It can help students to improve their pronunciation by analyzing their speech and providing feedback. This can help students to identify pronunciation errors and improve their

communication skills.

Chatbots: It can provide students with instant support and guidance, helping them to practice their language skills in real-time. It can also provide students with conversational practice, enabling them to improve their communication skills.

Artificial Intelligence has the potential to enhance the quality of ELT by providing personalized learning experiences, improving assessment and feedback, and enhancing communication skills. However, it is important to ensure that AI is used ethically and transparently and does not replace human teachers and interaction.

3. Design Thinking (DT)

Design thinking is a problem-solving methodology that involves empathy, ideation, prototyping, and testing. It can be applied in English Language Teaching (ELT) to design effective and engaging language learning experiences. Here are the steps of the design thinking process and how they can be applied in English Language Teaching.

Empathise: Trainer should empathise with their students to understand their needs, motivations, and pain points. This can be done by conducting interviews, surveys, or observing students in action. Trainer can use this information to design language learning experiences that meet their students' needs.

Define: Trainer should define the problem they are trying to solve. This can be done by synthesising the data collected in empathize the phase and creating a problem statement. The problem statement should be focused on addressing the needs of the students.

Ideate: Trainer should brainstorm ideas to solve the problem. This can be done by generating as many ideas as possible and encouraging creativity. Teachers can involve students in the ideation phase by asking them to contribute their ideas.

Prototype: Trainer should create prototypes of their ideas. This can be done by creating a physical or digital prototype of the language learning experience. Prototyping allows teachers to test their ideas and make

improvements before implementing them.

Test: Trainer should test their prototypes with their students. This can be done by gathering feedback from students and evaluating the effectiveness of the language learning experience. Teachers can use this feedback to make further improvements to the language learning experience.

In the design thinking process, teachers can design effective and engaging language learning experiences that meet the needs of their students. The process encourages creativity, collaboration, and innovation among students.

4. Inquiry Based Learning (IBL)

Inquiry based learning is a student-centered approach to teaching that emphasizes the importance of asking questions, investigating, and reflecting. It can be applied in English Language Teaching to help students develop critical thinking, problem-solving, and language skills. Here are the steps of inquiry based learning and how they can be applied in English Language Teaching.

Questioning: Learners are encouraged to ask questions about the topic being studied. Students can be encouraged to ask questions about the language, its usage, and its cultural context.

Investigation: Learners investigate the topic by gathering information, analysing data, and synthesizing information. In ELT, students can investigate language use by analyzing texts, researching vocabulary usage, and conducting interviews.

Collaboration: Learners collaborate with their peers to share their findings, discuss their interpretations, and co-construct knowledge. In ELT, students can collaborate by working in groups to analyze texts, discuss language usage, and present their findings.

Reflection: Learners reflect on their learning by synthesising their findings, evaluating their learning, and applying their knowledge to new situations. In ELT, students can reflect on their learning by writing reflections, discussing their learning, and applying their language skills

to real-life situations.

Inquiry based learning is an effective approach to ELT because it encourages students to take an active role in their learning, promotes collaboration, and develops critical thinking and language skills. Teachers can facilitate inquiry-based learning by providing students with a supportive learning environment, scaffolding their learning, and encouraging their creativity and curiosity in an LSRW skills.

5. Jigsaw (Js)

Jigsaw is a cooperative learning strategy in which students work in groups to become experts on specific topics and then teach their knowledge to their peers. It can be applied in English Language Teaching to promote active learning, develop critical thinking skills, and enhance language proficiency. Here are the steps of the jigsaw strategy and how they can be applied to students.

Group Formation: Learners are divided into small groups of four to six. Each group is assigned a specific topic related to the language or culture.

Expert Group: Learners work in their expert groups to become experts on their topic by researching, analyzing, and synthesizing information. In ELT, students can analyze texts, research language usage, and investigate cultural practices.

Jigsaw Group: Learners are re-arranged into new jigsaw groups consisting of one student from each expert group. In these groups, students share their knowledge and teach their peers.

Assessment: Learners are assessed on their learning. This can be done through quizzes, presentations, or discussions. Assessment allows teachers to evaluate student learning and provide feedback.

Jigsaw is an effective strategy for ELT because it promotes collaboration, develops critical thinking skills, and enhances language proficiency. It allows students to take an active role in their learning, learn from their peers, and apply their knowledge to new situations. Teachers can facilitate jigsaw by providing students with clear instructions,

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monitoring their progress, and providing feedback.

6. Cloud Computing (CC)

Cloud Computing is the delivery of computing services such as storage, processing, and software over the internet. It can be applied in English Language Teaching to provide educators and students with access to a variety of digital resources, tools, and applications. Here are some the ways of cloud computing can be used in language classroom.

Cloud Based Learning Management Systems (LMS): Cloud-based LMS such as Moodle, Blackboard, and Canvas can be used to manage course materials, assessments, and student progress. These platforms provide teachers with a centralized location to store and distribute course content, communicate with students, and monitor student progress.

Cloud Based Tools: Cloud based tools such as Google Drive, Dropbox, and OneDrive can be used to store and share documents, presentations, and videos. These tools allow teachers and students to collaborate on projects, share resources, and provide feedback.

Cloud Based Language Learning Platforms: Cloud based language learning platforms such as Duolingo, Babbel, and Rosetta Stone can be used to provide students with access to language learning resources, tools, and activities. These platforms provide personalized learning experiences, feedback, and progress tracking.

Cloud Based Video Conferencing: Cloud based video conferencing tools such as Zoom, Skype, and Google Meet can be used to conduct online classes, webinars, and meetings. These tools allow teachers and students to communicate in real-time, share their screens, and collaborate on projects.

Cloud Computing is an effective approach to English Language Teaching because it provides educators and students with access to a variety of digital resources, tools, and applications. It allows for flexible and personalized learning experiences, promotes collaboration and communication, and facilitates distance learning. Teachers can integrate

cloud computing into their teaching by using cloud-based tools and platforms, providing students with access to digital resources, and creating opportunities for collaboration and communication.

7. Peer Feedback (PF)

Peer feedback is a process in which students provide feedback to their peers on their performance, language usage, or written work. It can be applied in English Language Teaching to promote active learning, develop critical thinking and language skills, and provide students with feedback that is timely and relevant. Here are some ways peer feedback can be used in English classroom.

Writing Assignments: In writing assignments, students can provide peer feedback by reviewing each other's written work. Students can provide feedback on grammar, syntax, and vocabulary usage, as well as provide suggestions for improving the structure and organization of the written work.

Presentations: In presentations, students can provide peer feedback by evaluating the content, delivery, and language usage of their peers. Students can provide feedback on the clarity of the presentation, the use of visual aids, and the effectiveness of the language used.

Group Projects: In group projects, students can provide peer feedback by evaluating their peers' contributions to the project, as well as the quality of the language used in the project. Students can provide feedback on the effectiveness of the group collaboration and provide suggestions for improving the quality of the project.

Speaking Activities: In speaking activities, students can provide peer feedback by evaluating their peers' language usage, pronunciation, and grammar. Students can provide feedback on the clarity of the communication and provide suggestions for improving the language usage.

Peer feedback is an effective approach to English Language Teaching because it promotes active learning, provides students with timely and relevant feedback, and develops critical thinking and language skills. It

allows students to take an active role in their learning, learn from their peers, and apply their knowledge to new situations. Teachers can facilitate peer feedback by providing clear instructions, modeling effective feedback, and providing feedback on the feedback given.

8. Crossover Teaching (CT)

Crossover teaching is an approach in which teachers integrate content from other disciplines into their English Language Teaching (ELT) curriculum. This approach helps to connect language learning to real-life experiences and increase the relevance of language learning. Here are some ways crossover teaching can be used in English classroom.

Content Based Instruction: Teachers can use content-based instruction to integrate content from other disciplines into their language teaching. For example, a history teacher might provide students with readings about a historical event in English and then use that content to teach language skills such as reading comprehension, vocabulary, and critical thinking.

Project Based Learning: Teachers can use project-based learning to integrate content from other disciplines into their language teaching. For example, a science teacher might provide students with a science experiment that requires them to read, write, and present their findings in English.

Literature Based Instruction: Teachers can use literature-based instruction to integrate literature from other disciplines into their language teaching. For example, a literature teacher might use a novel about a historical event to teach language skills such as reading comprehension, vocabulary, and critical thinking.

Cultural Studies: Teachers can use cultural studies to integrate cultural content from other disciplines into their language teaching. For example, a teacher might use a film about a historical event to teach language skills such as listening comprehension, vocabulary, and cultural awareness.

Crossover teaching is an effective approach to teach because it helps

to connect language learning to real-life experiences and increase the relevance of language learning. It allows students to make connections between language and other disciplines, and to apply their language skills to real-life situations. Teachers can facilitate crossover teaching by integrating content from other disciplines into their language teaching, providing students with clear instructions, and encouraging collaboration and discussion.

9. Personalised Teaching (PeT)

Personalised Teaching is an approach in which teachers modify their instruction and materials to meet the individual needs, interests, and learning styles of their students. This approach recognizes that each student has different learning needs and preferences, and aims to create a learning environment that supports their individual growth and development. Here are some ways personalized teaching can be used in English classroom.

Differentiated Instruction: Teachers can use differentiated instruction to adapt their instruction to meet the individual needs of their students. For example, a teacher might provide students with different reading materials at different levels of difficulty to meet their individual reading abilities.

Self-Directed Learning: Teachers can encourage self-directed learning by providing students with opportunities to choose their own learning activities and set their own learning goals. For example, a teacher might provide students with a range of activities to choose from, such as reading, writing, or listening activities, and allow them to choose the activities that interest them most.

Technology Integration: Teachers can use technology to personalize their instruction by providing students with access to online resources, such as educational websites or language learning apps, which are tailored to their individual needs and preferences.

Project-Based Learning: Teachers can use project-based learning to personalize their instruction by allowing students to choose projects

that are of interest to them and that allow them to apply their language skills in a meaningful way.

Personalized teaching is an effective approach to teach because it recognises that each student has different learning needs and preferences, and aims to create a learning environment that supports their individual growth and development. It allows students to take an active role in their learning, learn at their own pace, and apply their knowledge to real-life situations. Teachers can facilitate personalized teaching by getting to know their students, providing them with choices and opportunities for self-directed learning, and using technology to support their learning.

10. Open Ended Questions (OEQ)

Open-ended questions are questions that require more than a one-word answer and encourage students to express their thoughts and opinions. These questions can be used in English Language Teaching (ELT) to promote critical thinking, develop language skills, and encourage student participation. Here are some ways open-ended questions can be used in English classroom.

Discussion Based Activities: Teachers can use discussion-based activities to encourage students to ask and answer open-ended questions. For example, a teacher might ask students to discuss a news article or a book and ask open-ended questions to prompt deeper thinking and analysis.

Writing Assignments: Teachers can use open-ended questions in writing assignments to encourage students to express their thoughts and opinions. For example, a teacher might ask students to write a response to an open-ended question, such as 'What is your opinion on climate change?' or 'What are the benefits of learning a second language?'

Group Projects: Teachers can use open-ended questions in group projects to encourage collaboration and creativity. For example, a teacher might ask a group of students to brainstorm ideas for a project and ask open-ended questions to prompt discussion and critical

thinking.

Presentations: Teachers can use open-ended questions in presentations to encourage students to express their ideas and opinions in front of others. For example, a teacher might ask a student to give a presentation on a topic and ask open-ended questions to prompt discussion and encourage participation from the audience.

Open-ended questions are an effectual tool to teach because they promote critical thinking, encourage student participation, and develop language skills. Teachers can facilitate the use of open-ended questions by providing clear instructions, creating a safe and supportive learning environment, and modeling open-ended questioning techniques themselves.

11. Gamification (Ga-Fi)

Gamification is the process of incorporating game elements and game design into non-game contexts to enhance motivation and engagement. In English language teaching, gamification can be used to create a fun and engaging learning experience for students, and to motivate them to learn English. There are various ways gamification can be used in English language teaching.

Language Learning Games: Teachers can use language learning games to help students learn and practice English. Examples of language learning games include word games, puzzles, and quizzes.

Digital Games: Teachers can use digital games to make learning English more interactive and engaging. For example, they can use educational apps or online games that teach vocabulary, grammar, and pronunciation.

Role Playing Games: Teachers can use role-playing games to help students practice their communication skills in English. For example, they can create scenarios where students act out real-life situations and practice their language skills.

Game Based Assessments: Teachers can use game-based assessments to evaluate students' English language skills. For example, they can

use games that assess students' listening, speaking, reading, and writing skills.

Gamification in English language teaching can help students stay motivated and engaged, and can make learning English more fun and enjoyable. However, it is important to use gamification as a tool to enhance learning, rather than as a replacement for traditional teaching methods. Teachers should also ensure that the games and activities they use are appropriate for their students' age, level, and interests and they align with their learning objectives.

12. Conclusion

Modern innovative teaching pedagogies have a significant role to play in Higher Education Institutions (HEIs). These pedagogies are designed to enhance the quality of teaching and learning experiences of students and prepare them for the challenges of the twenty-first century. By incorporating modern innovative teaching pedagogies into their curriculum, HEIs can offer a more personalized, student centered learning experience, which promotes engagement, motivation, and critical thinking skills. These pedagogies provide students with hands-on training, real world experience, which develops problem solving and decision making skills in their professional life. Additionally, modern innovative teaching pedagogies promote self-directed learning and help students develop the skills they need to be lifelong learners. The use of modern innovative teaching pedagogies in HEIs requires a shift from traditional teaching methods to a more student-centered approach. This shift requires a change in the mindset of educators, and the need to train faculty members on the effective use of these pedagogies. Also, HEIs need to provide the necessary infrastructure and resources to support the implementation of these pedagogies. As technology continues to evolve and the needs of learners continue to change, it is likely that we will see even more innovative and effective teaching pedagogies emerge in the coming years. Teachers who are open to trying new approaches and incorporating modern innovative teaching pedagogies into their practice will be well positioned to provide

their students with the high quality education they need to thrive in today's complex and interconnected world. The innovative pedagogies offer a new perspective on teaching that is more student centered, personalised, and engaging. As a result, students are more likely to be motivated and develop the skills they need to succeed in their academic and professional endeavors.

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Problems In Higher Education - NEP 2020, A Solution

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Abstract

Higher education system in India is suffering with many problems such as inadequate and uneven growth of higher education, tight compartments of disciplines, lack of emphasis on development of cognitive skills and learning outcomes, limited accessibility to socio economic disadvantaged areas, limited teacher and institutional autonomy, less emphasis on research in most universities and colleges, lack of effective regulatory system in HEIs, having more affiliated colleges with low quality of undergraduation. National Education Policy 2020 has provided solutions to the above problems such as recognising individual differences amongst students, flexibility in choosing programs basing on their talents and capabilities, no tight compartments in disciplines by making higher education multidisciplinary in terms of programs and courses and institutions also. NEP 2020 laid emphasis on conceptual understanding, creative and critical thinking and stressed on ethical human and constitutional values and on life skills. It promotes various languages and even higher education is provided in mother tongue. Accessibility, equality and inclusiveness are the guiding principles of policy decisions in higher education. Teachers are the heart of the learning process. In this way, NEP 2020 is going to bring a paradigm shift in higher education.

Key words: HEIs, NEP 2020

1. Introduction

Radhakrishnan Commission, 1948 was the first commission on higher education, which advocated for the expansion of higher education. After over 70 years of planned educational development, India has reached the stage of the second largest higher education system in the world after

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China with 4.1 crore students. After 8 to 10 years, the number of students is going to reach 10 crore. The National Educational Policy, 2020 also aims at increasing the GER in higher education to 50% by 2035 from 26.3%.

2. Problems Surrounding Universalisation of Higher Education

With the expansion of higher education, the problems surrounding it have also multiplied. Despite massive increase in enrollment in higher education in recent decades, the current gross enrollment ratio is still less than the desired level and way behind the developed countries. The unplanned growth of higher education has created regional, social, economic and gender disparities. The concentration of higher educational institutions and corresponding students 'enrollment is higher in Southern and Western Regions when compared to North, North-East and Eastern Regions. The disparities are still higher between urban and rural areas. As far as social disparities are concerned, the disadvantaged groups such as scheduled castes, scheduled tribes, women and other backward classes. Moreover, less women are found in engineering and other professional courses than that of men.

3. Tight Compartments of Disciplines

A rigid separation of disciplines made students confront to narrow areas of study. There is a need to make higher education multidisciplinary, removing tight compartments of various disciplines. The NEP also aims at making universities and colleges multi-disciplinary by 2035 and all higher educational institutions making multi-disciplinary institutions by 2040. For instance, Economics is an Inter- disciplinary as it is more related to Environment, Energy, Statistics and Mathematics. Economics as a discipline enriches itself leading to specialisations like Econometrics and Applied Economics if it is studied in combination of Mathematics and Statistics rather than with Arts subjects. That too it gives option and opportunity to study Economics by science students. Choice based credit

systems can also be enriched if all subjects become multidisciplinary. The policy aspects and problems of environment and energy can be better understood if students study Economics along with science subjects. Multi-disciplinary institutions help in this regard. All the affiliated colleges are going to become degree awarding multi-disciplinary autonomous institutions by 2035.

4. Revamping of Curriculum, Pedagogy and Assessment Methods

The NEP is going to revamp curriculum, pedagogy, assessment and support to the students for the overall improvement in the learning environment. Learner-centred methods of teaching are being stressed in the new policy. Curriculum should also become multidisciplinary as the institutions are going to be multidisciplinary. Academic Bank of Credit (ABC) is created at the national level to provide flexibility in acquiring degrees. Multiple entry and exit options are going to be given at all levels of education to reduce dropouts in higher education. Instead of an End semester examination system, a continuous assessment system is going to be introduced as per new policy. Thus there should be no tight compartments of arts and sciences, of curricular and extra- curricular activities, of vocational and academic streams. The learners or the students for that matter should be given more freedom to choose the courses and subjects according to their talents and interests.

5. Graded Autonomy to All the Universities

All higher educational institutions, both public and private universities are going to be given more freedom and autonomy. Graded autonomy will be given basing on their accreditation, participation in research innovation and quality education delivery. Within the institutions, the teachers will have freedom to design their own curriculum and pedagogical approaches and even teachers are recognised for their innovative approaches in teaching. Promotion of Indian languages in Higher Education In order to

improve access and GER in higher education, NEP-2020 advocates the use of mother tongue or local language as the medium of instruction and also offers bilingual programs in higher education. Even in Engineering and other professional courses, the medium of instruction should be in the mother tongue. For this, textbooks should be prepared in local languages. But in Andhra Pradesh, English is made as a medium of instruction. The students lost the chance to study higher education in their mother tongue,Telugu. It is contrary to the NEP-2020. That is why, the UGC chairman asked the states concerned to introduce mother tongue as medium of instruction in higher education. In this regard the government has also taken measures to undertake translation of study material in vernacular languages. Hindi medium is introduced in MBBS in some of the Northern States.

6. Improving Quality in Higher Education

Another problem in higher education is with regard to quality. On quality parameters, most of the higher educational institutions in India are far behind the higher educational institutions in developed countries. Except for a few, most of the universities are not appearing on top positions in the world university rankings. Improving the quality of higher education is the need of the hour. We hope NEP-2020 addresses the concern. Revamping the governance of higher education is needed to achieve the goals of new policy. The policy has already proposed to set up the Higher Education Commission of India (HECI) with four verticals for regulation, accreditation, funding and academic standard. Many universities at the state level are suffering with the lack of regular faculty, funds and innovative research. The new policy envisages self-generating funds with innovative research. In this regard a lot of qualitative improvement is needed especially in the state level universities.

7. Conclusion

I hope the New Educational Policy-2020 resolves all the problems being faced by higher education, namely universalisation of education,

making the higher educational institutions multidisciplinary, with flexible curriculum, innovative pedagogical methods empowering the students with 21st century skills. The governments should also commit to allocate six percent of funds to higher education in the budgets of Central state governments on their part.

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Role of Teachers in Enhancing the Experience of Learners

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Abstract

Education is the foundation for building a strong society. Teachers play a crucial role in shaping the lives of students. They are the ones who can make a significant impact on students' lives, both academically and personally. They are responsible for creating a positive learning environment, motivating students, and providing them with the necessary skills and knowledge to succeed. The role of teachers in enhancing the experience of learners has been extensively researched, the purpose of this review paper is to explore the role of teachers in enhancing the experience of learners.

Keywords: Education, teachers, students, leaners

1. Introduction

Teachers play a crucial role in enhancing the learning experience of students. The role of a teacher extends beyond delivering information and assessing performance; it involves building a positive relationship with students, creating an engaging learning environment, and providing students with the necessary tools and resources to reach their full potential.

2. Creating a Positive Learning Environment

Creating a positive learning environment is essential for enhancing the experience of learners. Teachers need to create an environment where students feel safe, valued, and supported. Research has shown that a positive learning environment is associated with increased student engagement, motivation, and achievement (Henderson & Mapp, 2002). Teachers can create a positive learning environment by establishing clear expectations, providing constructive feedback, and promoting collaboration

among students (Henderson & Mapp, 2002). For example, a study conducted by Shernoff et al. (2016) found that teachers who provided positive feedback and recognized student achievements were more likely to create a positive learning environment, which in turn led to increased student engagement and motivation.

3. Motivating Students

Motivating students is another important role that teachers play in enhancing the experience of learners. Motivation is critical for learning, and it is the responsibility of teachers to create a learning environment that fosters intrinsic motivation (Ryan & Deci, 2000). Intrinsic motivation refers to the desire to learn for the sake of learning, rather than for external rewards.

Teachers can promote intrinsic motivation by providing students with opportunities for autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy refers to the ability to make choices and decisions, while competence refers to the ability to master skills and knowledge. Relatedness refers to the sense of belonging and connection with others. For example, a study conducted by Jang et al. (2016) found that teachers who provided opportunities for autonomy, competence, and relatedness were more likely to foster intrinsic motivation in their students.

4. Providing Necessary Skills and Knowledge

Finally, teachers are responsible for providing students with the necessary skills and knowledge to succeed. This includes not only academic skills and knowledge but also social-emotional skills such as communication, collaboration, and problem-solving (Darling-Hammond, 2017).

Teachers can provide students with the necessary skills and knowledge by using evidence-based teaching practices, providing differentiated instruction, and utilizing technology to enhance learning (Darling-Hammond, 2017). For example, a study conducted by Hattie (2012) found that teachers who used evidence-based teaching practices, such as formative assessment and feedback, were more likely to improve student achievement.

5. Importance of teachers in enhancing the experience of learners

Teachers are the driving force behind students' learning experiences. They not only impart knowledge but also inspire and motivate students to reach their full potential. Teachers create a safe and supportive learning environment that fosters students' emotional well-being and helps them feel comfortable expressing their opinions and ideas. A good teacher also helps students develop critical thinking and problem-solving skills, which are essential for success in life.

6. Effective teaching strategies

Effective teaching strategies are essential for enhancing the learning experience. Teachers must understand the different learning styles of students and adapt their teaching methods accordingly. They must also use innovative techniques to make learning more engaging and fun. For instance, using visual aids, group activities, and hands-on experiments can help students better understand complex concepts and retain information.

7. Role of technology in teaching

Technology has revolutionized the way we learn and has become an integral part of the education system. Teachers must keep up with the latest technological advancements and incorporate them into their teaching methods to enhance the learning experience. For example, using educational apps, online quizzes, and virtual learning environments can make learning more interactive and engaging for students.

8. Building positive relationships

Building positive relationships with students is crucial for enhancing the learning experience. Teachers must create a safe and supportive environment where students feel valued and respected. By doing so, students are more likely to engage in learning and take an active interest in their education.

9. Assessing student progress

Assessing student progress is an essential aspect of teaching. Teachers must use various assessment methods to monitor students' learning and provide constructive feedback. By doing so, students can track their progress and identify areas for improvement. Teachers can also use this information to modify their teaching methods and tailor their instruction to meet students' needs.

10. Conclusion

In conclusion, teachers play a critical role in enhancing the experience of learners. They are responsible for creating a positive learning environment, motivating students, and providing them with the necessary skills and knowledge to succeed. They must use effective teaching strategies, keep up with technological advancements, build positive relationships with students, and assess student progress regularly. By doing so, teachers can create a safe and supportive environment that fosters learning, growth, and development.

Research has shown that teachers who create a positive learning environment, promote intrinsic motivation, and provide evidence-based instruction are more likely to enhance the experience of learners. Therefore, it is essential for teachers to continue to engage in professional development and stay up-to-date with the latest research and best practices.

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An Empirical Study on the students' perception on pursuing Professional Courses with the help of Professional Interface Forum at Kristu Jayanti College, Bengaluru

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Abstract

At Kristu Jayanti College, where students study their B.Com degree together with professional courses like Chartered Accountancy (CA) and Company Secretary, Professional Interface Forum serves as a special platform for all students who have registered for the B.Com Professional programme (CS). Questionnaires were distributed to final year accounting students of a public university in Malaysia. About 103 questionnaires were completed and usable for the purpose of the study. Regression analysis was employed to analyse the data. Prior studies indicate that people's perception have an important influence on their career decisions. This study explores the accounting students' perceptions on professional examination and the factors that influence their decisions to take the exam. Prior studies indicate that people's perception have an important influence on their career decisions. This study explores the accounting students' perceptions on professional examination and the factors that influence their decisions to take the exam. This study investigates the opinions of the students on undertaking professional courses with the help of Professional Interface Forum and the elements that affect their choices to take the test. There were distributed questionnaires to B.com students who have enrolled themselves in the Professional Interface Forum of Kristu Jayanti College. The study's useable questionnaires, which totalled about 103, were completed. The data were analysed using regression analysis. The results show that the three primary factors determined to be relevant in influencing the students' decision to take professional examination

are the employment security and stability, the prospects for progress, as well as the students' perception of the profession. The study's findings seem to indicate that institutions and teachers must play a part in encouraging and motivating students to achieve professional certification. Positive information about the field may entice prospective students to accept the challenge.

Keywords: Professional Interface Forum, professional courses, professional examination

1. Introduction

The accounting industry has seen numerous changes as a result of globalisation. The integrity, conduct, and obligation to the public of the accounting profession have also been called into question as a result of the corporate scandals in the US and Europe. As a result, it is important for the accounting business to consistently uphold a solid reputation and the highest level of professionalism. To tackle these challenges and guarantee that students are ready for the real world after graduation, accounting education must adapt to these developments. Hence, The Department of Professional Accounting and Finance, Kristu Jayanti College (Autonomous), Bengaluru, aims at providing the students impetus and course-specific coaching which enables them to successfully complete professional programs such as ACCA, CMA and equips them to complete different levels of Professional courses such as CA/CS and CPA while pursuing B.Com. The Department aims to provide insights into the changing dynamics of professional courses and an ambiance for experiential learning for students in various domains in the field of commerce. Under the B.Com. Professional programme, where students pursue their B.Com degree combined with professional courses like Chartered Accounting (CA) and Company Secretary, there is a unique platform for all students who have registered (CS). The Forum was created to give students the opportunity to regularly engage with the business world and stay in touch with professional organisations and industry. The pupils have the pleasure of participating in one-on-one interaction sessions with famous people.

2. Objectives of Professional Interface Forum

- To ensure maximum pass percentage in CA and CS exams

- To sharpen basic business acumen and develop a competitive edge

- To enhance employability skills and build a competitive edge

3. Activities of Professional Interface Forum

- Conduct Guest Lectures, Interactive sessions & Seminars

- Motivational and Inspirational talks

- Providing tips for facing exams

- Ensure smooth conduct of the coaching classes

- Ensure maximum attendance of the students

- Establish industry academia connect

- Shadowing the leader – Industry Academia Interface

- Collaborations with the ICAI and ICSI

The purpose of the current study is to investigate the variables that affect students' decision to pursue a career as a professional accountant. This study can inform universities and the Ministry of Higher Learning, assisting them in planning potential training to entice graduates to sit for the exam. This report can also be used as a resource by professional bodies to help them decide how to improve the number of accountants who practise their profession. This will also help professional bodies remain viable in the future because it is said that doing so will enable them to continue drawing in new members, ideally the finest and the brightest recent tertiary graduates (Malthus, and Fowler, 2009).

4. Literature review

Several factors that affect graduates' decisions about a professional accounting job have been examined in earlier research (Sugahara et al., 2008; Kloot et al, 2007; Said et al., 2004; Omar, 2009). Students' experience (Sugahara et al., 2008), the offered wage (Said et al., 2004), gender inequalities (Kloot et al., 2007; Ahmadi et al., 1995; Omar, 2009), and the students' sense of professional qualification were among the issues considered (Sugahara et al., 2008; Omar, 2009; Kloot et al, 2007).

Salary is allegedly one of the most significant elements influencing graduates' selection regarding their career. Many investigations carried out in numerous nations lend credence to this idea. According to one study, selecting a career in accounting is largely influenced by starting salaries (Said et al, 2004). Another element that inspires someone is their salary (McLean, Smits and Tanner, 1996). Horowitz and Riley (1990), who assert that one of the main factors influencing students' job decisions is the income offered to them, support this. Another study by Trump and Hendrickson (1970) reveals that starting pay is among the top five preferences for a job among undergraduate accounting majors, with a mean ranking of 6.94. According to a study by Carpenter and Strawser from 1970, starting pay is one of the preferences accounting students have when choosing a career. Yet, certain research, like the Cottrel study, present contradictory results (2011). According to Cottrel, salaries are first given a lot of weight, but as time goes on, other considerations take over that position.

The possibility of job growth is another factor that is said to affect students' decisions to pursue careers as professional accountants. According to Carpenter and Strawser (1970), accounting areas offer more prospects for progression than other professions. These chances present individuals with the tests they need to demonstrate their abilities. According to a local study by Said et al. (2004), this element has a significant impact on Malaysian students' decision to pursue an accounting career. Career progression is also a significant consideration for female accounting students when choosing a job, according to Ahmadi et al1995 .'s study. This is corroborated by a different study by Trump and Hendrickson (1970), which concludes that this factor is among the most crucial factors accounting students should take into account when choosing their career path. It is ranked as either the top or second most crucial criterion in their career choice criteria.

5. Methodology:

In order to gather the data for this study, primary sources were utilised. To

further grasp the topic of the study, surveys were handed out and interviews were done.

120 B.Com. students who signed up for the Professional Interface Forum at Kristu Jayanti College received questionnaires. Out of those, approximately 103 completed questionnaires could be included in the study. In order to learn more about the respondents' motivations for taking the professional examination or not, some of them were also chosen for interviews.

6. Results and discussions

Profile of respondents

In terms of the respondents' profiles, it is to be expected that the majority of them are female due to the trend in higher education institutions where there are more female students than male students (Said et al, 2004). Women make up about 69.9% of the respondents.

About 70% of respondents said they would prefer to start working right away following graduation in their replies referring to their future plans. After graduation, 30% more respondents said they would prefer to continue their education.

Table No. 1 Students enrolment for CA/CS courses

NAME OF THE TRAINER	COURSE	NUMBER OF STUDENTS	PERIOD	NUMBER OF HOURS	NUMBER OF STUDENTS CLEARED THE EXAMS
NorthStar Academy	**CA FOUNDATION** • BATCH 2022-25 • BATCH 2021-24 • BATCH 2020-23 • BATCH 2019-22	65 34 43 36	75	300	- 14 18 12
Self-Study	**CA INTERMEDIATE** • BATCH 2021-24 • BATCH 2020-23 • BATCH 2019-22	1 6 9	N/A	N/A	- 6 6
Self-study	**CA FINAL** • BATCH 2019-22	5	N/A	N/A	5
NorthStar Academy	**CSEET** • BATCH 2022-25 • BATCH 2021-24	19 7	75	300	- 4

NAME OF THE TRAINER	COURSE	NUMBER OF STUDENTS	PERIOD	NUMBER OF HOURS	NUMBER OF STUDENTS CLEARED THE EXAMS
Self-Study	**CS EXECUTIVE** • BATCH 2021-24 • BATCH 2020-23 • BATCH 2019-22	7 4 6	N/A	N/A	3 2 5

Table no. 1 In terms of the respondents' profiles, it is to be expected that the majority of them are female due to the trend in higher education institutions where there are more female students than male students (Said et al, 2004). Women make up about 69.9% of the respondents. About 70% of respondents said they would prefer to start working right away following graduation in their replies referring to their future plans. After graduation, 30% more respondents said they would prefer to continue their education.

Students' perception on professional qualification

Table No.2 explains the descriptive statistics of the assertions about how students feel about professional qualifications.

Table No. 2   Descriptive statistic of the statements

S. No.	Variables	N	Mean	Std. Deviation
1.	The general public places a great value on professional credentials.	103	4.24	0.720
2.	Accountants with professional credentials are held in higher regard than those with an accounting degree.	103	4.15	0.809
3.	Prestigious and widely regarded professional titles	103	4.28	0.617
4.	Compared to other professional jobs, being an accountant offers more flexibility.	103	3.22	1.028
5.	Compared to other professional careers, a job as an accountant will attest to the work's steadiness.	103	3.45	0.860
6.	Accounting careers are quite secure (Job Security)	103	3.31	0.919
7.	There are more opportunities to specialise in the accounting area.	103	3.79	0.775
8.	Professional accountants will be more likely to get promoted to high-level positions inside a corporation.	103	4.04	0.713
9.	The profession that offers the best	103	4.01	0.679

S. No.	Variables	N	Mean	Std. Deviation
	training possibilities is accounting.			
10.	The accounting industry will ensure plenty of chances in the future.	103	3.73	0.865
11.	The professional accounting exam is not challenging or challenging to pass.	103	2.28	1.042
12.	Comparatively speaking, the professional discipline of accounting is quite interesting.	103	3.60	0.844
13.	Only students with outstanding cumulative grade point averages (CGPA) are permitted to take the professional accounting exam.	103	2.35	1.135
14.	The professional accounting exam is only available to persons who hold an accounting degree.	103	2.98	1.155
15.	Professional graduated is paid higher salary than degree graduated	103	4.08	0.750
16.	Higher salaries are paid to professionals than to degree holders.	103	3.86	0.960
17.	If I have a professional qualification, I can earn a big pay.	103	4.04	0.862
18.	Degree holders make less money than those with professional qualifications.	103	3.86	0.715
19.	After graduating, I'll pursue the certification I need to work as a professional accountant.	103	3.31	1.000
20.	Professional accounting will be my first consideration while choosing a career.	103	3.33	1.079
21.	My best interest is a professional accounting career.	103	3.47	0.814
22.	I'm afraid of professional tests.	103	3.58	1.098
23.	I enjoy the challenges that come with taking professional exams.	103	3.48	0.948
24.	I want to ace every professional exam in a single sitting.	103	4.09	0.853
25.	Having an accounting degree is insufficient	103	3.15	0.933
26.	The public values professional and non-professional qualifications differently.	103	3.70	0.968
27.	Working as an accountant will ensure job security.	103	3.03	0.985
28.	My primary consideration when choosing a career is pay.	103	3.50	0.979
29.	In contrast to the accounting industry, other professional fields are less stable.	103	3.10	0.902
30.	Banker jobs are less flexible than	103	3.22	0.949

S. No.	Variables	N	Mean	Std. Deviation
	accountant jobs.			
31.	There are options to specialise in accounting, and advancement in the field is not difficult.	103	3.27	0.877
32.	There are opportunities to specialize in accounting	103	3.42	0.823
33.	I favour the field of accounting above others.	103	2.96	0.989
34.	Those with professional qualifications make more money than people with degrees.	103	3.82	0.883
35.	Passing the professional exam is simple.	103	2.59	0.954
36.	Accounting industry is quite enjoyable to be around.	103	3.46	0.968
37.	It is safer to get an accounting degree than other programmes	103	3.09	0.864
38.	Training chances are better in the accounting area.	103	3.29	0.966

The data's reliability check shows that the Cronbach's alpha is 0.801, which is acceptable because it is higher than the cutoff point of 0.80. (Ho, 2006, p.240). The factor analysis model is suitable, as indicated by the Kaiser-Meyer-Olkin value of 0.656, which is greater than 0.5. (Field, 2005).

Table No. 3 Regression result

	Unstandardized Coefficients B	t	Sig.
(Constant)	1.127	2.039	0.44**
Salary	0.119	1.260	0.211
Job security and stability	0.190	2.346	0.21**
Opportunities for advancement	0.206	1.891	0.062**
Perceived prestige or status	0.009	0.086	0.932
Students' perception on accounting field	0.171	1.329	0.187*
R Square = 0.188 **Adjusted R Square = 0.146** **F Value = 0.492** **P value = 0.001**			

*Significant at the 10% level (2 – tailed)
** Significant at the 5% level (2 – tailed)
*** Significant at the 1% level (2 – tailed)

At a 5% level of confidence, Table 3's results demonstrate a positive

and substantial relationship between students' decision to become professional accountants and job security and stability (2-tailed). This outcome agrees with past research by Ahmadi et al. (1995) and Germanou and Hassall (2009). According to Ahmadi et al. (1995), one of the major considerations for professional accounting courses while choosing a career is job security and stability. According to Germanou and Hassal, job security greatly influences students' decision to pursue an accounting career.

The potential for promotion is a crucial aspect that affects the decision to pursue a career as a professional accountant. This outcome is consistent with other investigations conducted by Ahmadi et al. (1995), Trump and Hendrickson, Germanou and Hassall (2009), and Ahmadi et al (1970). According to Ahmadi et al. (1995), female accounting students consider career advancement when choosing a job. Opportunities for improvement are ranked either first or second most important by accounting students when choosing a career (Trump and Hendrickson, 1970). The likelihood that accounting students would follow a profession in accounting is also closely tied to the opportunity for growth (Germanou and Hassall, 2009).

At a 10% level of confidence, a second factor, students' perceptions of the accounting professional examination, are likewise favourably and significantly associated to their decision to become professional accountants (2-tailed). This outcome is consistent with Germanou and Hassall's prior discovery (2009). According to Germanou and Hassall, there is an important link between students' perceptions and their intentions to pursue a career in the field. The respondents' perceptions affect whether or not they intend to pursue professional certification, according to the interview sessions with them.

This finding highlights the significance of accounting educators (lecturers and practitioners), practitioners, and the relevant ministry actively promoting and informing students about being professional accountants in order to positively affect their perception and draw them to become professionals.

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7. Conclusion and Limitations

This study's goal is to investigate the variables that affect accounting students' decisions to pursue professional certification. The findings show that factors such as work security and stability, career growth chances, and students' opinions of the field will all have a big impact on whether they decide to pursue professional certification. The findings of the preceding research by Sugahara et al. (2008) and Germanou and Hassall are in agreement with this outcome (2009).

This study also recommends that in order to favourably influence and motivate students to pursue professional examinations, educators and institutions must play a part in society. Positive information about the field may entice prospective students to accept the challenge.

This research has several restrictions. First of all, since the sample for this study only includes students from one college, it is rather small. Future research should expand the sample to include students from additional public and private universities and colleges. Second, even if several of these factors show significant correlations in the regression results, the regression analysis's smaller adjusted R-squared suggests the presence of other relevant variables. Future research should therefore take into account additional factors including culture, academic achievement, marital status, and other personal beliefs.

Notwithstanding these drawbacks, this study adds to the body of knowledge by informing universities, educational institutions, and the profession about the factors that affect students' decisions to become professional accountants.

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Historical Thinking Matters - 21st Century Study Skills through Capacity Building Activities

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1. Introduction

Early on in the history of benchmarking, the focus was mostly on measurement in and of itself, as well as on relatively simple comparisons of appropriate performance metrics inside and between businesses. Often, these criteria focused on straightforward productivity metrics of efficiency. The focus gradually shifted from these processes to those within a wider range of functions that affected overall performance. Currently the best practices are the primary focus of benchmarking activities, which are identified through active engagement with best-in-class businesses that have comparable processes, wherever and in whatever industry they may be located. From the standpoint described above, benchmarking becomes relevant to higher education since it can offer educational administrators with an external point of reference or criteria for evaluating the quality of the processes they supervise. This method is beneficial for giving information to be used in the institution's prioritization and decision-making processes.

While examining the 'decision making' process in higher education, role of benchmarks are found to be useful. The adoption of Best Practices Benchmarking can significantly contribute to quality improvement .In order for benchmarking to be effectively applied to education, it must be viewed as an ongoing, systematic method for identifying the best practises of the top-performing institutions and using that information as a foundation for goals, strategies, and implementation. In simple terms, benchmarking best practises for quality improvement would be "identifying and applying the best practises that would result in a substantial improvement in the quality of educational offerings"

In higher education, establishing benchmarks through best practises is

not a novel concept. Association of Commonwealth Universities has already attempted it (ACU). In 1996, ACU's Commonwealth Higher Education Management Service (CHEMS) developed an international "University Management Benchmarking Group" for Commonwealth universities. This club focuses on the efficacy of university-wide processes as opposed to department-specific duties. The CHEMS approach to benchmarking goes beyond the comparison of data-based scores and traditional performance indicators; it examines the processes through which results are achieved. By employing a consistent methodology and finding procedures that are generic and applicable regardless of the organization's structure, it is possible to benchmark across industry boundaries (e.g., geography, size, etc.)

The NAAC approach investigates how the institution's policies and procedures influence its educational offerings and, subsequently, its performance quality. The emphasis is on both the institution's operation and its consequence. Under each of the seven assessment criteria, the NAAC has established the best practices that contribute to the institution's efficient and successful operation; these are known as criterion statements. They function as standards. Rather than defining the activities of the "best-in-class" institution, the criterion statements emphasise the norms that underlie the practices. The finest practices that we would expect an ideal institution to implement under ideal conditions are specified as criterion statements. They serve as benchmarks for optimal practices. Many institutions have created their own procedures for benchmarking, but most strategies are based on Deming's Plan-Do-Check-Act (PDCA) cycle and are fundamentally the same.

2. Case study of a Best Practice

Historical Thinking Matters - 21st Century Study Skills through Capacity Building Activities by Department of History, Kristu Jayanti College, autonomous, Bengaluru

This article has emerged as a result of learning from experience from the implementation of capacity building activity as a best practice at one of

Internal Quality Assurance Cell (IQAC), Kristu Jayanti College (Autonomous), Bengaluru, Karnataka, India.

the well-established educational institution of India which believed is imparting 21st century study skills to all its students. The "21st century skills" are the knowledge, skills, and traits kids need to succeed in the modern world, especially as they move from high school to college, the workforce, and adulthood. Historical expertise is the process of determining what actually happened using available pieces of evidence. It is the art of critical reading primary sources and constructing historical narratives. This skill and process of trying to understand what one doesn't know is a far cry from mindless memorization of names, facts, and dates that many assume to be historical studies. The availability of digital archives and online databases has made access to rare and distant primary source materials possible, opening up new areas of study for new generations of history students. Historical study can provide the required critical thinking skills to look at events from different perspectives and ask 'w' questions to deepen one's understanding. The development of fundamental academic knowledge along with other abilities, including learning skills, life skills, and literacy skills, is the foundation of 21st century learning. Study of history can enable creating such learners needed today and future.

2.1 Objective of the practice

The capacity-building programs of the history department aim to equip graduates with study skills for the future. The specific objectives of the practice are

- To provide opportunities for developing higher-order thinking abilities for history graduates to reach their full potential.
- To develop critical thinking and research skills;
- To present and publish original ideas;
- To foster collaboration and networking

2.2 Context of Practice

The holistic educational paradigm of Kristu Jayanti College, autonomous, Bengaluru emphasizes the development of multiple intelligences, with

reskilling and upskilling as guideposts for the implementation of outcome-based education since 2018. The programme outcomes in history promise to train graduates who can demonstrate comprehensive knowledge of historical events and periods and their significance and formulate historical methods to critically evaluate the record of the past with the ability to design and execute ethical research projects in history. The activities of the department of history motivate students of history to acquire regular reading skills, researching skills, critical thinking skills, and creativity. The department felt a need to collaborate with important agencies to enable better opportunities for the students.

2.3 The Practice

The department established linkages with the Centre for Numismatic Studies, Bengaluru, from 2019; the National Institute of Advanced Studies, Bengaluru, from 2020; and the Centre for Prakrit Studies, Sravanabelagola, from 2020. This collaboration aimed at developing the interest of students in history study skills of exploring ancient and modern sources—numismatics, manuscripts, and modern sources. The collaboration with the Center for Conflict and Security Studies at National Institute of Advanced Studies, primarily aims at various capacity-building activities. These collaborations have enabled us to provide the history students of Kristu Jayanti College with a platform to immerse themselves in understanding global issues and their many aspects by actively engaging in discovering various perspectives and observations on the global happenings and encouraging discussions. It has also helped to develop research culture and skills, improve the writing and presentation skills of young scholars, and increase their awareness of current affairs in light of recent global developments.

2.3.1 Collaborative Lecture Series

The collaborative European Lecture Series with National Institute of Advanced Studies is an initiative that focuses on bringing European experts, consul generals, ambassadors, academicians, diplomats, and parliamentarians from Europe to present their ideas on the latest events

and foster dialogue and interactions with young history students. The opinions formed through these interactions are valuable capacity building measures for our students. It shapes the future generation of leaders and decision-makers who can influence the course of international affairs in the future. The young scholars can become involved in global politics by engaging in research and advocacy on several issues including gender, climate change, human rights, and peace and security. Through social media and other digital platforms, young people can connect with others around the world and build coalitions to push for change. The department used its collaboration to provide learning opportunities on India, neighborhood, and global issues and express their thoughts in the fields of diplomacy and international affairs. This also encourages them to get involved in local needs and work to build strong communities that are connected to the global community. By working on issues such as education, health care, and economic development, they can make a difference in their own communities while also contributing to global progress.

The programmes organized were

- EU, China and the world order: Partners, Competitors and Systemic Rivals by Mr.Davis Merkle, Konrad Adenauer Foundation, Berlin.
- Europe: The Migration Crisis by Mr.Achim Burkart, Consul General, Federal Republic of Germany.
- National young Scholar's workshop on "Global Protest Movements".
- National Workshop on the War in Ukraine: Regional and Global Fallouts.
- Europe Lecture Series: "War clouds over Ukraine" by Ambassador PS Raghavan,
- The War in Ukraine – Panel Discussion by Young Scholars Padmashree Anandhan, Ashwin Immanuel Dhanabalan, Harini Madhusudan and Emmanuel Royan.
- Europe at Crossroads by Mr. Gert Heijkoop, Consul General, Kingdom of the Netherlands

- The Kremlin Question: What lies ahead? by Prof DR Heribert Dieter senior fellow, German Institute for International and Security Affairs.

- Russia and Europe" by Ambassador D.B. Venkatesh Varma on "Russia and Europe"

- Europe, the Ukraine War and Aftermath by Hon.Thorsten Frei, First Chief Whip of the CDU/CSU Parliamentary Group, Germany.

2.3.2 Capacity building Workshop

The collaborative Global Politics Young Voices (GPYV) workshop has organized a monthly workshop in collaboration with the National Institute of Advanced Studies and St. Joseph's University in the academic year 2022–2023. It paves an innovative path for the undergraduate students to present a paper on recent global issues. It builds confidence among the students about how to focus on the global issues and what can be a suggestion for the issues, and it can shape the world for the future. The GPYV workshops are highly informative; they identify the major global developments and their consequences and predict the world's future. Writing a research paper as a student can be a daunting task, but it can also be a rewarding experience that helps the young scholars develop critical thinking and research skills. Critical skill development takes place when students prepare and write research papers by Choose as topic, Conducting independent research, Developing a thesis statement, an outline, writing of first draft, content editing and revision, finalization and submission.

2.3.3 Publication of Scrolls

Another practice that encourages 21st century skills is publishing the annual history magazine, Scrolls. The history is immersed in all sorts of tales, and so the students were also encouraged to present their understanding of historical events with a theme. The students are encouraged to write, draw, or artistically express their learning of history on any subject included in the theme. The Scrolls were introduced in the

academic year 2018-19 and receive an overwhelming contribution from the students. In the present academic year, the fourth volume of the Scrolls is released. Scrolls represent an accumulation of articles, book reviews, poems, facts, sketches, and photographs on history. The magazine had become a platform for students who completed their dissertations in history to publish their arguments and findings. The magazine showcased the talents of photographers and artists. Working and publishing in Scrolls had given the students a meaningful learning experience through the thoughtful selection of topics, responsible interpretation of sources, and wise construction of arguments. The budding historians of Kristu Jayanti College are learning and practicing through this best practice.

2.3.4 Internalisation of Historical Enquiry Process

The activities of the department encourage historical enquiry process that includes

1. Asking Questions – What, When, How and Why
2. Seeking and locating sources to answer the above questions.
3. Analyse the information obtained and compare the evidences
4. Make connections and inferences
5. Organise information and communicate the findings
6. Review and revise

Asking Questions – What, When, How and Why

↓

Seeking and locating sources to answer the above questions.

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Analyse the information obtained and compare the evidences

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Make connections and inferences

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Organise information and communicate the findings

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Review and revise
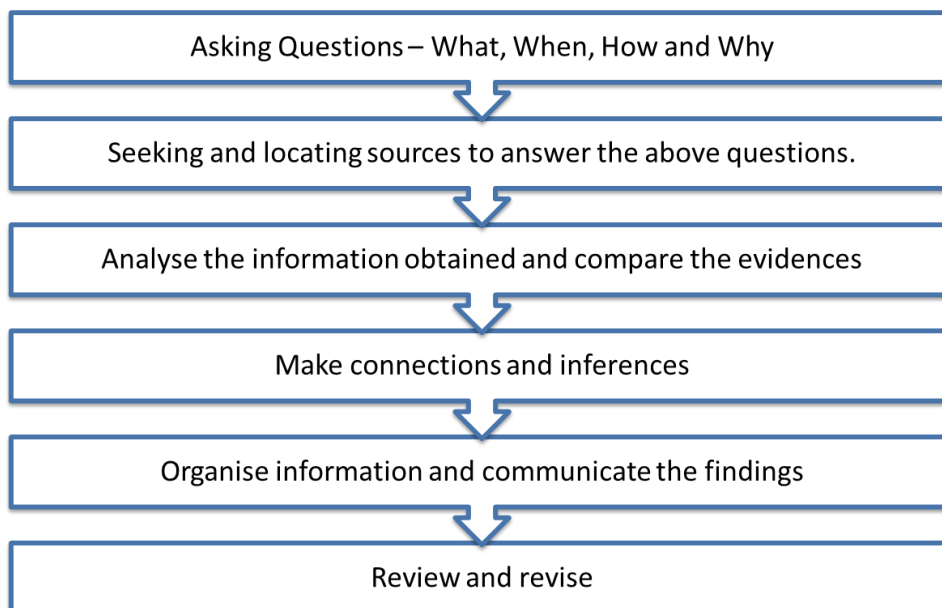
3. Evidence of Success

Any good practice can be a model if it can be done again and again. In fact, in a bigger picture, the ability to replicate should be much greater than what was planned for in the experiment. So, an experiment can only be considered the best practice model if it can be changed to meet the needs of a new environment. This best practice of the department is replicable by all educational institutions. The learning outcome of History study skills can be seen visibly in active discussions of various workshops and presentation in various papers about the global issues. There is an increase in number of presentations in National level Seminars competing with researchers of high calibre. 15 students have presented papers at the national conferences in the last one year. There is also an increase in the number of enrolments for competitions with other scholars, 8 events and 46 participants. There is a noticeable increase in interest of students to become research interns and in writing articles for publications. Eight articles were submitted for publications. Students had also actively participated in G20 summit organised by Ministry of External Affairs as panellists and discussants. One of the most important ways to measure something is by how much it costs. This practice is all about good collaborative partnership and efforts for capacity building capacities with shared available resources is effective and cost friendly. The definite possibility of replication and cost-benefit ratio makes this an effective practice.

4. Problems Encountered

Good benchmarking is about managing change and continuous improvement in a strategic way, figuring out how the needs of the students who are the primary beneficiary are met. There were few problems encountered and some lessons learnt.

> 4.1 One of the problems encountered in the early stages was the issue of adapting to binary mode, Online/ offline teaching learning atmosphere in 2021 and 2022.

4.2 The department faculty members need to allot and meet in the additional mentoring hours with students besides the regular class hours for equipping students to pursue research.

5. Efforts taken to overcome problems

5.1 Addressing accessibility issues required proactive planning to ensure that all students have equal access to the benefits proposed in the best practices. The support of institution and management enabled the department to overcome problems.

5.2 Available to learning management system in the institution enabled department to adopt blended learning methods

5.3 Effective and working partnership with collaborative agencies provided necessary resources and training

5.4 Availability of adequate library resources with access to online databases also encouraged students towards self – study

6. Resources Required

Adopting best practices is a means to an end, not an end in itself, and is most effective when used to build best practices rather than to solve a particular problem. The organization's culture and way of doing business will help you determine how to optimize the adoption process for maximum success. The resources required for adopting best practice include a

6.1   Viable and nurturing collaboration with centres of importance

6.2   Availability of online resources and access to online library links for student research

6.3   Skilful and motivated teachers

6.4   Conduct of focused training and workshop to equip students

7. Conclusion

The procedure of determining "what works" can be both time-consuming and costly. It is easier to justify the work when best practices are utilized. It is best practice to process on the initial stages of the practice and create

new versions along the way to determine what is working and what is not in your institution and decide on the future course of action. It is important to remember that the resources needed to implement a best practice can change based on factors like the size of the institution, the level of education, and the practice's specific goals. So, when planning and putting a best practice into action, it's important to think carefully about the resources that will be needed. History department activities focused on capacity building of students and prepare them for 21st century. There was a visible improvement in the display of skills of the 21st century by students, including the development of critical thinking skills, utilizing digital resources, collecting and organizing information from the right sources, participating in class discussions, developing writing skills, and publishing.

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Research Colloquium in Higher Education: Assessing Research Aptitude among Post Graduate Psychology Students

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Abstract

The present paper has attempted to study the research aptitude among Post graduate Psychology students by providing research colloquium as a best practice. The main objective of including research colloquium as a practice in their skill development activity to enhance their research aptitude in terms of improving knowledge, ability and skill The study used descriptive survey design with purposive sampling method; . The survey data was collected from 161 post graduate students of psychology from Kristu Jayanti College, Bengaluru. The survey findings indicated that the ability to select and write a research article, selection of tools, analysis of the data and presentation skills.

Keywords: Research Colloquium, Research Aptitude, Research skill.

1. Introduction

Research is search for new knowledge going beyond what is already known. It should not be just academic but problem solving and benefitting the society and it is developmental. In an ever changing world, research is needed to survive, to thrive and succeed. Research can be done in basic sciences, applied sciences, arts and humanities, and any area of physical, mental, social or spiritual wellbeing. It need not be restricted to only humans but all of creation. Research is thus defined as the scientific and systematic search for pertinent information on a specific topic or area. (Kothari, 2011). The process to derive and create new knowledge using existing knowledge in a new and creative way so as to generate new concepts, methodologies and understanding is termed as research. A competent research scholar has to be familiar with the methods and

protocols applied while undertaking any scientific research, and critically review any work of similar nature done in the past. Virtually, new research happens when you "stand on the shoulders of giants". Research needs quality time, commitment, motivation, skills and knowledge. Research is not a hobby or pastime but a serious essential activity. Any professional, must add to the body of knowledge of his vocation as part of his obligation. As research originates with a search for knowledge it is therefore important that research problems are well defined, questions are well framed, hypothesis are formulated, plans for systematic collection, analysis, and interpretation of data is properly determined to answer a certain question or solve a problem. Research leads to an original contribution to the existing body of literature and can contribute to further future research. Research is the unearthing of knowledge with a certain interest to study, compare, observe and experiment with the quest of finding the reality. Finally, research is an "attitude" of mind, a sense of curiosity or inquisitiveness, and the desire to do well.

2. Importance of Research in Higher Education

There is a general consensus that the potential for innovation and economic development of a national economy depends on the availability of highly educated staff, and their level of knowledge, skills and competencies. Bozeman and Sarewitz (2011) defined research evaluation as "any systematic, data based (including qualitative data) analysis that seeks as its objective to determine or to forecast the social or economic impacts of research and attendant technical activity" Education is becoming a major driver of wealth economic development and Higher Educations Institutions (HEI) are expected not only to create knowledge and respond to the needs of the students and relevant stakeholders, but also to facilitate social equality. Students investing in higher education must be given exposure and opportunities to be able to use all that knowledge to evolve themselves as well as be able to contribute in the discipline with better research, studies and other discoveries made.

In a globalised world, the role of research in an academic institution is

significant for its sustainability and development, and it is imperative to have knowledge-driven growth based on innovation. The quest for knowledge is the basic principle behind research. The quality of research work directly translates to the quality of teaching and learning in the classroom, thereby benefiting the students, the society and the country. The promotion of research in a huge and diverse country like India will help the nation evolve as a knowledge reservoir in the international arena. Higher education and research capacities have repeatedly been shown to work better for the rich. In the developing world, particular individuals with more assets (better education, more contacts and so on) may, and in effect do, succeed in science and technology research, but their success too often leaves their society untouched or increases inequality. It has been argued that doctoral students, under today's training conditions, may become skilled specialists in finding solutions rather than thinking about the problems of society and going beyond the mere technical terms of one specialty or another (Salomon, 2006).

It is well-accepted that academic research has contributed enormously to find solutions to many problems faced by our society and industries. There have been multiple instances when industries have turned to academics for finding solutions to vital issues. The need for sharing knowledge between research institutions and industry has become increasingly evident. The emerging importance of interdisciplinary fields has given rise to institutional collaborations that allow knowledge to be pooled together. Often, it is industry which is the ultimate beneficiary. Research provides basic inputs that can be used for planning and policy decision-making. Needless to say, academic research is an integral part of global development.

3. Research Colloquium

A pre-arranged meeting for consultation or exchange of information or discussion at which results of scientific research are reported with a formal agenda. The Colloquium enables students to produce a refined piece of original work, which showcases not only their specialized knowledge but

also analytical and writing skills. The Research Colloquium is an ideal place to complete and revise projects such as Field Papers and Master's Theses, and to produce writing samples.

4. Implications of research to Society

Research empowers the knowledge, with creating of innovation processes with sharing of culture and making the scientific process more interactive and permeable, also collaborating of scientific knowledge into real world. Societal impact is often defined as "the demonstrable contribution that excellent research makes to society and the economy. This occurs in many ways – through creating and sharing new knowledge and innovation; inventing ground-breaking new products, companies and jobs; developing new and improving existing public services and policy; enhancing quality of life and health and many more." Some of the common benefits of research to society includes Individuals becomes experts in their respective domain, science acquires new insights and developing of novel solutions.

Societal impact of research is a complex phenomenon which may include variety of direct and indirect self-reinforcing activities and solely not possible to attribute a single project or output and often the changes are manifested in conceptual, instrumental or capacity building as well as evaluations. The non-comprehensive literature review has drawn on some of the most important societal research impact to provide an overview of the basic discourses, concepts and types of impact and the challenges inherent to the incentives and perspectives.

5. Methodology

Objective:
1. To assess the level research skills through research colloquium among Post Graduate Psychology Students of Kristu Jayanti College

Research design:
Descriptive survey method was adopted. The data was collected through Google form with 25 items under the major categories of a research such as

Introduction, Review of Literature, Methodology, Analysis of data, Conclusion and implications were validated by the expertise team members, under Likert scale. The data was collected form 161 post graduate Psychology students studying in Kristu Jayanti College, who had research colloquium as skill development activity. Both boys and girls were included using convenient purposive sampling method. The obtained data was analysed using Descriptive statistics.

6. Results and Discussion

Table 1 showing the percentage given by the students on research aptitude level for each items on Likert scale.

Sl. No	Items	Percentage				
		Very Good	**Good**	**Avera ge**	**Low**	**Very Low**
1.	Selecting a Research article	22.22	55.56	0.00	2.47	0.62
2.	Framing a title for a research	21.60	51.85	21.60	3.70	1.23
3.	Writing abstract	16.05	50.62	25.31	6.79	1.23
4.	Introduction	19.14	59.26	17.90	3.09	0.62
5.	Identifying the need and significance	16.67	47.53	28.40	7.41	0.00
6.	ROL writing	23.46	43.21	24.69	8.02	0.62
7.	identifying research gap	18.52	43.21	29.63	6.79	1.85
8.	Identifying the Research design	13.58	45.06	32.72	5.56	3.09
9.	Strategizing Sampling	14.81	43.21	32.72	7.41	1.85
10.	Selection of tools	22.22	45.68	23.46	7.41	1.23
11.	Tabulation	17.28	35.80	32.72	11.73	2.47
12.	Performing Statistical Analysis	16.05	38.89	27.78	12.96	4.32

| Sl.	Items	Percentage				
13.	Result description	17.90	43.21	27.16	10.49	1.23
14.	Discussions	19.14	45.06	28.40	6.79	0.62
15.	Conclusion	23.46	47.53	23.46	4.94	0.62
16.	Implications	15.43	46.91	28.40	8.02	1.23
17.	Referencing	29.63	47.53	16.05	5.56	1.23
18.	APA formatting	30.86	45.06	16.67	4.94	2.47
19.	Presentation skill	27.78	45.68	17.28	7.41	1.85
20.	Summarising skill	24.69	48.77	22.22	2.47	1.85
21.	Citing research	26.54	50.00	16.67	4.94	1.85
22.	Qualitatative analysis	16.05	38.27	33.95	8.02	3.70
23.	Skill of writing paper	16.67	40.74	32.72	6.79	3.09
24.	Meta analytical ability	14.81	30.86	32.72	14.81	6.79
25.	Taking up research as a career	17.28	30.25	25.31	14.20	12.96
	Total	**20%**	**45%**	**25%**	**8%**	**2%**
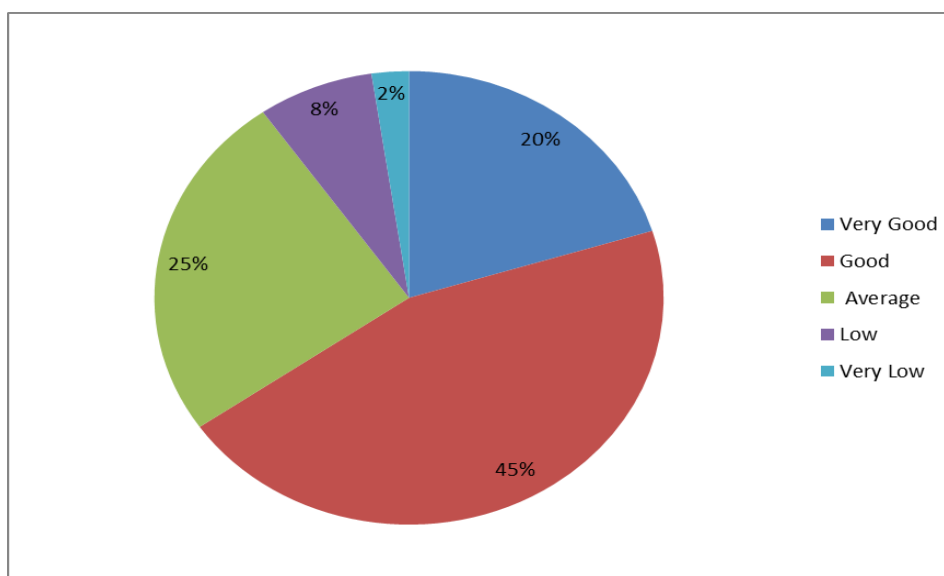
Fig 1. Level of research aptitude developed through the best practice research colloquium

The above table gives the percentage of preference given by the post

graduate students of psychology on research aptitude developed through research colloquium the best practice, on 5 point rating scale, over 20% students have given very good development in the research aptitude, 45% good, 25% average, 8% low, 2% very low development in research aptitude in terms of Selecting an appropriate title, research design, selection of tools, appropriate sample, and writing the analysis of data. The research colloquium outcome is assessed by the presentation skill of the students during the proposal presentation. The expected outcome is when there is 100% publication by the post graduate students of psychology.

7. Summary, Conclusion and Implications

Based on above results it can be summarized that students have gained good knowledge and skills in identifying research article and selecting appropriate result design based on the variables used in the study. Good preference was given to sampling techniques both parametric and non-parametric. Gained knowledge on Selection of tools based on the reliability and validity criteria has been given a good preference. Good preference has been given in result description where students have gained knowledge on tabulation, giving the title to the tables and graphs/charts and writing the discussions for the data obtained. Overall the research aptitude of the post- graduation students of psychology have been enhanced through research colloquium. Finally, it can be concluded that the students are well aware of conducting research in the domain of psychology. The impact of research colloquium has been found among post graduate Psychology students while presenting for their research proposal, writing for the dissertation, attending various national and international conferences and presenting papers and publishing the article in reputed journals. It was also found that the students are looking up for the avenues of various research opportunities for pursuing in their careers.

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Best Practices: Action Research In Social Work Education

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Abstract

Action research is an approach to problem-solving that draws from the traditions of participatory action research and social research. Action research is used in social work to generate knowledge and to improve the practice of social work. Action research can be used to improve the practice of social work by enhancing the understanding of social work practice and the context in which it is delivered. Action research also helps to improve the quality of social work services by providing practitioners with the knowledge and skills they need to problem-solve and make the change. There are several types of action research that social workers can use to improve their practice. It is a dual process considering the social work learners' involvement and making the community members take up the right action to ensure their rights and privileges in the community. This paper is focused on the various parameters of action research, impact assessment, and case example of the successful implementation of action research projects.

Keywords: Action Research, Social Work Education, Impact Assessment, Community Needs

1. Introduction

Social work education is necessary for social workers to understand the client's needs, and how best to meet those needs. Social work education prepares students for life as professional social workers by promoting critical thinking and problem-solving skills, encouraging compassion and collaboration, teaching how to use research methods to make good decisions, instilling values such as justice and equality, understanding the importance of diversity among clients' needs and attitudes,

understanding the history of social work practice as well as current issues.

Social work education is a dynamic process that places the student in a variety of situations, allowing students to learn and practice in diverse settings. This experience allows students to develop their professional knowledge, skills, and abilities through involvement with an array of community stakeholders. The field of social work has constantly evolved to address a multitude of issues involving children and families across the continuum of care from birth through adulthood.

Social work education is deeply rooted in the concept of social justice, which emphasizes a focus on helping the poor and marginalized. Social workers are required to understand human development and how it relates to family, community, and society. All social workers will be required to demonstrate competency in the ethical principles outlined by their respective state boards as well as other ethical guidelines such as cultural values, diversity, health, and human rights.

2. Action Research in Social Work Education

Action research is an educational method that focuses on the application of research to improve learning. Social work education can benefit from action research because it provides educators with a means by which they can investigate, investigate and continue improving social work education. Action research is a method of involvement in the reality of social work education practice. It aims to improve understanding and action through reflection on experience and analysis, rather than through study alone. Action research is a continuous process that can be used at any stage in social work education, from becoming a student to a practicing professional practitioner.

Action research has become a major part of social work education, but there are still many questions about what action research means and how it should be implemented. This paper will explore the history of action research in social work, discuss why it is useful, explore its limits, and suggest ways that practitioners can use it effectively.

3. Process in implementing Action Research

Processes in Action research are a pedagogical method that uses the initial conditions and research paradigm of the problem area to solve it.

The process for conducting an action research project in social work practice consists of 1) identifying the problem(s) to be addressed in the community; 2) specifying the relevant research questions. An appropriate method is then selected to address these issues through data collection and analysis; 3) Fund Raising methods to be planned and executed; 4) Implementing an action plan/intervention in coordination with the community; 5) Follow-up the intervention activities to maintain sustainability.

1) Identifying the problem(s)

The major agenda of the community in action research problem is to improve the quality of life and health of people in our community using a system of education and service delivery. The main goal is to raise awareness among the community members that they can affect change within their own lives by taking steps toward improving their behavior, attitude, or lifestyle. To bring changes in the community, it is a must to show them that they have an important role in society; one that will make our world better by being part of it. The researcher/ team should make the community members involved in the study in mapping out the issues and concerns faced by them.

2) Formulation of relevant research questions

In action research, the researcher identifies the problem from which a solution is desired. Next, the researcher formulates clear research questions that serve as a frame of reference for answering these problems. Once the relevant research questions are identified, they must be formulated into a focused question or statement with clear meaning that can be synthesized into an actionable plan. The focus of research is to answer specific questions about the effectiveness of a project or product. Action research can be used as an effective method to discover

problems, goals, and solutions for a problem. The relevant questions with the community members are helping to draw the intervention plan in the right direction.

3) Adoption of fundraising methods

Action Research is an essential field that helps improves the lives of individuals and communities. However, social work organizations often face the challenge of insufficient funding, which can limit their ability to provide necessary services and support. This is where fundraising comes in as a crucial aspect of social work. There are several methods of fundraising that social work organizations can employ to raise funds. These include individual donations, corporate donations, grants, events, and partnerships. Individual donations are a common way of raising funds and involve soliciting donations from individuals who support the organization's mission. Corporate donations involve seeking support from businesses that align with the organization's values. Grants are another way of raising funds, and they involve applying for funding from foundations or government agencies. Successful fundraising can have a significant impact on the ability of social work organizations to provide services and support to those in need. With adequate funding, these organizations can hire more staff, expand their services, and reach more people in need. Additionally, successful fundraising can help to build trust and credibility with donors and the community, which can lead to more support in the future. Successful fundraising can have a significant impact on the ability of these organizations to make a positive impact on individuals and communities, making it a crucial aspect of social work.

4) Implementation of Action Plan

The Implementation of an Action Plan in an Action Research paper is a critical step in any action research project. The plan helps to organize and track the progress of the project, and it provides a blueprint for how the action research is conducted. Intervention in the community is significant for many reasons. It can also help to improve the quality of life for those who live in the community, by providing them with access to

resources that can help them to live healthy and productive life. Finally, intervention in the community can also help to reduce migration among the people by providing them with access to housing and other services.

5) Follow-up

Once the intervention is implemented, the research team has to do the follow-up of the interventional activities. Through the follow-up, sustainability could be promoted and long-term impact would be developed in the mindset of the community members.

4. Significance of Action Research in the community

Action research is a process of inquiry and participatory action that helps communities identify and address problems in their neighborhoods or communities. The process helps communities identify what needs to be done to improve their community, and then takes concrete steps to implement these solutions. Action research can help communities identify and address a wide range of problems, from crime to environmental degradation. Action research is important for two main reasons. First, it helps communities identify and address problems that they may not have been aware of. Second, it allows communities to take action and make changes that they may not have been able to make on their own. Action research can help communities identify and address problems within their community, as well as find solutions to these problems.

5. The outcome of Action Research

Action research is a process in which community members work together to identify problems and develop solutions. The process is often used to address issues related to social justice, education, and public health. Action research is conducted through a cycle of reflection, action, and evaluation. This cycle allows community members to reflect on their experiences, take action to address the identified problems, and evaluate the results of their efforts. The outcome of action research depends on the specific goals and objectives of the community. However, successful action research projects typically result in positive changes in the

community, such as improved communication, increased collaboration, and new or improved programs and services.

6. Impact of Action Research

Action research has had a positive impact on the community in many ways. First, it has helped to build trust between researchers and community members. Second, it has helped to create more participatory and empowering research relationships. And third, it has helped to create knowledge that is more relevant and useful to the community. Action research has helped to build trust between researchers and community members by creating more open and transparent research relationships. Community members are more likely to trust and participate in research projects when they feel like they are being listened to and their input is valued. Action research has also helped to create more participatory and empowering research relationships. By involving community members in the research process, they are more likely to feel ownership over the research and its findings. And by making the research process more participatory, community members are more likely to find the research findings useful and relevant to their lives. Action research has also helped to create knowledge that is more relevant and useful to the community.

Case Study

The students of Social Work, Kristu Jayanti College as part of their academic curriculum, did a minor project wherein they had to identify different communities in need and help them with long-term interventions. The group identified a migrant community of 17 families living in a slum in Kothanur. With a baseline survey, their socio-demographic profile details were collected, and it was understood that the immediate need of the slum dwellers was toilet facilities and rations to combat the III wave of the pandemic. The researchers mobilized funds from family, friends, and other donors for the emplacement of portable mobile toilets. The major objectives of the Study are to understand the socio-demographic profile of the community, to sensitize the community on adopting health and hygiene practices, and to mobilize the resources and utilize it effectively.

3 Phases of Research Study:

1. Pre-test

In the pre-test, researchers used a quantitative study and surveyed to identify the basic needs of the migrant community. A total of 24 questions were asked during the survey which covers their socio-demographic profile, hygiene factors, COVID-19 awareness, and vaccination status.

2. Intervention:

Emplacement of Mobile Toilets

The researchers were able to determine that the community's primary need was a toilet by conducting the baseline survey. They defecate in the open since they do not have access to a toilet. Defecating in fields, forests, shrubs, bodies of water, or other open locations is known as open defecation. Defecating in public is an insult to one's dignity, as well as a threat to children's nutrition and community health. SDG target 6.2 specifically mentions the elimination of open defecation as a major priority for enhancing the health, nutrition, and productivity of developing country populations. Sanitation refers to the proper disposal of human waste, wastewater, and solid waste, as well as residential and personal hygiene, food hygiene, and other topics. The most crucial part of sanitation is the safe disposal of human waste. Over 80% of diseases in underdeveloped countries are caused by infections spread through direct or indirect channels from human waste.

Children, mothers, and young girls are the most affected. Diarrhea is most common in children under the age of five, and it can be fatal. The consequences of a child becoming ill early in life can be seen later in life in the form of poor physical and cognitive development. Apart from the health and economic consequences of open defecation, bad odors, and filthy walkways degrade the village's attractive landscape.

To combat the negative impacts of open defecation, a community's access to basic sanitation facilities is critical. So, the researchers decided to emplace two portable toilets in that community. As a result, their critical requirement could be met.

♣ Provision of Ration Kits

Researchers were able to determine the community's second need through the survey. Their second important need was ration. A ration is a set amount of food or other products given to each individual during times of scarcity. Through the survey, the researchers found that many families in that community did not have an adequate amount of ration as a result of the third wave. Researchers found a solution for this by connecting them to an NGO that provides free rations for people in times of dire need. The researchers then distributed the ration kits to all 17 families residing in the community. One ration kit was able to satisfy the family for one month. Thus the second need of that community was also fulfilled.

♣ Awareness of health and hygiene

A state of complete physical, mental, and social being, not just the absence of disease or infirmity, is defined as health. Mental and physical health are interconnected. An old and appropriate saying for good health is a sound mind in a sound body. Hygiene is a set of health-promotional activities. "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases," according to the world health organization (WHO). Personal hygiene means maintaining the cleanliness of the body. It is common knowledge that health and cleanliness are inextricably linked. Personal hygiene is important for a variety of reasons, including personal health, social well-being, psychological well-being, and simply as a way of life. Maintaining proper hygiene protects others around you from illness, as well as prevents the transmission of infections, illnesses, and foul odors. Hand washing, facial cleanliness, and bathing with soap and water are examples of hygiene activities that can promote cleanliness and lead to excellent health.

Many diseases can be avoided by practicing good hygiene, such as covering your cough and sneezes, washing your hands after handling animals, and showering before swimming. One of the most efficient

methods to protect ourselves and others from numerous illnesses, such as gastroenteritis, is to practice good personal cleanliness. Hands should be washed frequently, especially before preparing or consuming food and after using the restroom.

Concerning all the above health and hygiene factors, the researchers gave an awareness session on the same so that behavioral and lifestyle changes can be observed through these practices.

✚ Fundraising

To emplace the mobile toilets, the researchers highly required financial assistance as well as guidance in launching this great initiative. So the researchers decided to launch a fundraising drive. With the generous and kind support of family, friends, and other donors they were able to raise an amount far above the proposed budget of 86,741. With the helping hands of many generous hearts, the researchers delivered two mobile toilets to the migrant community.

Post-test

Researchers visited the community after two weeks to see if people were using the toilets properly. They were also told to share their prior and subsequent sanitation experiences. Many in the community shared their worst experience before the placement of the toilet. They said it was mainly women and girls who suffered the most from not having a toilet and the children in that community came and told that when they were well educated they would put up a lot of toilets like this and also teach people about the importance of Health & Hygiene. Likewise, the elders in that community said that they were not aware of the importance of hygiene. But now that they are aware of it, they will undoubtedly convey the value of hygiene to future generations.

Findings

- Findings show that the people of the slum especially women feel difficulty without having toilets. They were not able to build toilets due to financial difficulties.

- It is being identified that the women of the slum are having difficulties more than the men because of insufficient toilet facilities, it is because women are feeling uncomfortable and insecure while attempting defecation outside compared to the men.

- The people are satisfied with the toilet facilities provided by the social work students of Kristu Jayanti College.

7. Conclusion

In social work, action research is often used to develop and test interventions. It can be used to answer questions about how best to serve individuals and communities, and to measure the impact of interventions. Action research can be used to identify and test the feasibility of a proposed intervention, to determine whether an intervention is effective, and to determine how an intervention can be adapted to be more effective. Action research can also help social work professionals better understand their clients and the communities they live in. Action research is a vital part of social work. Through action research, social work learners can identify the community needs and ensure the possible services to the community through their serious efforts.

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Ensuring Quality Teaching-Learning: Overview in Higher Education

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Abstract

The study tries to find out the effectiveness of quality teaching-learning method by creating a framework by understanding the methods adopted by selected higher education institutions that are graded high in quality. Promoting an effective teaching environment entails various kinds of support in order to increase the quality of teaching and learning. Based on the understanding of the quality followed in selected institutions a teaching-learning framework is created and reviewed. The framework consists of four stages – Plan, Progress, Perform and Results. These four stages explain and give an insight on the quality teaching –learning that can bring effectiveness in higher education.

Keywords: education, quality, teaching, learning, students

1. Introduction

In an increasingly knowledge-driven economy, higher education is a significant driver of economic competitiveness. The need for top-notch educational institutions is a requirement for nations that want to better their workforce skills. The quality of programs is a concern for society as higher education institutions expand and become more diverse. Public evaluations and global rankings of higher educational institutions are given a lot of consideration. It is difficult of measure teaching quality as the problems related to the academic success of students is wide and complex in nature. A proper evaluative policy, procedure, and practice can be a very effective way to bring change in the system. Learning results are possible by efficient design of the curriculum and course material, a range of learning contexts such as guided self-study, project-

based learning, and collective learning methods utilizing feedback, and assessment of learning outcomes. This can be accomplished by finding the synergies of the all the stakeholders- students, teachers, parents, department head and the institution. The success of the quality initiatives depends on the commitment of the teachers and support from the institution head who encourage the quality teaching spirit and enable operational implementation. Owning their activities and developing a degree of accountability and switching to highly decentralized systems can bring effectiveness in teaching and learning framework. It is essential that institutional leaders provide direction and coordination to teachers through suitable facilities and platforms for discussion. Promoting an excellent, equitable, and supportive learning environment that integrates social, economic, and environmental aspects with a dedication to honest evaluation and ongoing, constructive communication with student. In order to make the teaching – learning experience effective, an effort to keep the highest level of wellbeing of teachers and student population by giving them the necessary resources and assistance to enable them to participate in the educational process is important.

2. Teaching and Learning

In the process of teaching and learning, students acquire new information, attitudes, behaviors, and skills that help them achieve objectives like getting good grades, landing a job at a company, etc. Three essential components of the teaching-learning process include teachers, students and the institution itself. Teachers are the hub of education. They use a variety of inventive teaching pedagogies to inspire students and pick up the necessary skills quickly and easily. The students get attracted to their teacher through the innovative technology driven pedagogy (DiCerbo, K. (2020). Finally, educational institutions should create an environment that is conducive to learning. Teaching-learning process can be described as a setting where instructors set the standards for the aspects that students must learn and the reason for

learning it (Nithyanandam, 2020). Teachers choose the pedagogies to be delivered and evaluate the course outcomes. It is the responsibility of the teachers to determine whether the students have learned to reproduce it whenever required. The educational institution must determine whether the students succeeded at the conclusion of the program like attained a job or an entrepreneur or choose higher education. The academic achievement of a student proves the effectiveness of the pedagogies. Alternative pedagogies have to be considered when failure occurs and the process continues. In doing so, the teacher increases the students' enjoyment, comfort, and capacity for long-term memory.

3. Relevance of Quality Teaching

There is significance in evaluating the performance of a teacher that helps to improve quality of teaching. There are three elements that contribute for quality teaching. It includes quality learning atmosphere, superior intelligence, and the availability of resources to impart valuable knowledge that is associated with the betterment of students. Each of these factors focuses to provide quality education to students. The feedback from students provides teachers with an understanding the areas of improvements and refining the methodology to help students learn effectively. It also develops teachers' understanding of what it means to teach well in accessible and measurable ways.

It is not easy to define a quality teacher. The exam grades are not the only criteria to assess the learning outcomes. The results cannot demonstrate the students' passion towards studies and a self-sufficient fortitude to overcome obstacles and face the challenges. Results are of course significant indicators, but do not accurately reflect the overall development of students in a particular period of learning. There is no doubt that quality teaching enhances students' learning progress. For this development initiative a holistic strategy is appropriate as teaching and learning are inextricably linked. The top leadership of the institution must make a long-term, non-linear institutional commitment

in order for sustained quality teaching policies to be implemented. Consistent design of quality instruction policies should be made at the institutional, programmatic, and individual levels.

Promoting a high-quality teaching environment entails connecting the various kinds of support in order to increase collaboration and its potential effects on teaching and learning among all stakeholders. A teaching improvement approach is influenced by a variety of variables, including the environment, student profiles and needs, labor market requirements, institution history, and reputation. Teaching excellence cannot be separated from the institutional quality culture because it is part of it.

Better learning results from quality teaching, According to Marton and Säljö (1976), there are two different types of pupil learning approaches: the deep approach, which emphasises understanding the course material, and the surface approach, which emphasises memorization of the material itself. According to Barrie, Ginns, and Prosser's (2005) students who believe their teachers are doing a good job will be more likely to take a deep approach to learning and develop a comprehensive grasp of the subject matter. Higher education environments that cater to students' individual requirements for their learning environments and where quality teaching flourishes improve student learning.

4. Objective

To understand the relevance of teaching-learning and preparation of a teaching-learning framework useful for the present day circumstances.

Methodology

The teaching-learning framework is created after understanding the teaching –learning process of selected higher education institutions ranked above three out of four in the NAAC accreditation process. The teaching-learning process followed in these institutions are enquired and based on which a framework was created that has to be further tested to understand the efficacy of it and that is the limitation of this study.

5. Results

Based on the information collected a teaching-learning framework is created and explained. The framework consist of four stages- planning, progress, perform and result stages.
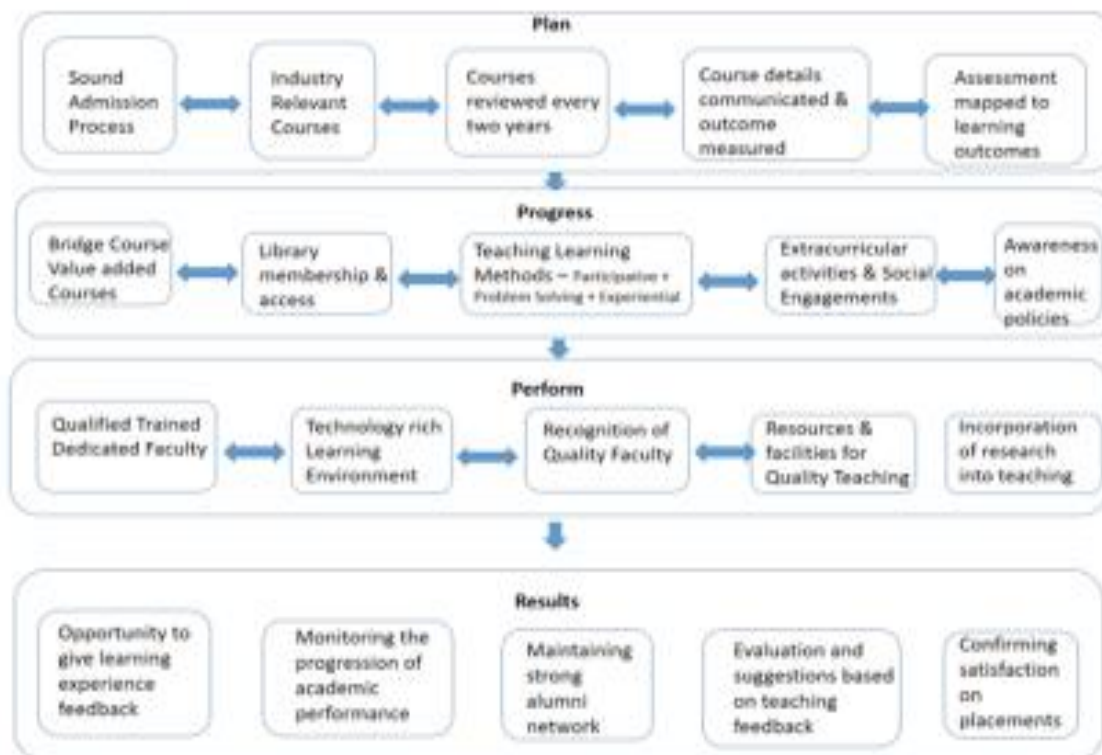
Fig 1. Teaching- Learning Framework

Planning Stage

During the planning stage measures are taken when courses are designed to meet the demands of corporate and societal requirements. The advice from all stakeholders are considered while incorporating changes into the curriculum. Stakeholders include industry experts, students, alumni and faculty. The teacher has to apply the knowledge and skills covered in the course that are drawn from theoretical frameworks and the most recent research results. The accrediting bodies support to implement the expectations of learning outcomes. Thus courses are designed to ensure consistency and smooth level transitions, this ensure that student learning outcomes are successfully met. Also, learning activities, teaching, and assessment of student learning are all coordinated. Incorporation of a reviewing system makes sure that courses are still viable, pertinent, and

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interesting. During the planning stage the assessment criteria is finalized and confirmed that it is equitable, consistent, and reasonable. A provision to collect feedback from students assist in improving the system, hence including it in the planning stage will be appropriate.

Progress Stage

Along with planning, fostering a feeling of community where students interact with one another through a variety of social and extracurricular events, forming friendships and support systems is relevant. By clearly outlining the significance of assessment tasks, teaching - learning approaches and the goals develop a sense of purpose and direction. The goals are focused to provide employment opportunities and future scope to study further. Students are informed of their privileges and obligations. Students are provided with the necessary information related to co-curricular programmes.

The expected behaviours from students are informed in the form of policy and procedure of the institution. Encouraging team work, providing effective orientation programs, support from academically sound teaching staff, proper documentation of the events, updating curriculum on time and assessing the performance of students without bias help to reduce academic misconduct and grievances. In order to provide a congenial learning environment counselling services as well as other well-being programmes adds values. Inclusion of students from different language and culture promotes cross-cultural interaction making learning and teaching effective.

Informing and providing all the necessary learning tools like library access and ICT availability for effective online and offline learning is essential. A variety of learning development services and tools must be readily available to students to support their learning. The aim of these efforts are focused to provide career guidance, and support to improve their employability. Delivery Standards.

Perform Stage

Having a clear objectives and plans for managing, allocating, and assessing learning areas, staff necessity to carry out effective teaching, and allocating resources accordingly is important. Proper strategies for hiring and retaining quality teachers who can provide valuable learning is essential. The selection method has to be contemporary in nature and should takes into account proof of successful teaching. Teachers are trained to providing an equal opportunity in all their academic, co-curricular and extra-curricular activities to the students. They are encouraged in pedagogical research and incorporating it into teaching. Bringing novelty in teaching- learning methods are motivated continuously very semester. Appropriate use of technology fosters a unique learning atmosphere with effective instruction and evaluation methods. Recognizing those teachers who are implementing effectual tools and methods will be a motivation for them. It helps institutions to meet the goals of implementing teaching-learning framework. Proper evaluation system help to announce the results of examination on time and providing feedback to students help them to improve their performance.

Result Stage

Providing chance to every student to offer feedback on their learning experience, improves the entire teaching-learning framework. Student experience can be recorded by gathering and analysing the data. Informing students the reforms made based on the feedback of students and thus closing the feedback loop is important. Evaluating students against course learning outcomes is essential as part of the assurance of learning process. Awareness on the chance to provide input and feedback motivates every stakeholder to be active in the system. Evaluating teaching on a regular basis provide an opportunity to review feedback on their teaching. Interaction with alumni and sessions with them increase their chances in employability. Feedback on placements is another area to be monitored and compared.

From the study it is clear that students come to class with some information and converting that into a constructive, useful knowledge is in

the hands of a teacher. To create effective learning, a teacher must be able to draw out and work with the pre-existing ideas, views, opinions, and experiences that the students bring with them. Translating concepts from one circumstance to another is important and helps to highlight the complexity of teaching and how expert practise affects high-quality student learning. Along with it trusting relationships is nurtured and built between teacher and students. Quality can be seen in the way a teacher creates a dynamic connection between teaching and learning. Developing trust and confidence to express their ideas, speak up when they are unsure, and work through their confusion and face future boldly are the underlying principles of this teaching-learning framework.

6. Discussion

The goal of the teaching and learning process is to raise students' academic standards through qualified and experienced faculty. The search for an effective method is materialised through this study. Only capable, dedicated, and creative instructors are capable of achieving this. Quality includes more than just passing the information to students, it emphasis on the efficiency with which they can use that information to tackle the problems of the future and face the challenges in life effectively. The goal of teacher preparation is to create educators with competent competencies. Teachers' responsibilities now extend beyond merely imparting knowledge. They must be diligent workers with a high level of academic, pedagogical, and practical training. Therefore, teacher educators need to be driven enough to make plans for their own personal and professional growth. They must assume accountability and control over their own education and growth. The level of instruction has to be evaluated prior to the launch of the enhancement effort in order to determine which mechanism actually raises the teacher's quality. Once the plan is well underway, the quality of instruction must continue to be evaluated very frequently in order for this initiative to be truly successful. Teachers who adhere to quality assurance plans are in charge of determining the standard of the education students receive.

It has proven to be challenging to evaluate the outcomes of quality teaching initiatives. Teachers who adhere to quality assurance programmes are those who think they can enhance students' learning. Ultimately the responsibility lies on the institution, only if they feel that the institution cares about teaching will the majority of teachers work to raise the calibre of their instruction.

7. Conclusion

The destiny of the nation is being shaped by teachers. Education is a high-quality service, not an employment. Students can receive a high-quality education from a well-trained instructor. The hiring of qualified instructors will enhance the quality of the teaching and learning process. Students' feedback must be obtained in order to determine how to best enhance the teaching environment. During teacher training, a positive outlook and more knowledge aid in the efficient execution of crucial measures. Well-trained student is ready for an employment or for further higher studies. The focus of any teaching-learning framework should be directed in this angle for its success.

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The Role of HEI's in Providing Quality Education Under NEP - 2020 and Quality Initiatives in Karnataka

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Abstract

Education is a fundamental right of any individual. It plays a pivotal role in promoting personal, social, emotional, and economic development. India has seen a series of reforms in education system through its education policies and plans with the intention of delivering the best quality education to students.

The newly launched National Education Policy-2020 is facing a tremendous challenge of plugging a 34 years gap since the National Policy on Education-1986. The current framework will create a more immersive, Creative, stimulating and conceptual education experience. As per the new policy, all HEIs will aim to move towards interdisciplinary, holistic curriculum that offers every opportunity for students to pursue their diverse interest. In this paper we have discussed the steps taken in Karnataka for the implementation of NEP; new parameters for inclusive education and the need of elevate Indian HEIs to meet international benchmarks. This paper's main intention is to expose the role of HEI's in providing quality education under NEP-2020 and quality initiatives in Karnataka" and this paper is an effort to decode why NEP-2020 is a better version and option in the present situation.

Keywords: NEP, Higher education, HEI, Holistic education, Gross Enrollment Ratio (GER), life skills.

1. Introduction to National Education Policy 2020

NEP- 2020 was introduced by the Government of India with the intention

of transforming Indian Education system by focusing on the development of the potentiality of each individual. It is based on the principle that education must develop critical thinking and problem solving and also social, ethical, and emotional capacities. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. NEP 2020 aims to preserve India's rich heritage. The teacher is at the centre of the fundamental reforms in the NEP 2020. The aim of the new education policy is to provide quality of education to each and every student, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great channel and is the best tool for achieving economic and social mobility, equality and inclusion.

The state of Karnataka was the first state to adopt NEP in higher education and implemented it in the academic year 2021-22. Creation of Unified University College Management System (UUCMS) and Karnataka Learning Management systems (KLMS) were efforts in this direction.

2. Purpose of the study

This paper is a descriptive study to understand the nuances of the NEP 2020. It aims to understand the role of HEI's in implementing the NEP 2020. The sources of information are basically the policy document of NEP 2020. The foundational principles of the NEP 2020: -

    a. To provide multidisciplinary and a quality education to ensure the integrity of all knowledge

    b. Identifying and fostering the unique strength of each student.

    c. Maintain Synergy in curriculum in all levels of education.

    d. Extensive use of technology in all the angles of teaching as well as in learning process.

    e. Give importance to diversity and local context in all curriculum.

    f. Focus on regular formative assessment for learning.

    g. Provide extensive exposure to Life skills such as communication, teamwork.

Based on the above priorities of the NEP-2020 Quality in HEIs can be redefined as follows:

1. Quality in HEIs must enable pupils to study selected specialized areas as per their interest at a deep level.

2. Quality in higher education must aim to promote each student's all round development in both academic and non-academic dimensions.

3. Quality in HEIs must encourage critical thinking and decision making.

4. Quality improvement in HEIs means it should emphasis the use of technology in both teaching and learning process.

5. HEIs should strive to increase access for divyang students and remove language barriers.

6. Quality education in HEIs must be considered the rich culture of our country.

7. Quality enrichment in HEIs must be bring transparency in education system through good governance and efficient management of available resource.

8. Quality in higher education must prepare students for the competitive world and enable them to transform their pure knowledge to applied knowledge.

9. Quality in HEIs must bring all round development in students.

3. Role of HEIs in the implementation of NEP-2022

Our nation has under gone with several education policies like NEP-1968, NPE-1986 and POA-1992. The implementation of National Education Policy after a gap of 34 years keeping in view of demands of the 21st century and new approaches and requirements of the millennium.

In the context of higher education, NEP-2020 has brought tremendous changes governance and institutional reforms aiming at multi-disciplinary colleges, universities and cluster of higher education institution aimed at skilled job creation and augmenting employment avenues.

➢ HEI's main and the most important objective is to increase the

gross enrolment ratio (GER) with a target to increase up to 50% by 2035.currently the GER in higher education is 27.1%(for 18-23 age group)

➢ NEP emphasizes the optimal use if technology in teaching-learning process.

Accordingly higher education also intensively using digital online platforms such as Swayam, MOOCS, Swayam Prabha, E Patashala, Vijayibhava...etc. during the Covid-19 pandemic, these online plat forms provided an opportunity to learners to continue their study during lockdown.

• To improve the quality of education, HEIs must establish start-up/ innovation Centers at university level as well as at college level to provide a platform to both teachers and students as a corequisite for outstanding education and development.

• To bring synergy in curriculum across all levels of education, universities must Frame creative and flexible combinations of manifold disciplines for study and would offer multiple entry and exit points.

• The assessment system, should include more continues and comprehensive evaluation. It is very important that all assessment system shall also be decided by the HEIs. Assessment system should be criterion –based grading system that assesses pupil's achievement on the basis of the learning goals.

• Plenty of opportunities should be given to the students to participate in sports, culture clubs, community service projects, for the all-round development of students

• Every institution should have counselling systems for handling stress and emotions in the right way. Besides, all HEIs will ensure basic but quality medical facilities for students.

• HEIs should focus on the medium of instruction in local or Indian languages since students can understand the concepts easily and clearly in their own language.

• Faculties will be given the freedom to consider their advice during the

curriculum framing. It may give opportunity for diversity and respect for the local context in the curriculum.

- HEIs are needed to be well equipped with the basic amenities such as class rooms, offices, drinking water, clean toilets, black boards, libraries labs, ample campus, etc. for better learning experience.

- Industrial sector participation is much needed in research, conducting short- term skill programs with the support of industries which promotes the employability skills in students.

- For equity and inclusion in higher education, some important steps to be taken by the HEIs: -

  a. HEIs should focus on the gender balance in admissions.

  b. HEIs must adopt the bilingual method in teaching-learning process.

  c. HEIs must take more support of technology in teaching – learning process for better learning outcomes.

  d. It is essential to conduct outreach programs on higher education opportunities.

  e. HEIs will have clearly defined, independent and transparent process and also set suitable parameters for faculty recruitment.

  f. It is more important to make the fees for pursuing higher education affordable and fee structure should also be streamlined.

  g. Mentoring system and grievance cell should get strengthened in HEIs to provide socio-emotional and academic support to students.

  h. Merit students should be encouraged and incentivized through scholarships, awards, etc

    - Professional education such as agricultural education, health education, Legal education, Technical education..etc will aim to become multidisciplinary institutions offering holistic and multidisciplinary education.

    - Every HEIs will aim to expose students to art, creativity and

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rich treasures of the country.

Steps to be taken to meet international quality benchmarks.

It is necessary to the Indian Higher Education Institutions to incorporate the process of Internationalization successfully, since a large number of international students study in India.

- All HEIs should set up An International Student Cell to coordinate all matters relating to international students.

- High performing Indian universities should be encouraged to establish campuses in other countries. Similarly selected high performing universities should be offered to operate in India.

- Our HEIs should encourage the foreign students to pursue education in Indian institutions at affordable costs. It helps to promote India as a global study destination.

- It is very essential that research-teaching collaborations with foreign educational institutions and students/faculty exchange programs with high quality foreign institutions should be encouraged.

- A nicely planned legislative framework also supports the internationalization process. Universities will be given special rights regarding regulatory, content norms and governance.

Major challenges faced by the higher education system in India in implementing

4. NEP-2020.

NEP- 2020 streamlined the structure of education system in higher level. But practical implementation is not as easy as setting the goals. Successful execution of the policy facing many barriers, such as:

- The foremost objective of the NEP-2020 is doubling the gross enrollment ratio in HEIs by 2035. At present India has around 1,000 universities across the country. Undoubtedly, it's a massive challenge.

- In higher education, NEP-2020 focus on inter-disciplinary learning system. It is a good move. But it demands for a radical shift in entire higher education system.

- We are facing lack of integration of technology and pedagogy. But coordination and optimal amalgamation between the technology and pedagogy is an essential substance for the successive execution of NEP-2020.

- The new system encourages bilingual method in teaching-learning process in order to improve learning experience. But the realism is that a core goal of education is social and economic mobility and internationalization. The language of mobility in India is English.

- The public spending on education shifted from 3.1% to 6% of GDP. But practically seems to be difficult to allot the predetermined fund, as it needs some radical changes in tax system to accumulate additional requirements and the government should also follow the contractionary fiscal policy to reduce its public expenditure to meet the goal.

a. Implementing of NEP-2022 facing both pedagogical and institutional limitations.

   Quality wise, all HEIs are not functioning at the same level due to disparity in the development among the regions and states. Some of the goals can be easily achieved by some universities and some HEIs may be struggling to achieve it, because of their own strengths and weaknesses respectively.

b. HEIs need capacity building and reorientation regarding the implementation of this ambitious project. The existing educational structure completely get revive to fit in the NEP-2020 frame work.

c. Central and states cooperation is pre-requisite for the success of NEP. While the NEP frame work drafted by the central government, but its execution mainly depends on the cooperation of states. Managing federal math is critical for smooth functioning of the program.

d. Around 70 percent of the higher education institutes are run by private sector in the country. The private sector seeks much needed resources and innovation. The government should recognize the contribution of the private institutions and provide equal weightage to private sector in the NEP frame work.

5. Initiatives taken by the Karnataka Government Towards the Implementation of NEP - 2020

Karnataka is the first state to implement the NEP-2020. This policy brought radical changes in the higher education system in Karnataka state. Based on the new policy Higher Education Department in Karnataka adapting several new methods to provide quality education and as well as ensure transparency in the system.

- Higher education department had conducted weekly workshops in colleges regarding to understand NEP-2020 frame work in the implementing year 2020 and cumulated the reports of the workshops. Based on the report, Department of higher education tried to solve the issues regarding open electives, combinations, and marks allotment and so on through online plat form.

- Higher Education Department of Karnataka planned 6,500 smart classrooms in colleges, targeted to complete by March 2023. But it still underway. The government of Karnataka newly launched a digital online program named Learning Management System (LMS) is providing learning materials like video lectures, PPTs, MCQs and Notes through LMS platform to each and every student. Students can easily access the learning materials through their log in credential.

- Bilingual method in teaching-learning process is the one of the paramount aim of the new education policy. Karnataka government has made the decision to allow students to write the examinations either in Kannada or in English.

- To bring transparency in the system higher Education department established a four-tiered grievance redressal system for tracking pension related queries of retiring faculties.

- Another important goal of NEP-2022 is "respect for diversity and respect for the local context in all curriculum". Currently 16 universities in karnataka state are being offering region-specific content in their curriculum.

- The most revolutionary stem taken by the Higher education

department is, implementation of "Unified University and College Management System (UUCMS). This new system brings all universities function into a single platform. UUCMS platform will digitalize the student journey.
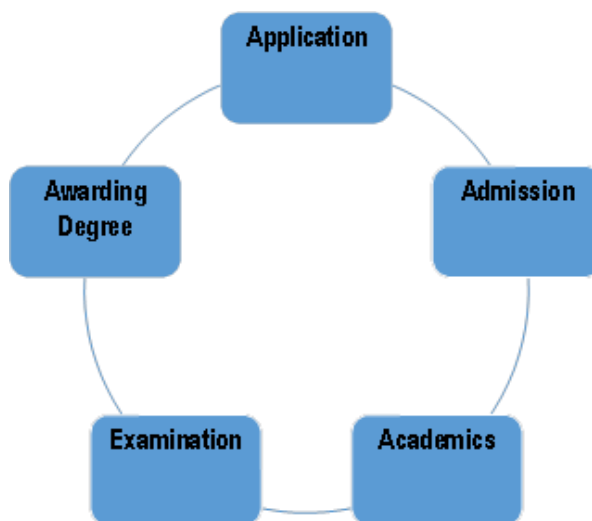
In the same way faculty's activities also digitalized from the date of joining to retirement. Besides, this new system provides the opportunity to universities to digitalize entire processes such as admissions, issuing mark sheets, fee structures and so on.

- Under NEP-2020 karnataka higher education system is being extensively opening for digitalization process. Karnataka higher education department newly introduced "e-sahamafi" with locker. As per this yojana a student would be able to share his documents with any institute for manifold purposes, digitally.

  - As per the NEP-2020 frame work, to implement and enhance the skill development, technical based skills courses are introduced phase wise. The Karnataka State Higher Education Council has collaborated with NASSOM.

    1. Digital Fluency- I year degree
    2. Artificial Intelligence- II year degree
    3. Cyber Security-III year degree

All above three courses are designed by NASSCOM.

- Financial Literacy courses are introduced (for second year degree) in

collaboration with National Stock Exchange Academy with the intention of understanding the concept of money.

- Many universities such as Mandya university, Maharani cluster university are being introduced Industry ready Internship and Apprenticeship programmes . for example logistics are being introduced in selected universities.

- Eventually we may conclude that Karnataka is being proud for implementing NEP- 2020 as the first state in India along with several loopholes. But we believe that by including such initiatives properly we can overcome the loopholes and our state can become the role model for other states in higher education.

6. Conclusion

NEP 2020 is a very ambitious policy by the Government of India to overhaul the entire education system in the country. The perspective of the policy is to provide a relevant, skill based, holistic, inclusive and affordable system that shall bring back the glory of Nalanda and Takshashila era.

The successful execution requires availability of adequate resources, coordination between the Centre and states and transparency in administrative level. Ultimately the success of the new policy will come to implementation which becomes the responsibility of the HEI's ably supported by universities and Government agencies Like UGC, NAAC, AICTE and others

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Instilling the Importance of Sustainability through Waste Management Practices of Reduce, Reuse and Recycle (3R) Amongst Students in Higher Education: Kristu Jayanti College - A Case Study

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Abstract

It is imperative to instill the values of waste management for sustainable development amongst the students who are the torchbearers of tomorrow. Higher educational institutions have a role in imbibing environmental consciousness and social responsibility by actively involving students in environmental enrichment activities and spreading awareness amongst youth. The importance of waste management by the principle of reducing, reusing and recycling through practices initiated on campus could go a long way in spreading the message of managing waste. Many initiatives were taken up and various activities were organized at Kristu Jayanti College for reducing waste generated, reusing materials and recycling solid and liquid waste. The present study focuses on Kristu Jayanti College, Autonomous, Bengaluru as a model for waste management as a case study and enlists the different measures taken up by the institution and their impact on promoting sustainable methods of waste management in campus and communities. The article also gives insight for higher educational institutions to adopt the measures for management of waste. This study sheds light on the necessity of solid waste management in educational facilities and the institution's obligations for efficient waste management.

Keywords: Waste management, Reduce, Reuse, Recycle, Sustainable, Compost, e-waste

1. Introduction

The role of HEI in ensuring sustainability is acknowledged. Institutions of higher education (HEIs) act as social change agents. They need infrastructure, services, and waste management on the level of a small city (Vagnoni and Cavicchi, 2015). HEIs are respected as role models in their neighbourhoods and as pioneers in social and environmental responsibility. (Velazquez et al., 2005; Zhang et al., 2011). Generally speaking, there are two approaches for HEIs to participate in sustainable development. In the beginning, they can create connections between knowledge and local dissemination. By engaging with others and applying knowledge to benefit society, they also contribute to societal growth (United Nations, 2011). The United Nations Conference on Sustainable Development, also known as Rio+20, has recently urged HEIs to commit to the advancement of sustainable practices. As a result, numerous HEIs all over the world are implementing practical, observable programmes on their campuses that involve sustainable practices. Among colleges and universities, the International Sustainable Campus Network (ISCN) was created to encourage and offer a platform for the exchange of knowledge, concepts, and best practices. Waste management programmes are often the first step in campus sustainability projects at HEIs all around the world. Reuse programmes are intended to be implemented in student residence halls as part of the United Kingdom's Moving Towards Zero Waste programme (Zhang et al., 2011).

Similar to this, numerous HEIs in Thailand have demonstrated their dedication to developing green campuses by encouraging waste reduction, reuse, and recycling (3Rs) through a variety of voluntary initiatives. The most crucial objective for efficient source reduction and long-term waste management is controlling consumption. Sustainable development is facilitated by people's decisions, actions, attitudes, and knowledge regarding waste generation and management. (Jackson and Michael, 2003). The current study's main focus was on "3R"-compliant sustainable activities at Kristu Jayanti College, Autonomous, Bengaluru. It is thought

that 3R initiatives promoted on campuses have a good impact on student's understanding of issues as well as their attitudes and behaviours.

Along with soil degradation brought on by these wastes, the main issues institutions confront as a result of solid waste generation are (i) the cost of disposing of the garbage properly, (ii) clogged drains from waste dispersion into the surrounding area, and (iii) vector breeding. The proper collection and disposal of generated solid waste is therefore essential for MSW management. Institutions now concentrate on reducing trash production and maximising the value-added items that may be derived from it. This study sheds light on the necessity of solid waste management in educational facilities and the institution's obligations for efficient waste management.

2. Materials and Methods

2.1 Segregation at site

Colour-coded waste bins were placedin different locations on the campus including classrooms, corridors, cafeterias,restrooms, laboratories, auditoria, parking spaces, recreation rooms and openground. Students were given awareness by the student volunteers of the Centre forEnvironment and Sustainability regarding the importance of segregating waste at the site and motivated them to place the waste in the colour-coded bins (Figure 1)

| Colour coded bins in corridors | Colour coded bins in cafeteria | Colour coded bins in lab |

Fig 1. Segregation of waste at site

2.2 Quantification of wet and dry waste

The segregated waste was weighed and quantified. The wet waste was recycled in the Biogas plant. The dry waste from tree litter was recycled by composting and vermicomposting. The paper waste was sent for recycling

with ITC. The plastic waste was recycled by sending it to a plastic vendor. Each category of waste was weighed and quantified and analysed (Figure 2).

Quantification of dry waste   Quantification of wet waste

Fig 2. Quantification of waste

2.3 Collection of e-waste

e-waste was collected from all students and the institution, quantified and sent for recycling with an e- vendor (Figure 3). Competitions were held amongst students for recycling e-waste into useful products.

Collection of e-waste   Exhibition of e-waste management

Fig 3. Management of e- waste

Biosafety Guidelines   Pad Incinerator   Lab Incinerator

Fig 4. Management of Biological waste

2.4 Activities to instil 3R

Competitions were held to instil the importance of practising 3R for waste management. Best from Waste was included as one of the events in all the fests by every department. A workshop on starting entrepreneurship in a zero-waste juice shop was organized. Competitions on artwork from used paper used bottles, and used CDs were held. Promotion programmes were organized using used paper, cardboard and repainted banners (Figure 5)

Usage of recycled materials for art work   STP for recycling waste water   Recycled water used for gardening

Fig 5. Reuse of solid waste and recycling of liquid waste

2.5 Recycling of waste

The dry waste was composted and the vermin was composted. The wet waste was recycled using a biogas plant (Figure 6). The used water was recycled with the 90 KLD STP plant installed on campus (Figure 5). Plastic waste was collected and recycled through plastic vendors. E-waste was collected and recycled through an e- vendor. Paper waste was recycled in collaboration with ITC.

Compost Pit   Vermicompost Pit   Biogas Plant

Fig 6. Recycling of dry and wet waste for manure

3. Results and Discussion

3.1   Segregation at the site

Students imbibed the value of segregating waste at the site by this activity and spread the message to their juniors and their homes in segregating waste thus making the process of recycling easy (Figure 1).

3.2   Quantification of wet and dry waste

The students were involved in weighing the wet waste and dry waste on a daily basis and to calculate the average waste generated. This allowed them to understand the source of waste generated and to find methods to reduce the waste. It was found that 55% of waste contributed to dry waste and 45% was wet waste (Figure 7).
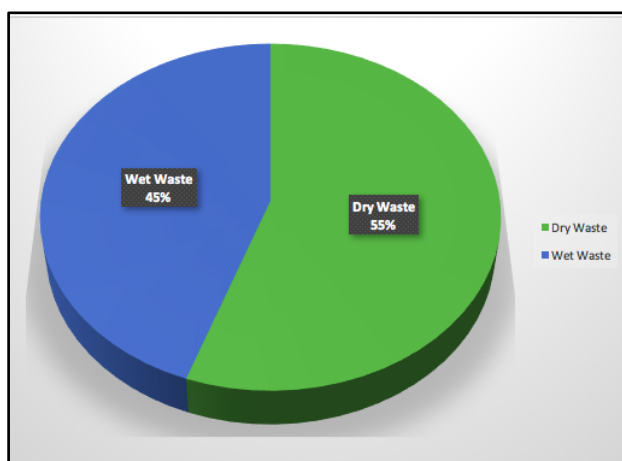

Fig 7. Percentage of wet waste and dry waste collected

3.3   Management of biomedical waste, paper waste and e-waste

The biosafety guidelines were strictly followed by students for the disposal of waste in labs. Sanitary pads were incinerated using pad incinerators and needles in the lab by lab incinerator. (Figure 4). "E-RASE waste", the programme for the collection of e-waste and recycling of e-waste to useful products instilled awareness amongst students regarding the hazards of disposing of it casually and made them aware of the importance of segregating e-waste and sending it to e- vendors for recycling (Figure 3). An average of 8200 kg of paper waste was recycled through ITC.

3.4   Analysis of waste generated

An analysis of the different categories of waste generated was done by the

students. The maximum waste generated was food waste and paper waste followed by kitchen waste. The dry leaves generated were also comparable to that of kitchen waste (Figure 8). It was recycled to produce compost and kitchen waste for biogas production (Figure 9).
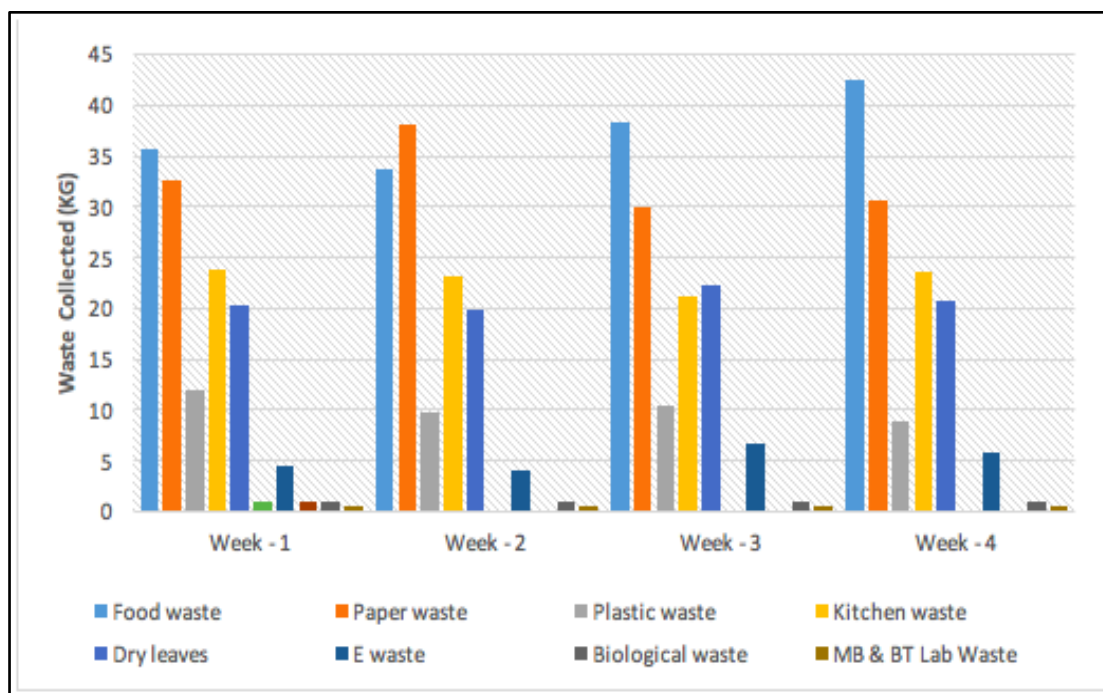

Fig 8. Category wise data of total waste collected

3.5   Activities to Instil 3R

The importance of not using plastic and reusing paper, banners and hardboards created awareness amongst students, of the importance of recycling and to contribute their part in reducing waste generation and converting waste to creative art forms. Students were motivated to carry their own eco-friendly bags while shopping, thus reducing the waste production generated through packing materials. Students and staff were motivated to carry refillable steel and glass bottles which reduced the generation of plastic bottle waste. Banning of plastic bottles and single-use plastic drastically reduced the generation of plastic waste.

3.6   Recycling of wastewater

The entire volume of water used for gardening on campus was provided by the recycled water from the STP. It was also used for flushing in the washrooms. This reduced the water cost per student by 1/4th. The sludge

generated was used as manure for gardening which reduced the cost of manure and enhanced the growth of plants.

3.7 Conversion of waste to wealth

The 4.5 cum Biogas plant with gas production of 2.5 kg generated biogas from kitchen waste was used as an alternate source of clean energy which brought down a 20% reduction in the purchase of LPG. The dry waste from leaf litter was recycled by composting and the compost was used as manure for gardening which reduced the cost of manure and increased the yield of plants (Figure 9). A project was sanctioned on solid waste management by vermicompost by Karnataka State Council for Science and Technology to postgraduate students and the studies were done on the efficiency of vermicompost over other manure for the growth of plants. The student's project on vermicompost was published in a peer-reviewed journal. Video on Sustainable waste management in Kristu Jayanti College by students won the I Prize at India International Science Festival.

3.8 Methods adopted for recycling

The paper waste generated was recycled in collaboration with ITC. An average of 8200 kg of paper waste was recycled annually. Food waste and dry leaves were recycled into compost and vermicompost and were used as manure for gardening on the campus. Kitchen waste was recycled into biogas and used for cooking (Figure 9). e-waste was collected and recycled with e-vendor and plastic waste was collected and recycled with plastic vendor

The waste management hierarchy illustrates the order of priority for action to minimise and manage waste, changing the emphasis to the 3Rs (reduce, reuse, recycle), which is crucial for sustainable growth. (Hyman et al., 2013). Environmental education involves HEIs in managing resources and land in a way that protects the environment and serves the needs of future generations and is more than just a curriculum concern (UNESCO, 2011b, 2011a)
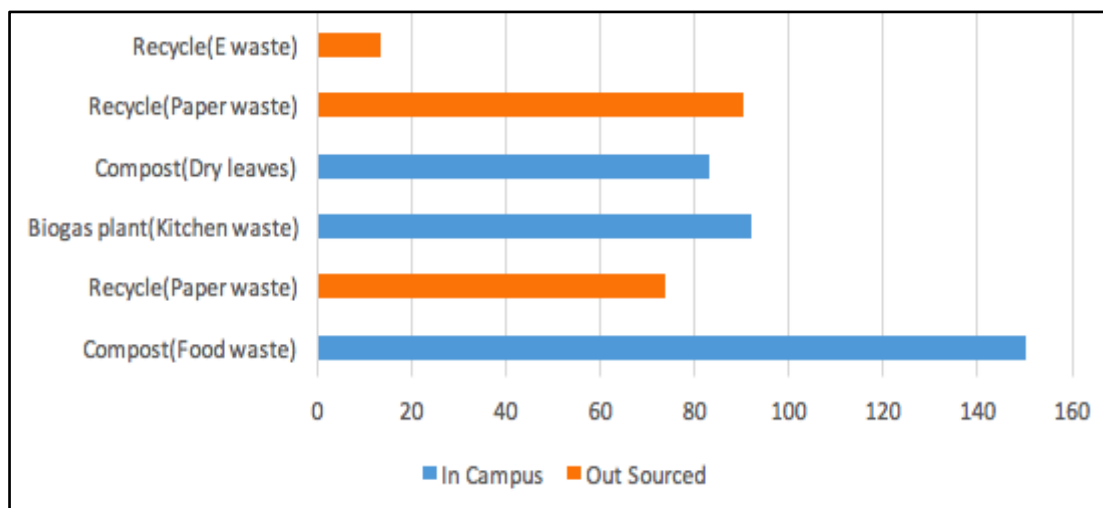
Fig 9. Methods adopted for recycling

4. Conclusion

The different measures adopted by Kristu Jayanti College with the involvement of students and staff helped to attain efficient waste management through Reduce, Reuse and Recycle (3R). Youth on campus were more aware of the need to reduce waste production and had good attitudes towards the environment as a result of 3R solid waste efforts. The existence of 3R projects helped students accurately comprehend their options for environmentally friendly garbage management. The current findings of the current study demonstrated how environmental attitudes, awareness, and knowledge influence recycling behaviour and contribute in numerous ways to the greening of the campus and society at large.

Even though the community at Kristu Jayanti College is aware of the problems associated with waste and resources, establishing a culture of recycling and putting 3R practices into practice are necessary for a successful 3R system. These include putting together a set of complementary, unambiguous guidelines and getting every higher education institution to agree to implement 3R projects and other environmentally friendly practices. First, it is necessary to implement a fundamental infrastructure for waste separation. The key takeaway from this study is that it takes consistent communication of 3R activities, together with details on waste management results and accomplishments, to get an HEI

community to adopt 3R practices. The lessons learnt on waste management and greening of campus could instil a value system amongst the youth who could take it to the society and become change makers for a better sustainable environment.

Acknowledgment

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Blended Teaching Learning Process – A Best Practice

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Abstract

The blended teaching and learning process can indeed be considered a best practice in college education. Blended learning combines traditional face-to-face classroom instruction with online learning activities, creating a hybrid approach that leverages the advantages of both methods. Blended learning aligns well with the goals and principles outlined in the National Education Policy (NEP) of India, which was released in 2020. The NEP emphasizes the integration of technology and digital tools in education to enhance learning outcomes and improve access to quality education. Effective design, faculty training, technical support, and regular evaluation are crucial to ensuring the success of blended learning initiatives in higher education.

Keywords: Blended Learning

1. Introduction

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit higher education institutions in India. NAAC has laid down certain best practices that institutions can follow to ensure quality education and overall development of students. Best practices are imperative predictors of a success of an organization. It entails extensive approval by groups and also by individuals. After that it can be listed as the best practice by the organization, in the long run, it can be embraced by other institutions also. The book chapter "Benchmarking in Higher Education for Quality Enhancement" by Prasad V S and Antony Stella focuses on the use of benchmarking as a tool for improving quality in higher education. Benchmarking can be a valuable tool for improving quality in higher education, as it allows institutions to learn from the best practices of others

and to identify areas where they may be falling short. There are various types of benchmarking that can be used in higher education, including internal benchmarking (comparing different departments or programs within the same institution), competitive benchmarking (comparing one's own institution to competitors or peers), and functional benchmarking (comparing one aspect of an institution's operations to that of another institution). The benchmarking in higher education leads to the potential for improved quality, increased efficiency, and enhanced reputation. The stakeholder involvement is also needed for a culture of continuous improvement and a commitment to data-driven decision-making. Benchmarking can be a valuable tool for improving quality in higher education, but it requires careful planning, implementation, and evaluation in order to be effective. Some of the institutional best practice categories as per NAAC are:

1. Curriculum Development: Developing a curriculum that is relevant, updated, and meets the needs of the industry which results in unique practice and has an impact in learning outcome. The College of Social Work, Mumbai listed, Field Project for Field Practicum in Social Work is their best practice since they could sustain it over two decades and it enhanced the quantum of employment also.

2. Teaching-Learning Process: Encouraging active earning, using innovative teaching methods, incorporates technology in teaching, and fostering a student-centered learning environment.

3. Research and Extension: Encouraging research activities and promoting collaboration with other institutions and industry. Also, promoting outreach activities such as extension programs, community service, and social initiatives.

4. Infrastructure and Learning Resources: Providing adequate infrastructure and learning resources such as a well-equipped library, laboratory, and digital resources to support academic and research activities.

5. Student Support and Progression: Providing support services such as

counseling, mentoring, and career guidance to help students develop their full potential and succeed in their chosen career.

6. Governance, Leadership, and Management: Ensuring effective governance, leadership, and management to promote institutional excellence and growth.

7. Innovation and Best Practices: Encouraging innovation and best practices in teaching, research, and administration to stay competitive and relevant in the changing educational landscape.

8. Stakeholder Engagement: Engaging with stakeholders such as students, faculty, alumni, industry, and community to promote collaboration, feedback, and continuous improvement. Institutions can adopt these best practices to improve their overall quality and performance, and to obtain higher grades in the NAAC accreditation process.

2. Teaching Learning Process as Best Practices

Best practice in education can refer to a wide range of approaches, including instructional methods, curriculum development, assessment strategies, classroom management techniques, and more. Effective teaching is certainly an important component of best practice in education even creating a positive learning environment, providing appropriate resources and support, and using data to inform instruction and decision-making, also plays a critical role in achieving positive outcomes for students. Soch H S and Shyamasunder M S discussed the importance of syllabus design, emphasizing the need for clear learning outcomes and alignment between the course objectives, teaching methods, and assessment strategies. The authors then discuss various teaching methods, such as flipped classrooms, collaborative learning, and experiential learning, which can be used to engage students and promote deep learning. They also highlight the importance of using technology in the classroom, such as learning management systems and multimedia resources, to enhance student engagement and facilitate learning. The article also emphasizes the importance of assessment strategies that align with the learning outcomes and teaching methods. Variety of assessment methods, such as formative

assessments, peer assessments, and self-assessments can be used in addition to traditional summative assessments. Teaching-learning is one of the key criteria for assessing the quality of education in institutions of higher education.
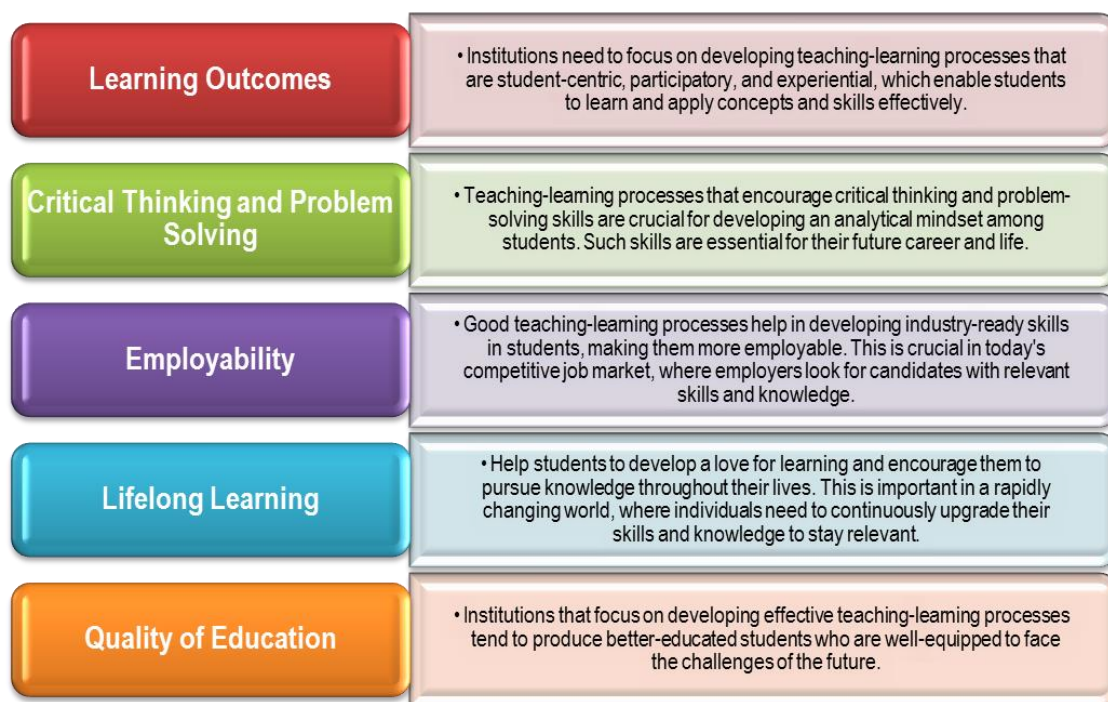

Learning Outcomes	• Institutions need to focus on developing teaching-learning processes that are student-centric, participatory, and experiential, which enable students to learn and apply concepts and skills effectively.
Critical Thinking and Problem Solving	• Teaching-learning processes that encourage critical thinking and problem-solving skills are crucial for developing an analytical mindset among students. Such skills are essential for their future career and life.
Employability	• Good teaching-learning processes help in developing industry-ready skills in students, making them more employable. This is crucial in today's competitive job market, where employers look for candidates with relevant skills and knowledge.
Lifelong Learning	• Help students to develop a love for learning and encourage them to pursue knowledge throughout their lives. This is important in a rapidly changing world, where individuals need to continuously upgrade their skills and knowledge to stay relevant.
Quality of Education	• Institutions that focus on developing effective teaching-learning processes tend to produce better-educated students who are well-equipped to face the challenges of the future.

Fig 1. Best Practice on the theme of Teaching Learning

Teaching-learning is crucial for ensuring the overall quality of education in institutions of higher education. NAAC considers it an essential aspect of the assessment and accreditation process, and institutions should focus on developing effective teaching-learning processes to provide quality education to their students. The institution shall also formulate the best practices through bottom up approach where in each department shall identify their best and effective practices and present to all the teachers. The brainstorming discussion among the department representatives and the quality assurance team can result institutionalizing the best practice. Measure of Student Centric Pedagogy and its Impact on Learning Outcome of the Professional Students

Fig 2. Process Flow of the Adaption of Best Practice

The importance of creating a learner-centric environment and using a variety of teaching and assessment strategies to promote active learning and engagement. The authors stress the need for continuous evaluation and improvement, as well as collaboration between faculty, students, and stakeholders to ensure the effectiveness of the teaching and learning process.

3. Scope for Blended Learning in NEP

Blended Learning has never been a substitute for face-to-face learning and is also not merely a mixing of face-to-face and online mode; rather it is a well-planned combination of meaningful activities in both the modes. The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects. Blended teaching and learning shall be considered a best practice in colleges for several reasons:

1. Flexibility: Blended learning offers flexibility in terms of time and location. Students can access course materials and participate in online discussions at their convenience, allowing them to manage their study schedules more effectively. This flexibility accommodates diverse learning styles and personal commitments, such as part-time jobs or family responsibilities.

2. Enhanced student engagement: The use of multimedia, interactive online resources, and learning platforms can boost student engagement. Blended learning incorporates various instructional strategies, including videos, simulations, quizzes, and discussion forums, which can make the learning process more interactive,

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engaging, and personalized.

3. Personalized learning experiences: Blended learning allows for individualized instruction. Online components can be tailored to meet students' specific needs and learning goals, providing additional resources, supplementary materials, or adaptive learning tools. Students can progress at their own pace, revisit concepts, or delve deeper into topics of interest.

4. Access to a wide range of resources: The internet offers a vast array of educational resources, including articles, videos, online libraries, and research databases. Blended learning enables students to access these resources and enrich their learning experience beyond the limitations of traditional classroom materials.

5. Collaboration and communication opportunities: Blended learning facilitates collaborative learning and communication among students and instructors. Online platforms and discussion forums provide spaces for students to interact, exchange ideas, and engage in group projects. This collaborative aspect enhances teamwork skills and fosters a sense of community among learners.

6. Real-world skills development: The use of technology in blended learning equips students with essential digital literacy and technological skills. In today's digital age, these skills are highly valuable and transferable to various academic and professional settings.

7. Data-driven feedback and assessment: Blended learning often incorporates online assessments, which can provide immediate feedback to students. Moreover, learning management systems and analytics tools enable instructors to gather data on students' progress, identify areas for improvement, and tailor their instruction accordingly.

8. It is important to note that the implementation of blended learning requires careful planning, training for instructors, and technical support to ensure its successful integration into the college curriculum. However, when implemented effectively, the blended

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teaching and learning process can enhance student outcomes, improve engagement, and promote active learning in higher education. The Pedagogies for Online and Face-to-face Modes can be,

- Brainstorming
- Generating ideas
- Concept-mapping/Mind-mapping
- Creative Presentations
- Exposure to the real world
- Case Study
- Cooperative Learning Strategies (CLS)

4. Implementation of Blended Learning

Implementing blended learning requires a robust IT infrastructure to support the delivery of online components and facilitate a seamless learning experience. Here are some essential components of the IT infrastructure needed for blended learning: User Computing Devices, Core Network and Data Centre, Distribution Network for campus, Internet & Cloud support, Security Management & Antivirus Software as shown in Figure
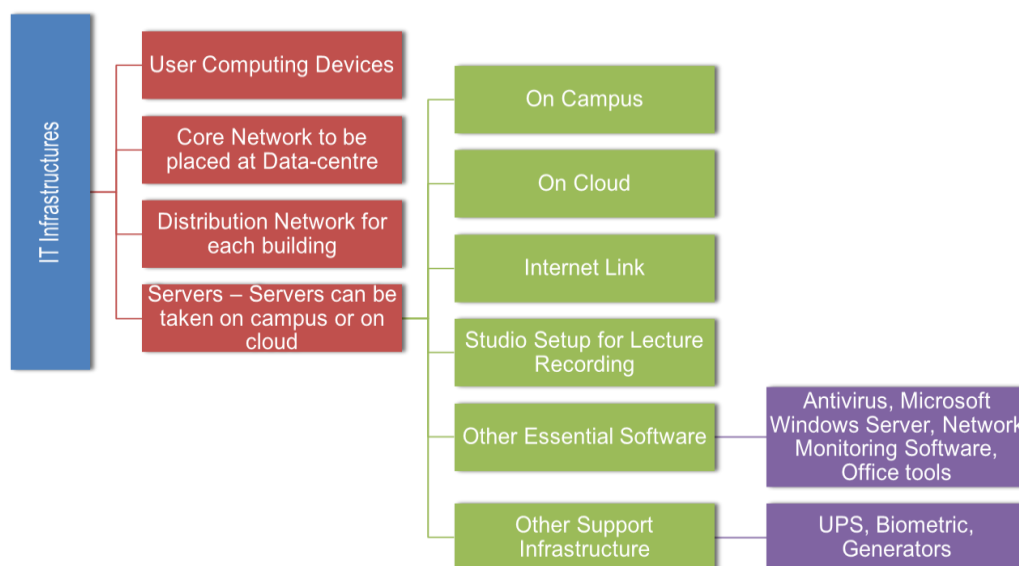

Fig 3. IT Infrastructure for Blended Learning

It is important for institutions to regularly evaluate and update their IT infrastructure to meet the evolving needs of blended learning. Collaboration between the IT department, instructional designers, and faculty members is

essential to ensure that the IT infrastructure aligns with the pedagogical goals and requirements of blended learning. There are colleges and universities that have been recognized for their effective use of blended learning in the past. Few notable examples are Arizona State University (ASU), Purdue University, University of Central Florida (UCF), Massachusetts Institute of Technology (MIT) and Georgia State University.
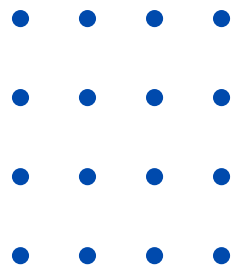
5. Conclusion

It's worth noting that the successful implementation of blended learning in alignment with the NEP requires careful planning, infrastructure development, faculty training, and ongoing support. Institutions need to invest in the necessary resources, build capacity among teachers, and create a supportive environment to realize the potential benefits of blended learning in line with the NEP's vision of transforming education in India. Blended learning in higher education offers a balance between the benefits of face-to-face instruction and the advantages of online learning. It supports engagement, flexibility, personalization, and the development of digital skills, all of which are crucial for student success in today's educational landscape and beyond and that can be considered as a best practice of an institution.

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