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On

**SKILL DEVELOPMENT IN HIGHER
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I N D E X

Sr. No.	Title Name	Author Name	Page No
1	Impact Of ICT In Teaching And Learning Chemistry	Prof.Abhijeet S.Patki	1
2	अद्योबोधन कौशल्ये आणी उपकौशल्यांचे विकसन	श्री. अंकुश रामचंद्र बनसोडे	6
3	Skill India View On Economic Development"	Dr. A. M. Pradhan	11
4	Skill Development in 21 st Century	Dr. Archana Ganesh Watkar	14
5	Skill India - Need Of The Hour	Dr. J.K. Mallikarjunappa	20
6	Inovative Techniques For Effective Teaching Of Communications Skills	Dr. Kalpana Girish Gangatirkar	23
7	उच्चशिक्षणामध्ये कौशल्यविकास	डॉ.मुग्धा प्र. सांगेलकर	27
8	Skill Development In Higher Education	Dr. Namdev D. Patil	34
9	Study The Active Listening Skills Among The Student-Teachers	Dr. Neela Pathare	39
10	उच्च शिक्षणात कौशल्य विकास	डॉ. नूतन भानुदास चव्हाण	45
11	Role Of Information And Communication Technology For Soft Skill Development In The Students	Dr. Priti Lavkesh Patel, Dr. Satishkumar S. Patel	48
12	Role of ICT for Soft Skill Development	Dr. Rahul N. Surve Dr. C.V. Tate	51
13	समग्र व्यक्तित्व विकास के लिए उपयुक्त स्वयं अध्ययन कौशल	डॉ. राजेंद्र पांडूरंग रोटे	55
14	Improvising Skill Development Through Higher Education In India	Dr. Sagar R. Powar	58
15	Redefining Soft Skills Of Teaching English And English Literature	Dr. Khedkar Sandip Prabhakar	62
16	A Study Of The Communicative Approach To Teach Hindi At Secondary Level And Its Effect On Pupils discussion Skill	Dr. Sushil Kumar	65
17	Role Of Higher Education In Promoting National Integration: An Analysis	Dr. Umapati K. L. Smt. Rabiabanu B Nadaf	71
18	उच्च शिक्षणातील वास्तव एक विश्लेषण	डॉ.भुजंग विठ्ठलराव पाटील	75
19	Impact of Social Media on Teacher Students Behaviour	Dr.Naik Tarsing B	79
20	Skill Development In 21 st Century	Dr.Uday Mehta	84
21	Human Resource Development For Employee Empowerment And Institutional Effectiveness	Dr.Zunjarrao Kadam	89
22	Understanding Changing Patterns And Trends Of Internationalization Of Higher Education	Dr.Zunjarrao Kadam	94
23	सर्वसमावेशक शिक्षक निर्मितीसाठी कार्यक्रम विकसन-एक अभ्यास	श्री एकनाथ जनार्दन घुगे	97

Sr. No.	Title Name	Author Name	Page No
24	बडबडगीते: आकलन आणि अध्यापनाची दिशा	प्रा. डॉ. गोविंद काळे	100
25	एकात्मिक कला अध्यापन व कृतियुक्त अध्यापन पद्धतीद्वारे उच्च प्राथमिक स्तरावरील विद्यार्थ्यांच्यामध्ये होणा-या कौशल्यात्मक विकासाचा अभ्यास	डॉ. कुसुम व्ही. चौधरी	103
26	Role Of ICT For English Teaching	Dr. Madhavi Pawar	109
27	मराठी विषयातील बदलत्या पाठयक्रमाच्या सद्यस्थितीबाबत शिक्षकांमध्ये असलेली जाणीवजागृती व त्यातील नवीन संकल्पना वृद्धीसाठी कार्यक्रम संचाचे विकसन-एक अभ्यास	श्री.मनोज नरसी पाटील	112
28	Role Of ICT For Higher Education In The 21 st Century	Miss. Madhuri Abaso Bhale	116
29	Professional Development Of Social Worker Through ICT	Mr. Vijay Vasant Kamble	120
30	English Communication Skill among the student's teacher	Ms. Manik D. Aware	123
31	उच्च शिक्षणातील विद्यार्थ्यांना सूत्रसंचलन कौशल्याचे महत्त्व	प्रा. नंदकुमार विरभद्र कुंभार	127
32	बी.एड.छात्राध्यापकांचा ऑनलाईन परीक्षा पद्धतीविषयीच्या मतांचा अभ्यास	डॉ.नवनाथ ज्ञानदेव इंदलकर	130
33	A Study of the present status of Knowledge of Phonetics among the Students of English language.	Mr. Vijay Santu Patole	133
34	Role Of ICT For Soft Skill Development	Dr. Surve Meena Vasantrao	139
35	ICT's in Education	Prof. Smt. Patil Sharada Shamrao	142
36	कोल्हापूर जिल्ह्यातील किल्ल्यांच्या संवर्धनासाठी कौशल्य विकास	समाधान आबा जाधव व महादेव अंबादास पवार	145
37	शैक्षणिक विचारवंत आणि कौशल्य विकास	कु.सरिता आण्णसो मोरे	148
38	Educational Status of women in Higher Education in Present Scenario	Mr. Shinde Shivaji Sambhaji	151
39	A Study Of Relationship Between Organizational Culture, Job Satisfaction And Attitude Towards Teaching Profession Of Secondary School Teachers	Shobha Patil & Dr.U.K.Kulkarni	155
40	उच्च शिक्षणातील कौशल्य विकासातील आव्हाने व संधी	श्री. सोबान एस. आर. व डॉ. बरकडे ए.जे	160
41	हिंदी भाषा श्रवण कौशल के अंगो का अध्ययन अध्यापन में महत्व	श्री. सुभाष बामणेकर	163
42	शिक्षणात सौम्य कौशल्यांची आवश्यकता व विकसन	डॉ.श्रीमती सुजाता चंद्रकांत पंडित	167
43	Challenges And Opportunity Of Skill Development In Higher Education	Prof. Dr.Sujata J.Patil	170

Sr. No.	Title Name	Author Name	Page No
44	Role of IQAC in Maintaining Quality Standards in Higher Education	Sunayana Jotiram Jadhav	174
45	Role of Mass Media in Developing Soft Skills and Body Language among Degree Students of Rural Area: A Survey Study in ELT	Tukaram R. Hapgunde & Dr. D. N. More	178
46	उच्च शिक्षणातील समस्या: एक आकलन	प्रा. डॉ. उमेश शेकडे	182
47	The importance Of Soft Skills In Higher Education	Vijaymala V. Chougule	185
48	Co-relation between Skill Development and Inclusive Education*	Kamalakar Baburao Gaikwad & Dr. Sandip Prabhakar Khedkar	189
49	Role Of ICT In Legal Education	Dr Chandrani Shashikant Bagadi	193
50	The Role & Impact Of ICT In Improving The Quality Of Education	Prashant G. Kumdale	196
51	Skill Development As A Challenge In Higher Education In 21 st Century	Dr. Jadhav Bhika Lala	198
52	Skill Development in 21 st Century	Jagdish Ganpati Kumbhar	202
53	ICT For Teacher Education Programme	Dr. Sharad B. Ingawale	205
54	Challenges And Opportunities For Skill Development In Higher Education	Dr Manjunath Bhat	208
55	Role of Skill Development in Higher Education	Dr. M.S. Patil & Dr. H. Y. Kamble	210
56	Leadership Skills for Librarians	Mrs. Sandhya Girish Yadav	214
57	Skill Development in 21 st Century	Dr. Nafisa Roopawalla	218
58	Women's Empowerment Through Skill Development	Dr. Smt. Desai M.B.	222
59	कौशल्य विकास शिक्षणाची गरज	प्रा. डॉ. रेखा रामनाथ बने	226
60	Development and Assessment of Teaching Skills in Teacher Education: A Case Study	Ganesh Chandra Naik & Jojen Mathew	228
61	A Study On The Role Of Higher Education In National Integration	Smt. Raziya Begum F Sheikh Jayaramaiah	232
62	Communication Skills Development in TEP.	Dr. Sarjerao Pandurang Chavan	236
63	Development of Life Skill in Higher Education- A Life Beyond the Classroom	Sangeeta Rajaram Kadam	239
64	Essential Soft Skills To Be Instilled In B. Ed Trainees (Apart From Teaching Skills)	Dr. Sushma A. Narasgouda	243

Sr. No.	Title Name	Author Name	Page No
65	Soft Skills : Necessity of 21 st century Employment	Chavan Chandrakant K.	247
66	Paradigm Shift towards Objectivity & Transparency in Higher Education 'Human Beings can be managed & machines can be tampered'	Mr.M.B.Gaikwad	250
67	Effectiveness of developed Skill Based Programme (SBP) on 9 th standard Visually Impaired Student"	Dr.Atul Arun Gaikwad	253
68	कौशल्य विकास – आधुनिक काळाची गरज	डॉ.शर्वरी र.कुलकर्णी	256
69	'Developing Innovative Skills': A Pragmatic Approach to Develop Innovative Thinking Skills	Dr. Gagare Ajit Shankarrao	259
70	Skill Development and B.Ed Curriculum – A Study	Dr.Amitkumar S. Gagare	264
71	Role of ICT for soft skill development	Mrs.Shashikala Patel	268
72	उच्च शिक्षणात कौशल्य विकास : काळाची गरज	प्रो. प्रतिभा उरसळ	272
73	मराठी भाषा आणि कौशल्य विकास	डॉ. एन.व्ही. शिंदे	275
74	Challenges for skill development in Higher Education.	Prabha S. Ghorpade	278
75	शिक्षक शिक्षण कार्यक्रमांतर्गत मूलभूत कौशल्ये (Soft Skills) विकसन उपक्रमाच्या परिणामकारकतेचा अभ्यास	डॉ पाटील परमेश्वर अभंगराव	281
76	Impact Of Occupational Stress On Professional Development Of Secondary Schools Teachers In Raigad District	Dr Suvidyaa Mahesh Sarvankar	286
77	Challenges and opportunities for skill development in social work	Mr. Ashwatkumar B. Talawar	291
78	समावेशक शिक्षण आणि कौशल्य विकास	प्रा.सौ. लक्ष्मी विष्णु भंडारे	295
79	Skill Development: The Vital Vitamin for sketching Indian Higher Education into a Universal Education in 21 st century.	Dr.Siddaling C. Talikoti Prof. Kavita A. Patil Prof. AniruddhDattatreya Rao Prof. Iranna S. Solapur	299
80	The Challenges & Opportunities For skill Development In Higher Education In India.	Dr.Siddaling C. Talikoti Prof. Kavita A. Patil Prof. AniruddhDattatreya Rao Prof. Iranna S. Solapur	304
81	The Prominence of ICT in Higher Education in India in the 21 st Century.	Dr.Siddaling C. Talikoti	308
82	Soft Skills: The Need for the 21st Century Workforce.	Dr.Siddaling C. Talikoti	312
83	Skill Development Through Inclusive Education In Children With Special Needs	Prof.Archana Peter Alphanso	316

Sr. No.	Title Name	Author Name	Page No
84	MOOC'S-Massive Open Online Courses For Soft Skills Development	Dr.Manisha Digambarrao Asore	320
85	Soft Skills In Higher Education: A Review	Dr.Machhindra Govind Varpe	323
86	An overview of skill development Initiative in India in 21 st Century: A way forward	Prof. Anagha Mahajan	326
87	Challenges And Opportunities In Higher Education: A Need Of Skill Development	Dr. A.R. Jagatap Dr. I.R.Kajagar	331
88	Use Of ICT To Skill Train Local Bakers To Promote Nutritionally Enriched Goan Bread (Pao)	Gauravi Shirodkar and Gleny Kankonkar	336
89	Impact of 'Spoken Tutorial Videos' on Breastfeeding Education among Undergraduate Students	Naik Varsha, DalalRupal , Tony Bella .	342
90	Enhancement of Professional Growth through development of applied writing skills among B.Ed. Teacher Trainees – A Perspective.	Dr. Shobha V. Kalebag Mr. Kiran V. Nanaware	347
91	Challenges & Opportunities for skill development in Higher Education	Mr. D.M. Randive	351
92	Role of ICT for Skill Development in Higher Education Skill India- Build India	Dr. B.S.Khose	354
93	Skill Development: Role Of Communication Skills In Teaching Learning Process	Prof. Charandas Y. Kamble	356
94	Effectiveness Of E-Content Package In Learning Geography At Secondary School Level	Dr. A.V.Bamagond Mr.S.B. Kambar	359
95	सूचना प्रौद्योगिकी और हिंदी अनुसंधान	प्रा.डॉ. कुंभार एन.वी.	362
96	ICTs in Education	Prof. Smt. Patil Sharada Shamrao	364
97	Development of Online Evaluation Programme in Mathematical content knowledge for B.Ed. Pupil Teachers	Dr.Anil Tanaji Patil	367
98	Education Skills Required by Agricultural Colleges Students for Employment in Computerized Office of Agribusiness Organizations	M.S.Jadhav	369
99	Role of Language in Skill Development in Higher Education	Pratiksha Mangalekar	375
100	Conceptual Learning: An Effective Method In Higher Education	Sri.Prasanna B. Joshi Dr. Abhay M.Patil Uma C. Swadhimath	378

Sr. No.	Title Name	Author Name	Page No
101	उच्च शिक्षणातील कौशल्य विकासातील आव्हाने आणि संधी	प्रा. सुनिता विठ्ठलराव भोसले	385
102	The Impact of Specific asana on the Stress of 12 to 16 years school children	Kumari Vidya Manohar Mullur Dr.D.M.Jyoti	388
103	Need Of Enhancing Skill Development In Law Students In India For Efficiency, Effectiveness And Employability	Miss.Bhakti Sharad Bhosale	390
104	E- Learning (Mooc) Education In India	Dr. Sunil D. Punwatkar Prof. Kuldeep P.Pawar	393
105	Continuing Professional Development And Skill Development Of Teachers	Dr. G. M. Sunagar	397
106	व्यक्तिमत्व विकास और कौशल	प्रा.डॉ.माधव गायकवाड	400
107	Higher Education In India: The Current Challenges	Dr. Abhay M. Patil Sri. Prasanna B. Joshi Sri. Nabhiraj A. Patil	403
108	Basic important soft skills : An urgent need of student	S. G. Patil, Dr.V. P. Shikhare	408
109	Challenges of Teaching and Learning English in present set up	Shri. Hegade Navnath Dharmaji	412
110	Teacher of 21st century :- Digital knowledge of ICT through skill development	AudumbarD. Chavan Dr.Suresh D. Dhage Dr.Gautam A. Gaikwad	417
111	Skill Development in India	Prof. More J.G.	420
112	Role of ICT for Soft Skill Development	Dr.Patil S.B.	423
113	मुंबईतील आर्थिक व सामाजिक दृष्ट्या निम्नस्तरीय शालेय विद्यार्थ्यांचा भाषिक अभ्यास	डॉ. बी.जी. खाडे, (प्रभारी प्राचार्य)	426
114	Challenges and Opportunities in Skill Development in Indian Higher Education	Dr. Dinesh D. Satpute	431
115	Awareness of Life Skills among Student -Teachers	Dr.Yuvaraj Yashwant Pawar	435
116	Skill Development In India: Opportunities And Challenges	Mane Bhaskar wamanrao	439
117	New Vision Of Higher Education: Soft Skills And ICT	Dr. V.M. More, Dr. HarshaSuryawanshi,	443
118	Can Technology Replace Teachers?	Dr. Sabiha Asif Faras	447
119	Effectiveness of Constructivism in Teaching English At Higher Secondary Level	Mr.Nagnath M. Gaikwad Mr. Navnath D. Hegade	449
120	Development of Poster Presentation Skill among B.Ed. Student Teachers	Dr. Vilas B. Bandgar Dr. Vishnu P. Shikhare	453
121	From Teacher To Researcher	Mahajan Sangita Dadaso	455

122	A Study of Positive Attitude with respect to Communication Skill of BEd studentsof SPS College,Sangli	Dr.Madhuvanti Kulkarni Dilip	458
123	Developing Reading skill of std. VI students Through Cooperative learning model An experimental study	Dr. P.B.Darade	461
124	Current Status of Cognition And Science Process skills Among IX Standard Students	Smt. Rohini G. Bhosale Dr. Krishna B. Patil	464
125	The impact of PowerPoint digital mind maps on science Achievement among fourth Grade students	Spruha Suresh Indu	468
126	Role of Tourism Industry in India's Development	Mr.Balaji B. Waghmare Raju zore	473
127	Difficulties experienced by teacher trainees of G.V.M's while delivering ICT lessons during Internship.	Dr.Jojen Mathew	481
128	Skill Development in 21 st Century	Prof. Vilas S. Pawar Subhash Kishanrao Pole	484
129	Skill Development in 21 st Century	Dr. Sureshkumar K. Kamble	486
130	Skill Development in India	Dr. Govind N. Bhusare	488
131	Skill Development Initiative And Challenges	Prof. Ninge Gowda	493
132	Skill-Oriented Education & Employability	Prof. H.R. Dhananjaya	496
133	21 st Century Skills for students	Prof. Dr. Jayshree B. Patil	498
134	Skill Development In India: Challenges And Solutions	Dr. Punam Kesharwani	502
135	The Role of ICT to develop Teaching- Learning Process-A Study	Dr.Harshanand P. Khobragade	506
136	Reading For Communication	Shinde Kalindi Kailas	509
137	Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Under Inclusive Education for Children With Special Need In Belagavi District	Miss. Girija Kadannavar Dr. Sushma R.	513
138	Developing Soft Skills	Dr. Anupama Prakash Pol	518
139	Scoping study on the use of bibliometric analysis to measure the quality of research in Indian higher education institutions	Prof. Bhande Ankush Prabhu	521
140	Soft Skill Development and Its Importance in Higher Education in India	Dr.LaxmanBabasahebPatil	525
141	Significance of Life Skills in Physical Education & Sports	Mr. S. B. Tataga	530
142	"Digital Education Designer- A Teacher"	Prof. Dr. Pradeep Anandrao Kauthalkar	534

Sr. No.	Title Name	Name of the Participant	Page No
143	UGC's Initiatives in Skill Development through Higher Education	Prof M.M.Javali Dr M. M.Barchiwale	539
144	Importance of Online Evaluation System for Paper Checking	Prof. Dr. Pralhad K. Mudalkar	544
145	A Study on the India's Labour Market Condition, Higher Education and Skill Requirement	Dr.N.M.Makandar	547
146	Constructivist Pedagogy And Evaluation Practices In Higher Education	Dr.T.M.Prashantha Kumar	552
147	मराठी विषयाच्या अध्यापनाचे कौशल्य	प्रा. डॉ. संजय दशरथ पाटील	557
148	Sociological Concepts and Life Skills	Dr. Ramesh S. Mangalekar	560
149	शिक्षण प्रणालीत तंत्रज्ञानाची उपयोगिता	डॉ. पिनाटे किरण प्रल्हादराव	564
150	"Beti Bachao, Beti Padhao" (Save Girl Child and Educate Girl Child).	Dr. Krishna F. Pawar	566
151	Need Of ICT-Enhanced Soft Skills In Higher Education	Dr. N.A. Rashidi	570
152	समावेशित शाळेतील शिक्षकांसाठी आवश्यक कौशल्य	श्रीमती कापसे एम.डी.	574
153	उच्च शिक्षणाच्या कौशल्य विकासातील अडचणी व उपाय	सौ.घाटगे एस.जे.	579
154	Importance of Skill Development in Higher Education: An Emerging Skill Training for Youth in India	Dr. Vikrant S. Palekar	584
155	Adapting ICT In Rural Hei's: An Overview	Dr. Sarangpani Ramchandra Shinde	588

CONCEPTUAL LEARNING: AN EFFECTIVE METHOD IN HIGHER EDUCATION**Sri.Prasanna B. Joshi**Assistant Prof. and Head Dept. of Economics,
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Abstract

There have been increasing complaints from the teachers of students being admitted to Arts colleges with comfortable grades that find it difficult to understand and reproduce conceptual knowledge. We would like to set up a mechanism to analyse and engage students who we perceive are not capable of grasping concepts. This paper is based on few assumptions and these are drawn from author's personal experiences of teaching in an undergraduate Arts and Commerce College in Belagavi. Currently, we have little data to substantiate the assumptions we make. However, the result of this paper may lead to further scope for research in this area. Conceptual learning is the cornerstone of higher education. The higher a student progresses in an education the more complicated information becomes. A simple example is the Cell in biology which gets more and more detailed. Sometimes there is gross simplification in lower classes that must be corrected in higher ones. This requires that most of college education will mostly be conceptual in nature. According McKenzie, conceptual learning is the learning of that which represents something beyond itself. It is like signs on a map. [Mc Kenzie, 2008]. Assessment can be defined as a sample taken from a larger domain of content and process skills that allows one to infer student understanding of a part of the larger domain being explored. The sample may include behaviours, products, knowledge, and performances. There is a need to bridge the gap between different kinds of learners. With greater exposure to technology and information, certain students have an advantage over others. We can help in levelling the playing field by testing for conceptual learning and using technology to push this technique forward. Not only does it make it easier for a teacher to assess students, it also provides students with a method of grasping conceptual information. We cannot change the system immediately. However, we can use technology to work within the system to help improve education in the country, and provide a valuable service to the students and the community at large.

Key words: Assessment, conceptual learning, Knowledge**Introduction**

"Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives—choice, not chance, and determines your destiny."—Aristotle.

If Aristotle is correct, then we in academic advising can always use assistance to be as intentional as possible in our practice. Advising as teaching is a paradigm that has been advocated by many authors (Lowenstein, 2005; Hemwall & Trachte, 1999, 2003), but intentionally identifying what students need to learn is critical. As Martin (2007) stated, "Learning objectives answer the question: what should students learn through academic advising?" Likewise, Steele (2014) argued for the intentional use of technologies as tools. Tools are designed for specific uses. The best use of technologies is when their capabilities align with our advising goals. To help advisors achieve better student learning outcomes and improve program assessment, this article will use elements of Steele's model for intentional use of technology and combine these with elements of the curriculum development model called *Understanding by Design*. Integrated, these two models offer a conceptual way to reconsider how to organize learning outcomes and program assessment.

There have been increasing complaints from the teachers of students being admitted to Arts colleges with comfortable grades that find it difficult to understand and reproduce conceptual knowledge. We would like to set up a mechanism to analyse and engage students who we perceive are not capable of grasping concepts.

This paper is based on few assumptions and these are drawn from author's personal experiences of teaching in an undergraduate Arts and Commerce College in Belagavi. Currently, we have little data to substantiate the assumptions we make. However, the result of this paper may lead to further scope for research in this area.

Assumptions

1. There has been an apparent decrease in the quality of students.
2. Rural Students on average find college a steeper learning curve
3. The small sample of Arts students of a leading undergraduate college of Belagavi has been considered to be sufficient to show a proof-of-concept of the method implemented.
4. That all higher education involves greater levels of conceptual learning.

What Is Conceptual Learning?.... A Review

Conceptual learning is the cornerstone of higher education. The higher a student progresses in an education the more complicated information becomes. A simple example is the Cell in biology which gets more and more detailed. Sometimes there is gross simplification in lower classes that must be corrected in higher ones. This requires that most of college education will mostly be conceptual in nature. According McKenzie, conceptual learning is the learning of that which represents something beyond itself. It is like signs on a map. [Mc Kenzie, 2008]. There is a difference between an image and a concept. A concept works more like a collection of ideas rather than a single image in the mind. In Plato's dialogue Symposium there is an interesting discussion on beauty. In short, it brings to our attention the way we talk about beauty. How can we call a statue, form or even, for that matter, a mountainside view beautiful when they are not the same image? The concept then is not limited to an image, but to the many ways in which we use a particular word with the meaning that stems directly from the context. A concept is then a word surrounded by inferential statements [Mc Kenzie, 2008]. By its very nature, each concept presupposes the presence of certain systems of concepts [Vygotsky 1987]. If there is a context surrounding the use of a word, a person can grasp a concept better when he/she can understand it in a larger number of contexts. We must look for the relation between the mind and the world 'not in absolute perceptions and orthoscopic descriptions, not even in concrete verbal images that replace the general representations-we must seek it in the system of judgements in which the concept is disclosed' [Vygotsky, 1988, p. 55].

The Nature Of Assessment

Assessment can be defined as a sample taken from a larger domain of content and process skills that allows one to infer student understanding of a part of the larger domain being explored. The sample may include behaviours, products, knowledge, and performances. Assessment is a continuous, ongoing process that involves examining and observing children's behaviours, listening to their ideas, and developing questions to promote conceptual understanding. The term authentic assessment is often referred to in any discussion of assessment and can be thought of as an examination of student performance and understanding on significant tasks that have relevancy to the student's life inside and outside of the classroom.

The increasing focus on the development of conceptual understanding and the ability to apply science process skills is closely aligned with the emerging research on the theory of constructivism. This theory has significant implications for both instruction and assessment, which are considered by some to be two sides of the same coin. Constructivism is a key underpinning of the National Science Education Standards.

Constructivism is the idea that learning is an active process of building meaning for oneself. Thus, students fit new ideas into their already existing conceptual frameworks. Constructivists believe that the learners' preconceptions and ideas about science are critical in shaping new understanding of scientific concepts. Assessment based on constructivist theory must link the three related issues of student prior knowledge (and misconceptions), student learning styles (and multiple abilities), and teaching for depth of understanding rather than for breadth of coverage. Meaningful assessment involves examining the learner's entire conceptual network, not just focusing on discrete facts and principles.

The Purpose Of Assessment

Critical to educators is the use of assessment to both inform and guide instruction. Using a wide variety of assessment tools allows a teacher to determine which instructional strategies are effective and which need to be modified. In this way, assessment can be used to improve classroom practice, plan curriculum, and research one's own teaching practice. Of course, assessment will always be used to provide information to children, parents, and administrators. In the past, this information was primarily expressed by a "grade". Increasingly, this information is being seen as a vehicle to empower students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners. In addition to informing instruction and developing learners with the ability to guide their own instruction, assessment data can be used by a school district to measure student achievement, examine the opportunity for children to learn, and provide the basis for the evaluation of the district's science program. Assessment is changing for many reasons. The valued outcomes of science learning and teaching are placing greater emphasis on the child's ability to inquire, to reason scientifically, to apply science concepts to real-world situations, and to communicate effectively what the child knows about science. Assessment of scientific facts, concepts, and theories must be focused not only on measuring knowledge of subject matter, but on how relevant that knowledge is in building the capacity to apply scientific principles on a daily basis. The teacher's role in the changing landscape of assessment requires a change from merely a collector of data, to a facilitator of student understanding of scientific principles.

The Tools Of Assessment

In the development and use of classroom assessment tools, certain issues must be addressed in relation to the following important criteria.

A. Purpose and Impact—How will the assessment be used and how will it impact instruction and the selection of curriculum?

B. Validity and Fairness—Does it measure what it intends to measure? Does it allow students to demonstrate both what they know and are able to do?

C. Reliability—Is the data that is collected reliable across applications within the classroom, school, and district?

D. Significance—Does it address content and skills that are valued by and reflect current thinking in the field?

E. Efficiency—Is the method of assessment consistent with the time available in the classroom setting?

There is a wide range of assessments that are available for use in restructuring science assessment in the classroom. These types of assessments include strategies that are both traditional and alternative. The various types of alternative assessments can be used with a range of science content and process skills, including the following general targets.

Declarative Knowledge—the "what" knowledge

Conditional Knowledge—the "why" knowledge

Procedural Knowledge—the "how" knowledge

Application Knowledge— the use of knowledge in both similar settings and in different contexts

Problem Solving— a process of using knowledge or skills to resolve an issue or problem

Critical Thinking— evaluation of concepts associated with inquiry

Documentation— a process of communicating understanding

Understanding— synthesis by the learner of concepts, processes, and skills

Assessment can be divided into three stages: baseline assessment, formative assessment, and summative assessment. Baseline assessment establishes the "starting point" of the student's understanding. Formative assessment provides information to help guide the instruction throughout the unit, and summative assessment informs both the student and the teacher about the level of conceptual understanding and performance capabilities that the student has achieved. The wide range of targets and skills that can be addressed in classroom assessment requires the use of a variety of assessment formats. Some formats, and the stages of assessment in which they most likely would occur, are shown in the table.

ASSESSMENT FORMATS		
Format	Nature/Purpose	Stage
Baseline Assessments	Oral and written responses based on individual experience Assess prior knowledge	Baseline
Paper and Pencil Tests	Multiple choice, short answer, essay, constructed response, written reports Assess students acquisition of knowledge and concepts	Formative
Embedded Assessments	Assess an aspect of student learning in the context of the learning experience	Formative
Oral Reports	Require communication by the student that demonstrates scientific understanding	Formative
Interviews	Assess individual and group performance before, during, and after a science experience	Formative
Performance Tasks	Require students to create or take an action related to a problem, issue, or scientific concept	Formative and Summative
Checklists	Monitor and record anecdotal information	Formative and Summative
Investigative Projects	Require students to explore a problem or concern stated either by the teacher or the students	Summative
Extended or Unit Projects	Require the application of knowledge and skills in an open-ended setting	Summative
Portfolios	Assist students in the process of developing and reflecting on a purposeful collection of student-generated data	Formative and Summative

Methodology:

With the release of the National Science Education Standards, the issues of why, how, and what we, as teachers, assess in our classrooms will become a major challenge in the multifaceted science reform effort currently underway. As educators are changing their ideas about what constitutes exemplary inquiry-based learning, and recognizing that science is an active process that encourages higher-order thinking and problem solving, there is an increased need to align curriculum, instruction, and assessment. Classroom assessment techniques are focusing on aligning assessments more closely with the instructional strategies actually used with children.

The process of assessing the conceptual learning follows the usual inductive and deductive logical methodology here. The concept is first dimly understood in an inferential statement. 'Two claims have the same conceptual

content if and only if they have the same inferential role: a good inference is never turned into a bad one by substituting one for the other. The fundamental semantic assignment of conceptual content to judgments is derived from the ultimately pragmatic notion of correctness of Inference. [Brandom, 1994]. Therefore, by using the “correct inferential technique”, we can group inferential statements into a single category. By examining all the inferential statements in the category, we can extract by abstraction a concept. This concept will be a word used in various contexts but which retains an inferential role common to all the statements. Checking the correctness of inference is simply a matter of “fleshing out” the concept in different contexts, keeping in mind to retain the same inferential role. The system is simple particulars to a universal concept which is followed by the correct inferential application of the universal concept to a particular. Thus, logic governs behavior in linguistic interactions [Mc Kenzie, 1984]. The sort of understanding that is the aim of conceptual interpretation, then, is mastery of an inferential role: the ability to distinguish what follows from a claim, and what would be evidence for or against it, what one would be committing oneself to by asserting it, and what could entitle one to such a commitment’ [Brandom, 2002, p. 95]. The mention of interpretation is vital for applicability. What causes one student to understand a concept better than another? The conceptual map, which provides the context of inferential statements that help to flesh out the concept, determines the extent to which a student has internalized a concept. The larger the conceptual map, the greater the level of understanding. What Mc Kenzie calls “Collateral premises” [Mc Kenzie, 2008]. Difference in observation is due to the difference between their background beliefs [Mc Kenzie, 2008]. We commonly term this “Exposure”. We are currently in a case study which will test this hypothesis. If we can expand the conceptual map, we should be able to show the greater levels of conceptual learning.

Assessment Of Conceptual Learning And Findings:

Learning a language requires reading and writing the alphabet. These can only be assessed through memory tests. However, after having learnt the way sentences are constructed through parts of speech, we can create new sentences that have never been written before or read sentences that have never been constructed before. To learn an alphabet requires Habitual learning or drill learning [Mc Kenzie, 2008]. To learn how to read and write requires conceptual learning. This is the distinction between how and knowing that [Ryle, 1949]. What is it to perform intelligently? We must be able to apply criteria in the conduct of performance [Mc Kenzie, 2008]. This means that instead of a winning a chess game by chance a participant must use the rules and logical reasoning to win. For instance, a student who sings a song of a foreign language by carefully listening to the sound is not applying the proper criteria in the conduct of performance. The student has no real knowledge of the language but merely appears to do so. The assessment must help to make this very important distinction.

A majority of the students who take admission in sample undergraduate college in Belagavi have a problem reading their textbooks. Usually until PUC, they are assigned textbooks with very specific formats and headings. When they are provided with a book with no headings they are confused because they require an artificial marking in the book to delineate categories.

The main focus of the conceptual learning is to create categories where knowledge can be systematised and internalised. It functions similar to a map [Mc Kenzie, 2008] where all information is organized in an inferential manner. Statements are key [Mc Kenzie, 2008] because they are the building blocks of the inferential map. All information, if it is to learnt, must be mapped inferentially. A concept cannot be learnt in complete abstraction. Concepts lack the clarity of formulae and even definitions are partial expositions. The concept also undergoes changes in different situations. This “system of concepts” is mapped inferentially and forms the basis of categorization. The more complex the categorization, the greater the ability to grasp new information. Which is

why students who listen to the same lecture will have different levels of understanding the same concept. The various forms of constructivism agree with each other that in acquiring conceptual knowledge the learner is active, that knowledge cannot be handed down, and that a learner's pre-existing understandings and purposes are relevant to what that learner will construct. [Mc Kenzie, 2008]

We are currently in an education system that checks for memorization rather than application of learnt concepts. We tend to fail on international standards as a result. Assessing conceptual learning is best done via a *viva voce*. However, considering the student-teacher ratio, we cannot recommend this as an effective tool for conceptual learning assessment.

Technology is the only way forward. MOOC's are becoming mainstream, with all the major universities of the world already using it to reach out to millions. Incidentally, they also use MOOC's as an information gathering tool for empirical research. MOOC credits are now applicable in regular courses and jobs.

For the purposes of this paper we enrolled in two MOOC's provided by EDX.org and coursera.org. The course is based around a short/long lecture followed by a quiz. The answers to the quiz may or may not be revealed as correct or false. The quiz cannot be answered only by listening to the lecture.

Multiple Choice questions are easy to assess. Good multiple choice questions are not so easy to write. However, the main focus must be on the distinction of applicability vs reproducibility. A certain number of questions may be purely memory-based serving as a good start, and to help the student revise the basics. Next, it must be followed by a comparisons and examples. Finally, a student must be able to critique any concept. This can be tested by asking the student to pick the correct category in which the concept may be put, followed by a question on which concept is opposed to it. The key is to –

- a. Provide 5 options
- b. Keep the options similar to each other
- c. Make sure the statement and the options are absolutely clear. The best way to check is to ask a colleague or a student to write fill out the exam without any help in clarification. This can help weed out confusion arising from the construction of the question.
- d. Stimulate by criticism and example of the pupils own judgement [Mc Kenzie, 2008].

Recent open-source technology has helped to make education more accessible. One such technology is Moodle. It is a software that is installed on a server. One can host assignments, tests and even MOOC's with that technology and it is absolutely free to use.

It is clear that different kinds of information must be gathered about students by using different types of assessments. The types of assessments that are used will measure a variety of aspects of student learning, conceptual development, and skill acquisition and application. The use of a diverse set of data-collection formats will yield a deeper and more meaningful understanding of what children know and are able to do, which is, after all, the primary purpose of assessment.

Conclusion

There is a need to bridge the gap between different kind of learners. With greater exposure to technology and information, certain students have an advantage over others. We can help in levelling the playing field by testing for conceptual learning and using technology to push this technique forward. Not only does it make it easier for a teacher to assess students, it also provides students with a method of grasping conceptual information. We cannot change the system immediately. However, we can use technology to work within the system to help improve education in the country, and provide a valuable service to the students and the community at large.

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HIGHER EDUCATION IN INDIA: THE CURRENT CHALLENGES**Dr. Abhay M. Patil**Assistant Professor & Head, Dept. of Geography,
RPD College, Belagavi**Sri. Prasanna B. Joshi**Assistant Professor & Head, Dept. of Economics,
RPD College, Belagavi**Sri. Nabhiraj A. Patil, Assistant Professor of Geography,
Vishwabharati First Grade College Turnur, Ramdurg.****Abstract:**

Education is the basic foundation for any civilized society. It changes the face of a nation and plays a pivotal role in its development. Education is prime agent to bring desirable modification in the knowledge, skill and sensitivity of human beings. The present paper aims to highlights the background, environment and economics of present higher education scenario, the role of teachers and the qualities that teachers should inculcate in themselves in order to become most effective quality teachers. This paper also discusses how to develop into teachers with innovation, vision and skills to operate imaginative and innovative methods of teaching to create the leaders of tomorrows Government, business, academic field and also inculcate moral and ethical values and patriotism among the youths of the nation. India has the second largest education system in the world after United states, but only a small 11 percent relevant age group of 18-23 is enrolled in higher education, compared with about 52 percent in the developed countries. During the past half century the number of colleges and universities across the country has multiplied from 565 and 25 in 1953 to 20500 and 410 in 2014. According to the World Bank Report, higher education throughout the world is in crises. The crises is most acute in the developing world. The quality of teaching and research has deteriorated in many countries. While overcrowding, poor physical facilities and lack of resources for textbooks, educational materials, laboratory consumables and maintenance are common problems. Graduate problem in developing countries continue to rise(Sharma 1997). The teacher has to play a multifaceted role in higher education. The first and foremost challenging thing is that he has to attack the unwillingness of the pupil to learn a new thing(which may be called as inertia or rigidity) and develop an interest and craving towards learning in the student. If this is done with perfection, half the battle is won. As emotional intelligence is the matter of teaching, learning process, it can be improved and learned throughout life of an individual through the intelligent effort of teacher. Nobody is perfect and therefore everyone has room for improvement. Higher education is an essential social as well as economic infrastructure for an emerging nation like India. Higher education and natural development are two sides of the same coin, which are inseparable and go hand in hand. Excellence in higher education ie creation of knowledge workers to be used within and overseas. Education including higher, technical and professional is a right and not a commodity. Access, Equity and Quality are to be ensured to all citizens as imperatives of democratic society and social justice. We have chosen career as teacher in higher education and thus owe it to ourselves, to our students and our institutions to fulfill our responsibilities as effectively as possible. It is the only way to improve the quality of education is to monitor and evaluate teaching and then to use the information obtained in such a way that results in enhancement of quality of education.

Key Words: Higher Education, Equity and Quality**Introduction**

Education is the basic foundation for any civilized society. It changes the face of a nation and plays a pivotal role in its development. Education is prime agent to bring desirable modification in the knowledge, skill and sensitivity of human beings .It is catalytic factor, which can be used as an instrument of developing and producing of required skilled manpower (Kukreti et al 2003).

Higher education refers to education in post higher secondary institutions, colleges and universities. It is called 'higher' because it constitutes the top most stage of formal education and it is concerned with processes in more advanced phase of human learning. The age of entrants is 18 years and therefore they are mentally mature and capable of performing the task at the abstract level. They can analyze, synthesize and evaluate the concepts, facts, ideas of all kinds. their creativity is at the peak level.

Higher education in India is powerful instrument for sustainable development of nation. It empowers the individual with necessary skills and competence for achieving person and social goals and thereby contributing to nation's development. Though India has one of the largest system of higher education in the world after China but degree are not globally competitive. There are several obstacles coming in the way of quality of higher education like inadequacy of funds, infrastructural bottlenecks in appropriate teacher student ratio, conventional method of teaching etc. Globalization underlines the need for reforms in the educational system with particular reference to extensive use of information technology, competitive and quality teachers and emphasis on research and development.

The present paper aims to highlights the background, environment and economics of present higher education scenario, the role of teachers and the qualities that teachers should inculcate in themselves in order to become most effective quality teachers. This paper also discusses how to develop into teachers with innovation, vision and skills to operate imaginative and innovative methods of teaching to create the leaders of tomorrows Government, business, academic field and also inculcate moral and ethical values and patriotism among the youths of the nation.

The educational institutions, schools colleges and institutions of higher education focus at improving the quality of life of human beings. Institutional education is important, but much more important is the education which is grounded on the sublime values of human life ,such as compassion, tolerance, honesty and humanism. As Gandhi said '**Real education consists in drawing the best out of yourselves. what better book can there be than the book of humanity ?** Our education also aim at, as Swami Vivekananda said “ **Man making and character building**” only the people with good character can build a nation of **tomorrow-a strong, resilient and confident.** we need men and women of character who will wear by humane values to ensure that larger concern of the society are addressed with deep understanding of values of our heritage and culture.

Education history of ancient India is glorified by the existence of Takshashila and Nalanda universities when there was no university in any country of Europe. Contribution of Bhakaracharya and Aryabhata to the store of scientific knowledge of the world has also been appreciated by whole world. But after 57 years of independence ,the scenario of Indian education requires serious introspection. Independent India has set up a unique example by setting up of over 70 education commission or committees but the situation remains extremely grim. (Suryanarayan N.S -2004)

The ability of a society to generate ,select, adapt, commercialize and use knowledge has now become critical for sustained economic growth and for improving the quality of life for all. Though knowledge is known for its pivotal role in generating technologies and their further commercialization right from the industrial era it has become even more crucial now. Infact, the most technologically advanced economies are truly knowledge based, creating thousands of knowledge related jobs in an array of disciplines that have emerged overnight. the proportion of goods in international trade with medium or high level of technology content that are knowledge based rose from 33% in 1976 to 54% in 1996,yet another example of impact of knowledge on economic growth. The last decade of 20th century saw many such significant changes in global environment that one way or

another, bear heavily on the role, function, shape and mode of operation of higher education systems. (Gnanam A-2005)

Present Higher Education Scenario In India

India has the second largest education system in the world after United states, but only a small 11 percent relevant age group of 18-23 is enrolled in higher education, compared with about 52 percent in the developed countries. During the past half century the number of colleges and universities across the country has multiplied from 565 and 25 in 1953 to 20500 and 410 in 2014. simultaneously the number of students availing tertiary level education has risen from 0.23 million to 15.28 million. while number of faculty employed in higher education has zoomed from 15000 to 5.62 lakh currently. According to the study of the **US based consultancy firm Goldman Sachs** which is bullish about the sustained growth of Indian economy in the 21st century –the reality that India produces over 3.5 million university graduates per year has heavily influenced its backing of this nation as a winner in the new millennium.

Issues Related To Quality Of Higher Education

According to the **World Bank Report**, higher education throughout the world is in crises. The crises is most acute in the developing world. The quality of teaching and research has deteriorated in many countries. While overcrowding, poor physical facilities and lack of resources for textbooks, educational materials, laboratory consumables and maintenance are common problems. Graduate problem in developing countries continue to rise (Sharma 1997)

Some the issues related to quality of higher education are as follows..

- Curriculum reforms and pedagogic reforms are not coping with the rate of advancement of knowledge.
- Lack of commitment among the faculty and staff.
- Imbalance in course planning.
- Mushroom growth of ill-equipped, ill-provided, ill-planned colleges and universities year after year.
- Inadequate involvement of students in teaching –learning process. Admission to undeserving students.
- Wide spread student discontent and indiscipline and wastage in use of available resource.
- Absence of adequate research facilities and opportunities.
- Evil practices of collecting capitation fees for admission.
- Conduct of examination has become laborious, unplanned and evaluation system is very erratic, poor and corrupt.
- Appointment of inefficient staff due to political interference in the educational institutions and universities.
- Lack of involvement of teachers and administrators in education system.
- The existing system of education encourages memorization and curbs creativity.

Role Of Teachers In Quality Of Higher Education

The teacher has to play a multifaceted role in higher education. The first and foremost challenging thing is that he has to attack the unwillingness of the pupil to learn a new thing (which may be called as inertia or rigidity) and develop an interest and craving towards learning in the student. If this is done with perfection, half the battle is won. The teacher can be regarded as a catalyst in the process of transformation of the student. **He has to act as a motivator, and a guide under varied circumstances.** student consider a good teacher as their role model and they follow him. History is full of anecdotes shared by successful people in various walks of life who regarded their teacher as their role model. The teacher act as a counselor through recognizing the inner potential of student and directing him towards the appropriate stream, branch or field of higher education. A successful

higher education system demands that the teacher should interact with the students as a friend and not his buddy which requires fine line discrimination.

Good Practices Of An Effective Teacher

An effective teacher follows following good practices in educating the students..

- Encourages contact between students and faculty.
- Encourages active learning
- Develop reciprocity and cooperation among the students.
- Gives prompt feedback.
- Emphasizes time on task
- Communicates high expectations.

Characteristics Of An Effective And Good Teacher

1. He should have **love for teaching** the subject.
2. He should treat the students as **consumers of knowledge industry**.
3. He should be a **patient listener and spontaneous responder** to the need of situation.
4. He should have a balance between authoritative rigid approach and flexibility of teaching agenda.
5. He should be able to inculcate creativity among students by using **innovative ways of teaching**.
6. He should be able to develop **self confident in the students** through making them recognize their strengths.
7. He should have **strong vision for overall development** of student.
8. He should be open to **constructive criticism** and be human in sharing own faults and shortcomings.
9. He should not be just a wage earner(**intellectual laborer**).he should put his heart in teaching, enjoy profession and create lovely atmosphere in the class.
- 10.He should never have an attitude of "**I know everything**" and update his knowledge with the latest developments in the subject.

Recommended Measures For Refinement In Present Quality Of Education

As emotional intelligence is the matter of teaching, learning process, it can be improved and learned throughout life of an individual through the intelligent effort of teacher. Nobody is perfect and therefore everyone has room for improvement. We should try to identify which aspects of our teaching are good and which need to be changed by the process of evaluation. Refinement in present quality of education can be achieved by 1.Evaluation 2.Analysis 3.Reccomendation/suggestions.

Evaluation

It is vital part of effective teaching. i t helps in gathering information and documentation of the quality of teaching. **Self monitoring, Audio-video recording, Information from students , Observation of lesson by expert** are the various ways of evaluation of the teacher.

Analysis

It deals with answering two questions on the basis of evaluation. **These are How well am I teaching? And which aspects of my teaching are good and which need improvement?** i e identifying one's strength and weaknesses.

Reccomendations/Suggestions

After identifying one's strength and weaknesses, one has to enhance and work upon how to make improvement in his teaching. He can be improved his teaching through..

- Utilization of reading materials in the form of books and journals

- Utilization of teaching resources available on internet.
- Faculty development programmes organized by UGC,AICTE, DST and various associations.
- Participations in workshops and presentations of research papers in seminars, conferences based on recent developments and emerging trends in the subject.

Conclusion

Higher education is an essential social as well as economic infrastructure for an emerging nation like India. Higher education and natural development are two sides of the same coin, which are inseparable and go hand in hand. Excellence in higher education ie creation of knowledge workers to be used within and overseas. Education including higher, technical and professional is a right and not a commodity. **Access, Equity and Quality** are to be ensured to all citizens as imperatives of democratic society and social justice.

We have chosen career as teacher in higher education and thus owe it to ourselves, to our students and our institutions to fulfill our responsibilities as effectively as possible. It is the only way to improve the quality of education is to monitor and evaluate teaching and then to use the information obtained in such a way that results in enhancement of quality of education.

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