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Rejuvenating Quality in Higher Education Institutions: (An Initiative towards E -Governance)

Editor-In-Chief : Dr. Jitendra K. Aherkar



## NAAC Sponsored ONLINE MULTI-DISCIPLINARY **NATIONAL SEMINAR**

On  
Rejuvenating Quality in Higher Education Institutions:  
(An Initiative towards E -Governance)

15th July 2021



Editor-In-Chief : Dr. Jitendra K. Aherkar

*Organised By*



Department of IQAC  
MKLM's  
B. LAMLANI COLLEGE OF COMMERCE & ECONOMICS  
M.R.NATHWANI COLLEGE OF ARTS  
Vile-Parle (west), Mumbai-56



*NAAC Sponsored Online Multidisciplinary National Seminar on Rejuvenating Quality in  
Higher Education Institutions: (An Initiative towards E-Governance)*  
*15 July 2021*

**CHIEF PATRON**

*Adv. Shri. Mahendra K. Ghelani*  
*Chairman, MKLM Trust.*  
*Vile-Parle, Mumbai*

**Convenor of the Seminar**

*Dr. Jitendra Aherkar*

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National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative  
towards E- Governance)*



## **NAAC Sponsored**

### **ONLINE NATIONAL SEMINAR**

**On**

*Rejuvenating Quality in Higher Education Institutions:*

*(An Initiative towards E –Governance)*



#### **CHIEF PATRON MESSAGE**

It is a matter of pride and privilege for the institution to host an Online National Seminar on Rejuvenating Quality in Higher Education Institutions: (An Initiative towards E –Governance). I am sure the deliberations of the seminar will come with valuable suggestions to enhance the dynamic role of Higher Education in the society. I also want to acknowledge the work done by National Assessment and Accreditation Council, Bangalore who are making such a difference in Universities and Colleges across India. I would like to take this opportunity to thank the Principal for his endless support to the college. I would further like to thank the teaching and non-teaching staff for their support and making the conference a grand success.

On this Occasion, I convey my best wishes to the Seminar.

*Adv. Shri. Mahendra K. Ghelani*  
*Chairman, MKLM Trust.*  
*Vile-Parle, Mumbai*



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*National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative*  
*towards E- Governance)*



**NAAC Sponsored**

**ONLINE NATIONAL SEMINAR**

**On**

***Rejuvenating Quality in Higher Education Institutions:***

***(An Initiative towards E-Governance)***



The main aim of the Seminar is to create awareness and healthy discussions among professionals, academicians and research scholars on major issues related to E-Governance in Higher Education.

This National Seminar is a stepping stone in visualizing the dreams towards a better future of Higher Education Institutions in India and in national and international perspective. The Financial Assistance rendered by NAAC is highly acknowledged.

I appreciate the initiative taken by the committee members of the IQAC Department as well as IQAC Coordinator Dr. Aruna Singham for conducting such a relevant Seminar, which will benefit to the Higher Education Institutions as well as academicians.

I also extend my heartfelt gratitude to the IQAC committee Members and all the participants for their enthusiastic efforts to make this conference successful.

***Dr. Jitendra Aherkar***  
***Convenor of the Seminar***



***NAAC Sponsored Online Multidisciplinary***  
***National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative***  
***towards E- Governance)***



**NAAC Sponsored**  
**ONLINE NATIONAL SEMINAR**

**On**

*Rejuvenating Quality in Higher Education Institutions:*  
*(An Initiative towards E-Governance)*



It is a proud and great honour for us to organize National Seminar on Rejuvenating Quality in Higher Education Institutions: (An Initiative towards E –Governance. The objective of this Seminar is to bring Eminent Economists, Professors and Researchers from different Colleges Universities and Representative from different States in a single online platform. The Proceedings of the Seminar would be useful for all the sections of the Society.

The financial support received from National Assessment and Accreditation Council, Bangalore towards the arrangement of online Seminar is greatly acknowledged.

I am thankful to our Chairman – Adv. Shri.Mahendra K. Ghelani, and our Principal Dr.Jitendra Aherkar for giving us strong support and encouragement whenever required.

I am thankful to Taran Publishing House for their ceaseless and meticulous efforts in publishing the proceedings of the Seminar on time.

Finally, I take this opportunity to convey my thanks to all the Delegates and Professional Colleges, Teaching and Non-teaching staff of the college for their active participation in this online Seminar.

***Dr. Aruna Singham***  
***IQAC Coordinator***



***NAAC Sponsored Online Multidisciplinary***  
***National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative***  
***towards E- Governance)***



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**ONLINE NATIONAL SEMINAR**

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*(An Initiative towards E-Governance)*



**“E-Governance and Administration”**

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**Introduction**

A good higher education system is required for overall development of an Institute. E-Governance is expected to help to deliver cost-effective and easy-to-access stakeholders services, and improve processing of day to day transactions. It has become very important for the institute to keep track of their execution. Educational institutions may have various requirements that include computerization and management of processes such as registration, admission, student information, classes, time table, transport, attendance, library, salary and expenses, examinations, performance, grades, hostels, security and reports. The goal of a paperless office continues to get closer, due to the rising popularity of digital document management system. Digitization has become an integral part of our day to day lives of common people. How can the Administrative Office in educational set-ups afford to remain



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technology less in this e-global world? We deal with countless, limitless and endless flow of information, activities, data and processes, from miniscule to bulky size, on day to day basis.

**Role of e-Governance has strengthened administration system of institute:**

Going paperless is a greener option than using reams of paper which is cost effective. A paperless office uses less physical space when bulky filing cabinets are eliminated or reduced. Digitization is use of technology for processing, storing and utilizing information in digital format. Document management system use scanners to make digital copies of every document. The need for ICT integration into administrative activities has motivated colleagues i.e. teachers and staff to take Printout only if necessary. With the motto to “Save Environment, Go Digital”. The Mission “To give the access of online service 24 x 7 around the world” to all stake groups and Goal is “Turn Data into Information and Information into Insight”, will improve the efficiency, productivity and seamless access for information is a roadmap to success in 21st century globalised knowledge society. Computers can be used extensively for educational administration. There are some of the areas where computers can be used for effective educational administration.

**1. E-Correspondence Management System:**

When Inward / Outward registers were maintained manually and by the time the concerned staff received the letter, they would miss the deadline. Due to Electronic Correspondence Management System Inward / Outward number is auto-generated and the staff receives the correspondence remotely at one click of the button through e-mail around the world 24X7 days. 100% adherence to deadline is achieved. We can reduce number of files to one Master file.

**2. E-Service Record Management System:**

Personnel records of every faculty and staff member need to be scanned for Approval, NOC, Appointment Letters, Pay Fixations, and their Testimonials are put online. Updated P.F. Record, Leave Record, Monthly Pay Slips, Form No. 16, Aadhar Card, PAN Card, Election Card and other important documents a “click of a button away”. Every staff is given secured login ID and Password; they can access their Service Record remotely 24X7 from any part of the world. Wherever and whenever staff seeks their information / relevant documents, they need not come to office, and can login to their ID.

**3. Digital File Management System:**

All the physical files should be arranged, indexed and given colour code department wise, the list of files should be prepared and uploaded in the system, which becomes easy to locate files from the system. Once Inward/Outward number is auto generated, the correspondence is tagged online to the concerned party through E-Correspondence. The correspondence is linked to the digital file management system. This has helped to optimize storage space. Moreover it has made it easy to search the location of file from the system. Option of Advance search is also available.

**4. Inventory Management System:**

If the Inventory Management System is system generated it becomes easy to keep the actual Inventory Control Records, New stock purchased can be added, Issued stock can be managed; Current Stock Report and Purchase Order Report are generated from the system. As a consequence, paper consumption can be reduced and the procurement of number of reams of paper will decline.

**5. Finance and Accounts:**

Payroll system can be atomized for smooth, accurate and prompt functioning. Salary can be entered Online in Higher Technical Education Sevaarth, from this information Salary Register, Salary individual, Form No. 16, Salary Summery Expenses can be auto generated and further incorporated in Form No.16 for the Government Assessment Grants File.



### **The Benefits of Eco Friendly Administrative Office:**

Eco Friendly Administrative office is a win-win formula for all the management, teachers, staff and students. Productivity increases, optimize storage space is, reduces expenses, staff can access from any location, enhances customer service, improves disaster protection and reduces Environmental Impact.

### **Conclusion:**

- Office execution runs effectively and smoothly.
- Student details and Staff information is available at click of button.
- Electronic documents are easily encrypted with access controls using passwords.
- An attempt to use the digitization in Administration has enriched the Administrative process.





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## **INNOVATIVE TEACHING AND MANAGEMENT PRACTICES IN HIGHER EDUCATION**

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**Abstract:**

*In today's world there are number of things to learn and study through various kinds of means and modes of sources available. Advance pedagogy is the way to enhance teaching and learning performance. Different innovative teaching methods are now in use across the globe. Hybrid teaching includes e - learning in addition to the face to face teaching. Use of technology and multimedia is described in details. Advances in the technology, that too in the digital world is leading us the way more to use and utilize this means of education through which we can access and learn the education in any which place, or time as we want and how much or what exactly we want to learn without the need to have a teacher's presence in front of them. Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn. The present paper throw light on various teaching learning innovative process to enhance the quality of higher education system through effective e-governance practices.*

**KEYWORDS:** - Innovative teaching and learning, Short lecture, role play, E-governance

**INTRODUCTION**

Good Governance may be defined as the processes that guide the political and socio-economic relationships, with commitment to democratic values, trusted services and just and honest business. Teaching strategies encourage students to use their imagination to dig deep when engaging with the content of the lesson. The students are actively involved with the learning and can work with their peers in collaborative groups to showcase their learning. Many of these strategies take students to levels of learning they never thought possible. The students actively seek the information from different way and don't want to just sit and receive the information from a lecture or workshop. The innovative classroom is a potentially powerful teaching and learning in which new practices and new relationships can make significant contributions to learning. In order to harness the power this creates in education, instructors must be trained not only to use technology but also to shift the ways in which they organize and deliver material. Making this shift can increase the potential for learners to take charge of their own learning process and facilitate the development of a sense of community among them.

**Review of Literature**

Higher education is generally understood to cover teaching, research and extension. If critically analyze the different concept of higher education it can list the various roles higher education plays in the society. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching, and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class. Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers



and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold.

### Objectives of the Study

1. To understand the different methods of learning and management practices.
2. To highlight the innovative techniques of teaching learning process.

### Elements in Teaching Learning Process

1. E – Administration: It involves the use of ICT (Information and Communication Technology) in order to improve administration processes and the internal working of the departments within an Educational organization.
2. E – Services: The main aim is to improve the delivery of services to students by providing interactive services. Some examples of interactive services are: requests for documents, requests for certificates, issuing admit cards and Id cards.
3. E – Participation: It asks for greater and more active student, faculty and administration participation and involvement enabled by ICTs in the decision-making process The use of Information Technology (IT) in every aspect of life has resulted in faster, easier and much better delivery of services by redefining the fundamental principles of delivery of services and operation of service sectors . in understanding a particular concept will be encountered.

### CONCLUSION

If the quality of our higher education system has to be improved to make these institutes really word class, then there is no alternative to the introduction of e-governance in this sphere at the fastest possible pace. Every best practice was once an innovation. As well, small innovations in practice happen daily in classrooms in order for educators to best serve our students. This could be modifications in reading programs that we create when working with students or being open to creating an entirely new way to teach a concept that serves individuals in a way that was better than before. Any teaching method without destroying the objective could be considered as innovative methods of teaching. There searchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. There are a number of ways that teachers can by pass the system and offer students the tools and experiences that spur an innovative mindset.

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## **TRANSFORMING HIGHER EDUCATION : ROLE OF E- GOVERNANCE**

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### **ABSTRACT**

*Higher education supplies much needed human resources in management, planning, design, teaching and research. Based on the societal needs, it is the higher education that allows people to upgrade their knowledge and skill from time to time. Higher education should be implemented with deeper visibility and with increased operational efficiency, so that students are made not only more employable, but also are able to combat possible competition from foreign universities. All these require transparency in the system and access to centralized information access from anywhere. Higher education must provide quality e- service and e-participation. From this angle, the introduction of e-governance in higher education is one such concept that can empower the governing bodies to administer the progress of the educational plan in the whole country and serves various stake holders in much better ways. E-governance is the set of activities involving the application of 'Information and Communication Technologies' (ICT) by means of which the administration and management in higher education system get strengthened. In supporting powerful and efficient management and administration in educational sector, the role of ICT is vital. From students to various resources administration in an educational institution technology can be used. Technological literacy is one of the required skills in our current era as ICT offers alternate solutions for providing access and equality in the field of higher education. In this study an attempt has been made to discuss the role of e – governance in transforming higher education in terms of transforming citizen service, access to information and empowering citizens for better lives with better responsibilities.*

**KEY WORDS:** Higher education, e-service, Information and communication technology, citizens, e-governance.

### **INTRODUCTION**

Education is the step by step process which helps in learning, acquisition of skills, knowledge, beliefs and values. Better education leads to a country's better humanity power. For empowerment of education, e-governance has an important role. E-governance is the use of information and communication technologies in the institution to improve work efficiency. Not only these, but also to promote democratic values and regulatory framework to facilitate information- communication initiatives, the role of e-governance is utmost essential. All these values lead to promoting knowledge society. All countries in modern world want to go ahead with the concept of e-governance for accurate data analysis, quick decision making and for efficient management of education and institution. E-governance is a decisional process which involves ICT in governance with the objective of wider participation and deeper involvement of citizens, institution, NGOs and other companies. Transparency, dissemination and accountability in all aspects of education are possible with the help of e –governance. Tremendous advancement in the field of technology have led to cost effectiveness and flexibility in learning and administrative activities, which have further lead to efficiency. In any educational system, e-governance will enable effective monitoring of academic standards. It will enable innovation and furthermore will lead to betterment of the higher education in the country. (Raizada & Saxena, 2014; Kapoor & Kelkar, 2013). Computer can be used extensively for educational administration. (Ben-Zion Barta et al. 1995). Information and communication technology



(ICT) plays a vital role in supporting powerful and efficient students to resource administration in educational institutions.

### **OBJECTIVES OF THE STUDY**

The objectives are to study:

- 1) Why e-governance implementation is necessary in transforming higher education.
- 2) How e-governance implementation could be made effective for better citizen services.

### **REVIEW OF RELATED LITERATURE**

E-governance is using information and communication technologies (ICTs) at various levels of the government and the public sector and beyond, for the purpose of enhancing governance (Bedi, Singh and Srivastava,2001). E- Governance has very important to track their educational functioning such as registration, admission, student information, classes, time table ,salary and expenses, examination, performance, grades, hostels, security and reports. E-Governance can also solved various other problems related to rural higher education and make better relationship between rural colleges and universities (Ranjeetha Kapoor and NishtaKelkar,2013) and also it will allow all the low performing schools and colleges to reduce the gap with better performing institutes through their administrative functions that will be help in the betterment of the higher education in the country and increase the number of employable students (Ashok Kumar,2012). There are many benefits for both the students, learner and the teachers and administrative staffs including the promotion of shared working space and resources, better access to information, the promotion of collaborative learning and radical new ways of teaching and learning (Sudip Suklabaidya, AngshuMaanSen, 2013).

Simply, the basic purpose of e-governance is to simplify processes for all, i.e. government, citizens, businesses, etc. at National, State and local levels to promote good governance.

### **E-GOVERNANCE IN HIGHER EDUCATION**

- **For better citizen service**

Education serves the role of vital inputs for dealing with issues like poverty, gender equality and health. When it comes to the field of higher education, it works as a source or feeder system in all walks of life. In planning, management, design, teaching and research, higher education supplies much needed human resource. In technical and vocational institutes, the implementation of e-governance will enable effective and real time monitoring by Government/ regulatory bodies, by other stake holders, by their own management, parents, students and the society thereby forcing them to maintain quality and become more responsible. In the system, e-governance brings transparency and helps to reduce corruption to a large extent in providing citizen service. The concept of emergence of e-governance in higher education empower the governing bodies to administer the progress of educational plan in the whole country and thereby enable the governing bodies to serve various stakeholders In much better ways. E-governance is increasingly attracting community citizens including politicians, economists, decision and policy makers and others various stakeholders to control the improved operational efficiency in various key processes like, grants, utilization certificate, approval processes, feedback mechanism etc. with the use of ICT in learning and administrative affairs, higher education will satisfy the needs of various stakeholders and the citizens



of the country with deeper visibility and increased operational efficiency. Students will be made not only employable, but also efficient to combat possible competition from foreign universities. It will definitely increase student's enrollment ratio in the field of higher education by e-services and e-participation. Implementation of e-governance in higher education will have a long term impact on organizational goal and will be helpful for NAAC accreditation of overall educational system. So, e-governance can bring forth new concept of citizenships, both in terms of citizen needs and responsibilities.

- **For data access**

The tools of e-governance enable the students and other stake holders of higher education to have centralized information access from anywhere. Students will get relieved from heavy paper works. It will give access to personalized login for each student. Students will experience extensive savings in time, cost and efforts. Students can access virtual lectures and seminars. Problems relating to examination queries, result verification etc can be solved by the students. Colleges can access data easily and can involve in electronic data exchange with university. Higher educational institutions can save hidden operational costs with e-governance and can generate their instant statistical report. Various requirements are there in educational institutions like registration, admission, students' information, classes, time table, transport, attendance, library, salary, expenses, examinations, performance, grades, hostels, security and reports etc which include computerization and management of processes. E-governance helps in easy and efficient performance in all these aspects to suit the needs to monitoring of these aspects. There are some of the areas like general administration, pay roll and financial accounting, administration of students' data, inventory management, personal records maintenance, library system etc where computers can be used for effective educational administration. The emergence of electronic information infrastructure along with e-governance has simplified service delivery. It has reduced duplication and has provided cost effective improved level of service. The centralized information approach of e-governance keeps all information at one place in electronic form. This keeps information safe and secure and protects these against any theft or leakage.

- **For Citizen Empowerment**

Education plays a vital role in women development. Information and communication technology (ICT) can enhance quality of women education by making learners motivated and engaged. Women can be made motivated to acquire basic skills. Technological literacy is one of the required skills in our current era. ICT can enhance teacher training which will eventually improve communication and exchange of information which will lead to women empowerment and social development. Through higher education, one can upgrade their knowledge and skills from time to time based on the needs of the society. As recommended by the Kothari commission, the following are the roles of the higher education institutions in the modern Society:

1. To seek and cultivate new knowledge, to engage dynamically and fearlessly in the pursuit of truth, and to interpret old knowledge and benefits in the light of new needs and discoveries.
2. To provide the right kind of leadership in all walk of life, to identify gifted youth and help them develop their potential to the full of cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.
3. To provide the society with competent men and women trained in agriculture, art, medicine, science and technology and various other professions who will also be cultivated individuals, imbued with a sense of social purpose
4. To strive to promote quality and social justice and to reduce social and culture differences through



diffusion of education 5. To foster in the teachers, students and through them in the society generally, the attitudes and the values needed for developing the good life in individuals and society (GOI, 1996).

E-governance in education sector, with the use of information and communication technologies, improves education, information, service delivery and increased students' participation. Students can take part in decision making process. The system can obtain feedback from industry and students to modify course curriculum. Low performing colleges can reduce their gap of functioning with better performing institutions. In future, the delivery of lecture will be based through e learning technology with superior teaching tools. The changing role of lecture will definitely bring positive change in learning environment and the design of e learning facilities will contribute to a change in the structure of higher educational institutions. Virtual lectures, e- libraries, video conferencing – all will enable more effective education and will offer significant advantages with increased communications with classmates and lectures. Consequently the quality of students' learning will be improved leading to their empowerment.

### **SUGGESTIONS AND RECOMMENDATIONS**

In education, e-governance provides new ways of communicating to the students and other stake holders. It opens up new avenues of imparting education and leads to better organization and delivery of information and services. So, after the implementation of e- governance , delivery of services to students and faculties are to be improved by providing services like enrollment, examinations, results, feedback, requests for documents, requests for certificates, issuing admit cards, ID cards, employment etc. with the help of this system of e- governance, colleges can get timely alert through SMS/Mails. The new technologies with vast opportunities for progress in all walks of life contribute to a potentially more flexible organizational structure of higher education In rural areas. For almost all e-governance projects, it has been found convenient to involve different private agencies for different tasks through public-private partnership. Like design and development of application software, data and content in regional language, procurement and installation of networking and computer systems, deployment of software and delivery of services etc. it can be a virtual two way system with students connected to mentors and teachers receiving real time feedback and support. ICT is already proven as the way to access knowledge based information from anywhere to anytime. With the suggestions keeping in mind, it is possible to design a student centric informative, interactive, transactional and integrated system with a variety of services across the entire spectrum of the education sector. All sorts of universities, affiliated colleges and private enterprises will enter the data ad cater the needs of MIS by regulating and coordinating bodies. The coordinating and regulating bodies of higher education can obtain reports on various issues like budget, demand of courses, change of curriculum etc. in this way higher educational institutions can cater the needs of various stakeholders.

### **CONCLUSIONS**

The planning for efficient administration of higher educational institutions require improved collaboration and access to information available in all parts of the world. This is possible only by introducing information technology (IT) in educational sector with e-governance as a security for maintaining standard. With the advent of ICT, electronic governance is an emerging trend to reinvent the way the Government works and becoming a new model of governance. Both in terms of needs and responsibilities it will bring new concepts of governance. It can create transparency between the universities, colleges and students. Many problems of higher educational institutions can be solved by the public-private partnership model and e-governance. So, the diffusion of ICT into different facets



of human endeavor is said to be one of the basic building blocks of modern society. Several countries around the globe are making efforts to rejuvenate their public administration system in a bid to make it more transparent, proactive, efficient and in particular to be more service oriented.

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## **GOOD GOVERNANCE IN HIGHER EDUCATION: A REVIEW PAPER**

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### **ABSTRACT**

*Curriculum, teacher expertise, and assessment have all been weak links in past education reform efforts—a fact that should sober today's skills proponents as they survey the task of dramatically improving all three. Efforts to create more formalized common standards would help address some of the challenges by focusing efforts in a common direction. But common standards will not, by themselves, be enough. The past few decades have seen great progress in education reform in the Country—progress that has especially benefited less-advantaged students. Today's reformers can build on that progress only if they pay keen attention to the challenges associated with genuinely improving teaching and learning. The present papers highlight the effective governance system in higher education institutions.*

**Key words:** Governance, Education, Universities.

### **Objectives of the study:**

1. To highlight the need of good governance.
2. To understand the function of universities and colleges.

### **Introduction**

Good governance is very important in higher education, because a university is, in many ways, a much more complicated organization than a business, and governance in higher education must provide a framework for a truly variegated group of stakeholders. Nonetheless, the basic principles of corporate governance find application in higher education governance as well. During the 11th Plan, provision was made for setting up of 16 new Central Universities and 374 Model Colleges in low Gross Enrolment Ratio (GER) districts. The Government of India (GOI) has provided for connected expansion with equity by implementing the recommendations which were forwarded by the Oversight Committee. Achieving the requisite quality and supporting timely reforms to bring excellence in H.E. were on the continued focus. But considerable challenges remain: According to UGC Compilation (2012) “All adopted measures yielded results with a significant increase in enrolments and reduction in overall social group disparities.

However, as this 12th FYP document states, considerable challenges still remain. Access to higher education is still less than the minimum international threshold levels, distribution of institutions is skewed; enrolment in public universities is largely concentrated in the conventional disciplines, whereas in the private self-financed institutions, the student enrolment is overwhelmingly in the market-driven disciplines.” The areas to be on prime importance in the 12th five year plan are curriculum reforms based on regular revisions, up-gradation of the syllabus from time to time, introduction of the semester system in all the universities, need based quality enhancement; as majority of our higher education institutions perform poorly in the area of quality on a relatively global scale (UGC Compilation, 2012).

UGC emphasizes on the consolidation and finest use of infrastructure which has already been created in the 11th plan through the triple objectives of access and expansion, quality and excellence, and equity and inclusion.

The proposals to be implemented in the 12th plan are:



*NAAC Sponsored Online Multidisciplinary  
National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative  
towards E- Governance)*

### **ACHIEVING HIGHER ACCESS THROUGH EXPANSION**

- Increasing and enhancing access through mission mode national plan “*Rashtriya Uchch Shiksha Abhiyan (RUSA)*” which aims to achieve 25% GER by bringing forth the up-gradation of Autonomous colleges, promoting evening universities & colleges for those who have little time in day to spare, increasing the intake capacity keeping in mind the requirements, advocating the concept of Cluster University, and Meta University.
- Promoting equity education for all and at all levels of entry.
- Reduction of regional, gender, and disciplinary imbalances.
- Equal opportunity cells.
- Promoting the quality through performance, better human resource management, schemes to encourage higher quality research, etc.
- Capacity building and capability enhancement.
- Promoting public private partnership (PPP).
- Leadership Development Programme.
- Reforming the financing system.

### **Scope of Good Governance**

Governance is essential whenever a group of people come together to accomplish an end (Institute on Governance 2016). The higher education setting is a case in mind. For universities to service their role effectively, they need governance. University governance can be construed in terms of the framework of rules and practices by which management ensures accountability, fairness and transparency in the institution’s relationship with all its stakeholders, such as regulation agencies, students and faculty (Task Force on University Education and Society 2000). This framework consists of contracts between the university and its stakeholders for the distribution of responsibilities, rights and rewards; the procedures for settling the sometimes conflicting interests of stakeholders in accordance with their duties, privileges, and roles and; procedures for proper supervision, control, and information flows to serve as a system of checks and balances.

### **CONCLUSION**

Good governance and leadership are attributes that have been shown to have a major bearing on the capacity for the higher education sector to succeed and to play its expected role in development and to fulfill the goal of the twenty-first century being a knowledge era. Whereas good governance alone may not be a sufficient condition for attaining quality education, it is certainly a necessary one.

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## **A STUDY OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR ON TOTAL QUALITY MANAGEMENT OF TEACHER EDUCATORS OF B.Ed COLLEGES AFFILIATED TO MUMBAI UNIVERSITY**

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### **Abstract**

*Organizational Citizenship Behaviour (OCB) has been explored and researched by scholars for more than twenty five years and it continues to be an area of interest for scholars. OCB refers to the voluntary behaviour/s exhibited by the teacher Educators, while in the organization, as good citizens of the organization. This paper attempts to study the impact of organisational citizenship behaviour on Total Quality Management of teacher educators affiliated to Mumbai University. The paper aims to obtain greater understanding of the impact of organisational citizenship behaviour on Total Quality Management of Teacher Educators of B.Ed colleges. This paper shows that there is a significant positive relationship between Organizational citizenship Behaviour and Total quality Management. If organizational citizenship Behaviour increases, there is significant increase in the overall Total quality Management.*

**Key words:** Organisational citizenship behaviour, Total Quality Management, Teacher Educators.

### **Introduction**

Organisations differ from one another with respect to its policies work environment, recruitment process, job evaluation and culture. In order to achieve the highest utilization, managers should understand the different types of individual behaviour inside the organisation. The most natural human tendency is to react positively and with great intensity where they are salaried well, encouraged well and gets additional perks and holidays. In today's rapidly changing corporate environment, organizations want to use the maximum potential of their human resources to stay ahead in the fierce competition and survive.

During the stay of an employee in the organization, there are certain behaviours which are expected from him and are enduring on him by the rules and regulations of the organization. However employees at times exhibit certain behaviours that go beyond the call of the duty. If every employee have positive Organisation citizenship behaviour it will give impact on Total Quality Management.

The concept of OCB was initially proposed and studied in the US (Organ, 1988; Podsakoff, MacKenzie, Moorman, & Fetter, 1990; Smith et al., 1983). Organizations cannot survive or prosper without their members behaving as good citizens by engaging in all sorts of positive behaviours. Because of the importance of good citizenship for organizations, understanding the nature and sources of OCB has long been a high priority for organizational scholars.

The concept of TQM was initially developed in Japan, and its origins can be traced in the work of the – so-called – quality gurus, Deming, Juran, Feigenbaum, TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. The simple objective of TQM is 'Do the right things, right the first time, every time'.



**Statement of the Problem:** “A study of Organisational Citizenship Behaviour on Total Quality Management of Teacher Educators of B.Ed Colleges affiliated to Mumbai University.”

**Significance of the study:** The study of this type is very essential because it will suggest ways and means to involve employees in decision making. The research is intended to throw light on the organizational citizenship Behaviour and its impact on Total Quality Management. This will help the colleges to develop a suitable environment for their organizational change and development. Through this study, teachers-educators will become aware of the level of organizational citizenship behaviour of their institute. It will provide them the understanding of their own weakness and strength which will further help them to attain total quality management for their institution.

#### **REVIEW OF RELATED LITERATURE: RESEARCHES DONE IN ABROAD ORGANISATIONAL CITIZENSHIP BEHAVIOUR.**

**Ryan (2001)** found that an employee’s level of moral reasoning was a significant predictor of his or her altruistic behaviour.

**Bienstock (2003)** Employee perceptions on how they are treated by the service organizations are positively related to OCB.

**Roberts (2005)** indicated that a possible reason for this inconsistency may be the relative newness of the Big Five model of personality.

#### **RESEARCHES DONE IN INDIA**

**Malik (2011)** identified that human resources were the strength of any organization. They studied the determinants of OCB namely leadership and personality traits in the banking sector of Pakistan. The objective of the study was to find out the extent to which leadership and personality traits affect OCB.

**Modassir and Singh (2009)** studied the relationship of emotional intelligence (EI) with transformational leadership (TL) and OCB of the followers. EI was significantly correlated to conscientiousness, civic virtue and altruistic behaviours of followers.

#### **TOTAL QUALITY MANAGEMENT RESEARCHES DONE IN ABROAD**

**Yang (2006)** found that TQM practices including quality management, process management, employee empowerment and teamwork, customer satisfaction management, quality goal setting and measurement, supplier’s cooperation and quality tools training have positive effects on customer satisfaction and that the adoption of TQM principles is an effective means by which companies can gain competitive advantage.

**Reed (2000)** provided an excellent account of the theoretical underpinning of TQM.) TQM programs have become a key focus for many organizations, and are likely to remain a key issue for many companies in the new century.

#### **RESEARCHES DONE IN INDIA**

**Rajan (2008)** studied diffusion of TQM concept in the Cheruvannur- Nallalam Grama Panchayat in Kozhikode district as a tool for attaining good governance. The Grama



Panchayat proved how TQM could be adapted to a local government situation and implemented for effective public administration. Perhaps, this is the first Panchayat in Kerala or in India to apply TQM for improving the service delivery system.

**Siddiqui and Rahman (2007)** gives a detailed description of the introduction of TQM for the Information Systems (IS) in India. They evaluated the extent of their relationship in terms of awareness and utility. The study indicates the TQM awareness amongst IS professionals and TQM benefits for IS functions such as improved customer satisfaction, enhanced quality of products and services delivered to the customer, and increased flexibility in meeting the customer demands.

### **Objectives of the study:**

1. To study organisational citizenship behaviour of Teacher Educators of B.Ed colleges.
2. To study Total Quality Management of Teacher Educators of B.Ed colleges.
3. To study the impact of organisational citizenship behaviour on Total Quality of Teacher Educators of B.Ed colleges.
4. To ascertain the relationship between Organizational Citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges on the basis of following variables.
  - Types of Management
  - Years of experience
  - Location of Institution
  - Gender

### **Null Hypothesis:**

1. There is no significant relationship between Organizational citizenship Behaviour and Overall Total Quality Management in Teacher Educators of B.Ed colleges on the basis of following variables
  - a. Types of management
  - b. Years of experience
  - c. Location of the Institutions
  - d. Gender

### **Research Methodology**

This Study is based on primary data collected from structured questionnaire. Data is collected from 110 respondents. Simple random sampling method is used to collect data. Information is collected only from teacher educators of B.Ed colleges.

### **Variable of the study are as follows:**

- Organisational Citizenship Behaviour
- Total Quality Management

### **Data Analysis:**

In the process of analysis of data descriptive statistics such as arithmetic mean and standard deviations are calculated. For testing of hypothesis Statistical tools Karl Pearson's correlation is applied.



Data related to the Demographics is rated, classified and presented in the following table:

Demographics		Frequency	Percent
Gender	Male	30	27.3
	Female	80	72.7
Location of Institution	Urban	58	52.7
	Rural	41	37.3
	Semi-Urban	11	10.0
Years of Experience	Up to 10 years	32	29.1
	11 to 20 years	71	64.5
	21 to 30 years	7	6.4
Type of Management of Colleges	Aided	29	26.4
	Unaided	81	73.6

#### **Organisational Citizenship Behaviour:**

The mean score for Organisational Citizenship Behaviour is calculated using the suitable formula and the ratings given by the respondents for the statements related to Organisational Citizenship Behaviour from the Questionnaire. It is calculated for each respondent and subsequently for all 110 respondents and is represented in the table below:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mean OCB	110	71.34	85.07	76.9634	2.77086
Valid N	110				

The above table indicates that the mean score for Organizational Citizenship Behaviour is 76.96 percent. Corresponding Standard Deviation is 2.77, suggesting that there is low variation in the responses.

#### **Total Quality Management:**

Similarly, mean score for Total Quality Management is calculated using the suitable formula and the ratings given by the respondents for the statements related to Total Quality Management from Questionnaire. It is calculated for each respondent and subsequently for all 120 respondents and is represented in the table below:



<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
mean TQM	110	62.90	86.38	72.4427	5.32873
Valid N	110				

The above table indicates that the mean score for Total Quality Management is 72.44 percent. Corresponding Standard Deviation is 5.32, suggesting that there is low variation in the responses.

### **HYPOTHESIS TESTING:**

1. **a. Null Hypothesis:** There is no significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges with respect to Type of Management.

To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

<b>Relationship</b> : Organizational citizenship Behaviour and Total Quality Management			
<b>Context variable</b>	<b>Correlation Coefficient</b>	<b>p-value</b>	<b>Result</b>
Type of Management: Aided Institutions	0.310	0.031	Significant
Type of Management: Unaided Institutions	0.239	0.045	Significant

### **Interpretation**

The above table shows that the calculated Pearson correlation coefficient between the Organizational citizenship Behaviour and Total Quality Management for various Type of Management. All the respective calculated p-values are less than 0.05. Therefore, the test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

**Finding** is that there is a significant positive relationship between Organizational citizenship Behaviour and Total Quality Management for Aided and unaided Institution. Significant positive correlation suggests that, as the Organizational citizenship Behaviour increases, there is significant decrease in the Total Quality Management.



**Conclusion:** There is significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges with respect to the type of Management.

1. **b Null Hypothesis:** There is no significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges with respect to total Experience.

To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

<b>Relationship : Organizational citizenship Behaviour and Total Quality Management</b>			
<b>Context variable</b>	<b>Correlation Coefficient</b>	<b>p-value</b>	<b>Result</b>
Experience: Up to 10 years	0.414	0.034	Significant
Experience: 11 to 20 years	0.340	0.044	Significant
Experience: 21 to 30 years	0.143	0.760	Not significant

**Interpretation:**

The above table shows that the calculated Pearson correlation coefficient between the Organizational citizenship Behaviour and Total Quality Management for total Experience category. Above results indicates that calculated p-values for 1<sup>st</sup> and 2<sup>nd</sup> group of experience are less than 0.05. Therefore, the test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted. For 3<sup>rd</sup> group of experience p-value is 0.760. It is more than 0.05. Therefore test is accepted and hence null hypothesis is accepted.

**Finding** is that there is a significant Positive relationship between Organizational citizenship Behaviour and Total Quality Management for respondents with experience up to 10 years and between 11 and 20 years. For 3<sup>rd</sup> group there is positive relationship but not significant.

**Conclusion:** There is significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B. Ed colleges for 1<sup>st</sup> and 2<sup>nd</sup> group of experience. There is no significant relationship for 3<sup>rd</sup> group of experience

1. **c. Null Hypothesis :** There is no significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B. Ed colleges with respect to the location of Institution.





To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

<b>Relationship : Organizational citizenship Behaviour and Total Quality Management</b>			
<b>Context variable</b>	<b>Correlation Coefficient</b>	<b>p-value</b>	<b>Result</b>
Location: Urban	0.117	0.380	Not significant
Location: Rural	0.328	0.036	Significant
Location: Semi Urban	0.058	0.865	Not significant

### **Interpretation**

The above table shows that the calculated Pearson correlation coefficient between the Organizational citizenship Behaviour and Total Quality Management for location of Institution. All the respective calculated p-values are more than 0.05 except for rural area. Therefore, the test is accepted for Urban and Semi Urban areas while it is rejected for rural area.

**Finding** is that there is a Positive relationship between Organizational citizenship Behaviour and Total Quality Management for respondents from Urban and Semi Urban area, while there is a significant positive relationship between them for respondents from Rural area. The p-value suggests that, for Urban and Semi Urban areas, as the Organizational citizenship Behaviour increases, there is no significant increase in the Total Quality Management, while the p-value for rural area suggests that as the Organizational citizenship Behaviour increases, there is a significant increase in the Total Quality Management.

**Conclusion:** There is no significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges from Urban and Semi Urban areas, while there is a significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges from Rural area.

1. **d Null Hypothesis :** There is no significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges with respect to the Gender of respondent.



To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

<b>Relationship : Organizational citizenship Behaviour and Total Quality Management</b>			
<b>Context variable</b>	<b>Correlation Coefficient</b>	<b>p-value</b>	<b>Result</b>
Gender: Male	0.371	0.035	Significant
Gender: Female	0.430	0.017	Significant

**Interpretation:**

The above table shows that the calculated Pearson correlation coefficient between the Organizational citizenship Behaviour and Total Quality Management for Gender of respondents. All the respective calculated p-values are less than 0.05. Therefore, the test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

**Finding** is that there is a significant Positive relationship between Organizational citizenship Behaviour and Total Quality Management for the female respondents, while a Negative relationship for the male respondents. But the p-value suggests that, as the Organizational citizenship Behaviour increases, there is significant increase or decrease in the Total Quality Management.

**Conclusion:** There is significant relationship between Organizational citizenship Behaviour and Total Quality Management in Teacher Educators of B.Ed colleges with respect to the Gender of respondents.

**Conclusion:** Organization's desires and needs the employees who may do those things that weren't in any job description. And the evidence indicates that those organizations that had such employees outperform those that didn't perform such things. Optimistic characters related to individual or personal, organisational and leadership highlighted the significant improvement in Organisational Citizenship Behaviour will improve the skill of Total Quality Management.

**Suggestions:**

- Change is the only thing that is constant in today's work environment. The employee needs to be able to cope with changes like promotions, change of teams, change in leadership, geographical relocation.
- Individuals who have identified Organisational citizenship behaviour and Total Quality management will progress in the organisations. This will reduce stress, dissatisfaction and anxiety at the workplace.



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## **AN OVERVIEW OF GENDER EQUALITY IN EDUCATION IN INDIA**

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### **ABSTRACT:**

*Gender equality is one of the foremost sensitive topics in the current society. Man and woman both are same and play an important role in creation and development in our society. There are so many issues like poverty, illiteracy, dowry system, lack of security, early marriage are the reason for Gender inequality in India. Gender inequality exists within every caste, society, religion and all over the country. In the 21st-century women, discrimination has become the constrain of social, cultural, educational, intellectual and economic development. This is very sad that 50% population in the world is women, still, they are searching for liberty, freedom, security in our society. In this study, we have tried to discuss the current situation of Gender Equality and the problem, initiatives taken to minimize gender inequality in India.*

**KEYWORDS:** Gender, Equality, Problem, Initiatives.

### **INTRODUCTION:**

The world not only for Men also equal for Women. Women are as important as men in the world. So, the women are called “Half of the sky!” From time immemorial, we can find the women came forward with the mutual co-operation of male. We came to know from the History of India that Girls were given high esteem and regarded as 'Maata' (Mother) or 'Devi' in Vedas and Upanishads. Girls were taken care in the early Vedic era. According to Atharva Veda, without completion of study, women were not eligible for marriage. At the time of the Manu-smriti, status of women was started to decrease.

The practice of polygamy deteriorated the position of women. The practice of Pardha System, Dowry System and Sati Pratha came in the mediaeval period. After that status of girls, was constantly decreased. Later Dowry system is become popular and female infanticide also increased. Since 1980, sex selection phenomenon has been started, with men born during this period now at a marriageable age. In 1990 when urbanization was started in India, a lot of families and men move to cities to look for work. So these educated, wealthier families started to select son as their heir. Today this entire factor has become a tradition in India. We also saw that women like Lakshmi Bai of Jhansi , Sarojini Naidu, Lakshmi Sahgal, Matangini Hazra participated with men during the struggle for Independence. Despite the significant contribution of women to the development of society and culture , women are repeatedly deprived in our society.

The basic right of human development is education. Education improve job opportunities and raises wages (Gouda and Sekhar, 2014). Despite of equal status given by Indian constitution some factors like- over population, poverty, illiteracy, traditional system, superstition in rural area are the reason of deprivation of gender in India. The anti-female attitude and inequality in the society force the woman population to bring down in the traditional value system Like too much household responsibility minimize their opportunity to advancement.



**Gender wise Educational data in India**

CATEGORY	YEAR			
	2016	2017	2018	2019
Pre-primary education : Gross enrolment ratio (%)				
Total	60.5	60.7	62.8	...
Female	62	62.3	64.2	...
Male	59.1	59.1	61.5	...
Primary: Gross enrolment ratio (%)				
Total	114.54	112.96	...	96.83
Female	123.56	121.13	...	97.81
Male	106.42	105.58	...	95.9
Gross intake ratio into the last grade of primary (%)				
Total	96.2	94.4	...	91.7
Female	98.5	96.3	...	93.3
Male	94.2	92.7	...	90.2
Secondary education : Gross Enrolment Ratio (%)				
Total	75.09	73.48	74.38	73.79
Female	76.04	74.06	74.95	74.52
Male	74.25	72.96	73.87	73.14
Tertiary education: Gross enrolment ratio (%)				
Total	26.8	27.4	28.1	28.6
Female	27	28	29.1	30.2
Male	26.6	26.9	27.2	27.1

**Source :** UIS - UNESCO Institute of Statistics, Retrieved from –  
<http://uis.unesco.org/en/country/in?theme=education-and-literacy> on 20 April 2020.

**BARRIER OF GENDER EQUALITY IN INDIA: -**

**(1) Poverty: -**

Poverty is one of the reason of gender inequality in India. Patriarchal Indian society creates gender disparity because our society depends too much on men . A total 30% people in India lives below the poverty line and 70% of them is women . Though education in India is free up to secondary level , cost of uniforms, books, admission fees is too high for most of the people of poor family. As expenditure of higher education is very high many girls from poor family cannot continue their higher study because their family prefer their son to continue their study.

In the 2020 Global Hunger Index, India ranks 94th out of the 107 countries with sufficient data to calculate 2020 GHI scores. With a score of 27.2, India features a level of hunger that's very serious.

**(2). Illiteracy:**

Gender discrimination is one of the reason of educational backwardness of woman. It is very sad that many committees and Commission have reformed various types the provision for education of girls. Still government is unable to low the gap of literacy between men and women. People in India needs to change their mentality and they should understand the benefit of educating girls .A well



educated women can ensure quality education for the children of their family. It makes a healthy society.

### Literacy Gap of India

Year	Male %	Female %	Combined %	literacy gap%
2001	75.26	53.67	64.83	21.59
2011	82.14	65.46	74.04	16.68

**Source:** Census 2011: Literacy rate and sex ratio in India since 1901 to 2011. Jagranjosh.com. 13 oct 2016. Retrieved 20 April 2021.

This data showed that last four census male and female literacy gap declining but , it can not be denied that male and female literacy gap still present in our society. This data showed that Women are deprived in India. It is very unfortunate that gender inequality still presents in our society.

### **(3) Patriarchal Indian society: -**

In India men dominate societal and family life. It has been happening for a long time and still continue as a practice in most of the household. Most of the of study they are soon will take the responsibility of their family. This is become tradition in India. Though mindset of the people in is being changed with modernization and education. Still long way to go for a permanent change.

### **(4) Dowry system: -**

In India, dowry is a system where cash and some gifts are given to the bridegrooms' family along with the bride. This system is spread everywhere in India. In India the dowry system refers to the goods, cash, and real or movable property that the bride's family gives to the groom, his families as a condition of the marriage. (Rani Jethmalani & P.K. Dey (1995). *Dowry Deaths and Access to Justice in Kali's Yug: Empowerment, Law and Dowry Deaths*. pp. 36, 38.). This dowry system creates gender inequality because the system making the girl the burden of the family.

### **(5) Early marriage:-**

In India girls get marriage at an early age. Early marriage hampers the overall development of girls and gradually move backward from the men. Approximately one in four young girls in India were married before their 18th birthday. According to Status and decadal trends of child marriage in India a study by NGO CRY – there are 17.26 million child and adolescence within the age group of 10-19 years of age which is 7% of the population in same age group. The study also says that girls between 10-19 years of age account for 75% of all married children. The study also says that girls in rural areas within the age of 15-19 years continue to account for 57% of all married children and a surge of child marriage in urban area is 41%.

Although marriage before the age of 18 years is against the law in India, the 2016 National Family and Health Survey (NFHS)-4 revealed that 27 percent of women get marriage before eighteen. This is one of the factors that gender equality is decreasing.

### **(6). Teenage pregnancy: -**

According to UNISEF-2013 data, Teenage pregnancy is a worldwide problem, occurring in high-, middle-, and low-income countries. In our world, teenage pregnancies are more likely to occur in deprived communities, commonly driven by lack of proper education, poverty and employment opportunities. In India, there are 11.8 million teenage pregnancies occurred in 2017. According to National Family Health Survey 4 (NFHS 4), 7.9% of girls aged 15-19 years, were already mothers or pregnant at the time of the survey, with the prevalence higher in rural areas (9.2%) compared to urban



areas (5%). The burden of teenage pregnancies was highest in Tripura (18.8%), West Bengal (18%) and Assam (14%) within the country (NFHS-4).

**(7). Neglected Transgender community:-**

Gender Inequality is deeply rooted in India. One of the foremost significant Hindu deities, Shiva, has the power to rework genders on a whim when he merges with his wife, Parvati to become the androgynous deity Ardhanarishvara. But in India community of Transgender is deprived in India. They faced various problems when they go to school and the workplace. They have to face various uncomfortable moments in society and at different times. Our society often abuses the Transgender community in

public places like stations, bus stands, Educational institutions, workplaces, ,hospitals, they're side-lined .

**Literacy Rate of Transgender**

Total Transgender	Child ( 0-6 Y)	SC	ST	Literacy (%)
487,803	54,854	78,811	33,293	56.07%

Source: - Census 2011 India; Transgender in India; Retrieved on 21st January, 2017 from  
<http://www.census2011.co.in/transgender.php>

This data showed that literacy rate of Transgender community is less than Male and Female literacy rate in India . It is one of the barrier in Gender equality in India.

**INITIATIVE TAKEN TO PROMOTE GENDER EQUALITY IN EDUCATION: -**

Indian Government and various non-governmental organizations has taken some actions planning to reduce gender inequality in India can become a developed country where men and women will work together. some initiatives taken are :

**(1). Constitutional provisions for girls in India:** -Articles such as Article 14 , Article 15(3), Article 39A, and Article 42 make special provisions for rights of women to ensure gender equality .

**(2). Legislative provisions:** - Dowry Prohibition Act,1961; Pre- Natal Diagnostic Act ( PCPNDT), 1994; Sextual Harassment of Women and Workplace ( Prevention, Prohibition and Redressal) Act,2013; Equal Remuneration Act,197; Minimum Wage Act, 1948 and Maternity Benefit Act,1961( Amended in 2017) aimed at mandating Women’s rights .

**(3). The Transgender Persons (Protection of Rights) Act:-** This act introduced in the Indian parliament to provide equal rights and their development. This act target to provide for the canopy of rights of transgender people, their welfare, and other related matters. The act was introduced in the Lok Sabha, the lower house, on 19 July 2019 by the Minister of Social Justice and Empowerment, Mr Thawar Chand Gehlot, in light of the lapse of the Transgender Persons (Protection of Rights) Bill, 2018 (Bill No. 210-C of 2016). This act plays an important role in the development and equal rights for the Transgender community.

**(4).Beti Bachao beti padhao Yojana :-** Beti Bachao beti padhao Yojana (save the Girl child , educate the girl child) is a scheme of the Government of India which was launched on 22 January 2015 by Indian prime minister Narendra Modi. This initiative is jointly conducted by Ministry of women and child development, Ministry of Health and Family Welfare and ministry of Education.



This initiative was launched to empower the girls in India. This project was started in India to minimize some issues like early pregnancy, child marriage, dowry system, discrimination against girls infants.

**(5). Various Scholarship scheme for girls :-** Various scholarship scheme introduced to promote girls education and minimize gender inequality. These are - (A).Indira Gandhi scholarship for single Girl child, (B).DRDO Scholarship scheme for Girls, (C).AICTE PRAGATI Scholarship for Girls, (D).Kanyashree prakalpa, (E).Fair and lovely Scholarship, (F).Begum Hazarat Mahal National Scholarship etc.

**(6). Separate Educational Institutions for girls :** -Some Institutions are made by Central and State govt. are-

**(A) Kasturba Gandhi Balika Vidyalaya:** - Kasturba Gandhi Balika Vidyalayas are residential upper primary school for girls. These schools are set up for SC, ST, OBC and Muslim communities. These schools will be helpful for those areas where schools are at a great distance and girls are seeking for security. KGBV set for a minimum reservation of 75% seat for girls from SC/ ST/ OBC and minorities communities and 25% for those live below the poverty. There are 3600 KGBV schools in India.

**(B) Universities for girls education:** Central government and many state government is making some universities for girls as they can continue their higher studies without any problems. The main purpose of making women universities is to connect women with higher studies and empower them. Some universities are-

Mody University of Science & Technology, Assam Women's University, Bhagat Phool Singh Mahila Vishwavidyalaya, Banasthali University, Diamond Harbour Women's University, Indira Gandhi Delhi Technical University for Women .

**(7) Free Traveling for Girls :-** Some states like Delhi, Punjab has introduced some schemes where girls of their own state can travel freely by government bus, metro rail within their state.

#### **CONCLUSION: -**

We came to know from ancient history that women take pride in India in various field. Still they are making our nation pride. To empower women in our country government should give proper education, economical help, security, infrastructure etc . Women are essential part of the lively humanity required for national improvement.

From the above discussion, we can tell that gender equality is extremely essential to realize the goal of Women empowerment. Education is a key factor that can allow girls to grow and develop. Education is a fundamental right of every human. Since girls constitute about half of the world's population, they are significant part of the global resource. Women nurture society, are inseparable part of it. In the end, we can say in recent times' Gender inequality has been declining day by day. In West Bengal, the number of Girls candidate(56.7%) in the secondary exam-2020 was more than the boys candidate(43.3%). It is a very hopeful thing for us. Hope gender discrimination and gender-biased will reduce in future by implementing various schemes for girls.





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## **KEY ASPECTS OF MANAGEMENT SKILLS IN HIGHER EDUCATION**

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### **Introduction**

Organizational citizenship behavior (OCB) has been considered to be one of the most important factors influencing organizational effectiveness (Organ, Podsakoff & MacKenzie 2006). Organizational Citizenship Behavior is considered as an outcome of an organization's maintenance of its obligations to the nation (Smuthet et al 2001). It is widely believed that organizations could not survive unless employees were willing to occasionally engage in OCB. Such employee attributes include safe handling of organization's assets; assisting co-workers in difficulties even before they are attended to by an organization; jealously promoting the organization's interests and defending any attempt to undermine them by adversaries, and working extra time to ensure that the required production levels are achieved. Waterman et al., (2002) urged individuals' contributions to the production goals and services as measurement of performance.

### **REVIEW OF LITERATURE**

**Ryan (2001)** found that an employee's level of moral reasoning was a significant predictor of his or her altruistic behaviour. **Bienstock (2003)** Employee perceptions Employee perceptions on how they are treated by the service organizations are positively related to OCB.

**Comeau, & Griffith, (2005)** researched on task-interdependence and goal-interdependence. It shows strong main effect of task interdependence, and goal interdependence, and also interaction effect of task and goal interdependence on OCB.

**Wat and Shaffer (2005)** found that the competence dimension of psychological empowerment was significantly related to both conscientiousness and sportsmanship. Influence of competence on conscientiousness was explained by the fact that individuals who believe they have capability to achieve goals do what is required to achieve.

### **OBJECTIVES OF THE STUDY**

1. To study the Key aspects of Management Skills for Good Governance.

### **KEY ASPECTS**

Renowned successful organizations need employees who will do more than their usual job duties and provide performance which is beyond expectations. Organizational citizenship behaviours (OCB) describe actions in which employees are willing to go above and beyond their set role requirements. Aforementioned theory suggests and some research supports the belief that these behaviours are correlated with various indicators of organizations. Many of the best employees enjoy working in a positive environment with a closely join group of co-workers. Furthermore, attraction and retention of employees is one of the most important human resource functions in any organization. In this study, the nature of OCB, KM and its



relationship with on the Total quality management of the Teacher Educators of B.Ed colleges in Relation to their Total Quality Management are studied.

### CONCLUSION

There is no significant difference in Organizational Citizenship Behaviour of Teacher Educators of B.Ed colleges on the basis of Types of Management. There is no significant difference in Organisational Citizenship Behaviour of Teacher Educators of B.Ed colleges on the basis of their total years of experience. There is a significant difference in Organization Citizenship Behaviour of Teacher Educators of B.Ed colleges on the basis of the location of institution. Change is the only thing that is constant in today's work environment. The employee needs to be able to cope with changes like promotions, change of teams, change in leadership, geographical relocation. Career self-management helps the individual to be in charge of his career path and his emotions.

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## HIGHER EDUCATION IN INDIA – ISSUES AND CHALLENGES

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### **Abstract:**

*In India, the demand for higher education is rapidly increasing, along with challenges to retain quality and sustenance, and to compete with higher education Institutions at the global level. Indian higher education has passed through several stages of transformation, in order to address the issues related to access, equity, quality and employability. Initially, the focus was on establishing higher education institutions (HEIs) to give opportunity to the students of both rural and urban areas to graduate themselves and seek jobs. This has led to massive increase in the number of students going for graduate and postgraduate courses. The number of colleges and universities has significantly increased in the field of Science, Commerce and Management, Engineering and Medicine. But quality has become a crisis. Some of these colleges lack qualified staff, infrastructure and facilities. This paper presents the brief idea about the higher education in India. It also discuss the issues of Higher Education Quality, challenges of Higher Education in India and suggestions for improving the quality of higher Education in India.*

**1. Key Words:** Higher education, Quality, Issues, Challenges, suggestions

### **2. Introduction:**

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21<sup>st</sup> Century.

The number of universities in India at present is 1044 which can be briefly categorized into 54 Central universities, 412 State universities, 95 Institutes of National Importance, 127 Deemed to be universities and 356 Private universities. These numbers are continuously on rise. The trend indicates that by 2027, India would have the largest enrollment in higher education institutions. As of now, it is one amongst the top youngest nations in the world with the largest population in the tertiary education age bracket. Though the quantitative expansion of universities has enabled access to a large chunk of people it has led to certain problems as well.

### **3. Issues in Indian Higher Education in India:**

#### **3.1. Public Expenditure on Education as a Percentage of GDP**

India needs to spend 6% of its gross domestic product on education, every national education policy since 1968 . In 2019-'20, 52 years since that recommendation, India spent only 3.1% of its GDP on education, the 2019-'20 (Economic Survey). In 2019-'20, India allocated Rs 6.43 lakh crore (\$88



billion) of public funds for education, per the Economic Survey. Of this, the central government allocated Rs 56,537 crore (\$7.74 billion) to school education – 60% – and Rs 38,317 crore (\$5.25 billion) to higher education. Put together, the Centre accounts for 15% of education spending. The rest came from the states and Union Territories.

### 3.2. Annual cost of higher education in India

Being one the world's largest economies, which are also home to the youngest population, a large number of Indians are pursuing higher studies and spending more on education. The cost of general and professional education in India has increased significantly over a span of 10 years (FICCI Higher Education). However, India's monthly per capita income is only INR 11,254. This monthly income is insufficient for many households to be able to afford the rising cost of higher education in India. Once again, making quality higher education an elusive dream for many that is not accessible to the masses.

**Table -1**  
**Annual cost of higher education in India (INR)**

	General education	Professional education
2007	2000	32000
2018	8000	50000

Source: FICCI Higher Education “Higher education in India: Vision 2040” New Delhi, 2021

### 3.3. Unemployment Rate in India

Most HEIs reported that companies did not withdraw their employment offers from students. But the high unemployment rate during the peak of the pandemic in India may have a significant impact in the future. According to CMIE, Unemployment Rate in India increased from 9 per cent in March 2020 to 24 per cent in April 2020 due Covid19.

## 4. Challenges of Higher education in India

**4.1. Equity:** There is no equity in GER among different sections of society. GER for males (26.3%), females (25.4%), SC (21.8%) and ST (15.9%).

1. There are regional variations too. While some states have high GER some are far behind the national figures.
2. The college density (number of colleges per lakh eligible population) varies from 7 in Bihar to 59 in Telangana as compared to All India average of 28.
3. Most of premier universities and colleges are centred in a metropolitan and urban city, thereby leading to the regional disparity in access to higher education.

**4.2. Quality of Higher education in India:** Higher Education in India is plagued with rote learning, lack of employability and skill development due to the low quality of education. The higher educational institutions suffer from large quality variation in so much so that a NASSCOM-MacKinsey Report-2005 has said that not more than 15per cent of graduates of general education and 25-30per cent of Technical Education are fit for employment.

**4.3. Faculty student Ratio:** Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years. Shortage of faculty leads to Ad-hoc expansion even in the premier institutions. The



Pupil-to-teacher ratio though has been stable in the country (30:1), however, it needs to be improved to make it comparable to USA (12.5:1), China (19.5:1) and Brazil (19:1).

**4.4. Accreditation:** Possibility of poor grade is the reason behind non participation of 22 per cent of higher education intuitions in the accreditation process of national Assessment and Accreditation Council while 26 per cent of institutions don't apply lack of permanent faculty and 5.5 per cent for having a permanent head of the institution. 72 per cent of institutions currently in the process of improving the quality of higher education in India. According to the NAAC, less than 1 per cent of the Colleges are managed the top Grade of A++, while 66.4 per cent of the colleges were grade between B++ and B, among the universities 6.5 per cent were accorded A++ grade under the RAF, while 51.4 per cent were graded between B++ and B Grade.

**4.5. Gross enrolment ratio:** The gross enrolment ratio (GER) in India was 26.3% as of 2016. While this represents more than double the GER of a decade earlier (which was 11.5% in 2006), it remains below the target of 32.2% for 2022 set by the Ministry of Human Resource Development.

#### **4.6. Lack of innovation**

More than 50% of students in India's higher education system are studying in one of three programmes: Bachelor of Arts (BA), Bachelor of Science (BSc), and Bachelor of Commerce. These programmes are three years in duration, and the report notes that because of how syllabuses are prescribed, there is "limited scope for innovation" and also that only elite colleges offer serious linkages with industry. Without industry connections, the route from graduation to employment can easily fail.

### **5. Requirements for improving the higher education quality in India:**

To regulate and promote the quality and excellence, the UGC has made distinction between quality and an excellence in conceptual terms. And therefore separate indicators are used to measure quality and excellence. The UGC's measures for excellence are in the nature of addition to the measures the quality. However, the following requirements are required to increase the quality in higher education systems in India. These requirements In terms of institutions, faculties & students, the major considerations to recognize quality are:

#### **5.1. Institutions:**

1. High ranking, good accreditation status
2. Prestige, reputation, public perception
3. Attraction & retention of quality faculty & students
4. Center of excellence
5. Excellent physical facilities

#### **5.2. Faculties:**

1. Excellent teaching performance with satisfactory feedback of students
2. Good industrial consultancy, sponsored research, patents
3. Good research publications
4. Organization & attendance of good number of conferences, workshops, seminars, expert lectures etc.
5. Awards, fellowships



6. Peer respect & recognition
7. Good mentors & consellers for students
8. Values and ethics

### 5.3 Students:

1. Good educational experiences
2. Good academic ambience
3. Value addition
4. Good employability after graduation
5. High reputation & prestige
6. High ethical standards

**5.4 Other suggestions for high quality higher education in India:** this following suggestions help to meet the challenges in higher education and increase the quality in India;

1. Enhancing the quality of teaching, learning and evaluative methods.
2. In future, there will be huge demand for quality Higher Education Institutions, but on other hand no takers for non qualitative institutions;
3. Encouraging innovations in practical teaching, enhancing the productivity of teachers;
4. Networking of Higher Education Institutions for sharing of infrastructure resources;
5. Focus on continuous development of faculty;
6. Knowledge alliances (universities/ colleges with 'potential for excellence' to support the academic growth and development of developing institutions).
7. Removal of knowledge obsolescence to provide relevant and advanced information;
8. Implementation of internal quality assurance systems;
9. Promotion of inter – disciplinary teaching and research;

### 6. Conclusion:

In India, the demand for higher education is rapidly increasing along with the challenges of quality and sustenance. The focus of Indian higher education system for a long time was on establishing higher education institutions (HEIs) to give opportunity to the students to graduate themselves and seek jobs. This has led to massive increase in number of institutions and the number of students going for higher education. But the system did not get required attention towards quality and fitness of purpose. Consequently, the system grew with several gaps like skill gaps, research gaps, relevance gaps etc., which got converted into issues like access, equity, quality and employability. As per the national educational policy 2020, the government has given many suggestions to improve the quality of higher education in India. However, to improve the quality of higher education in India, we should increase out teaching, infrastructure, quality, government expenditure on education and improve research and development facilities.

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## **GOVERNANCE IN HIGHER EDUCATION INSTITUTIONS!**

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### **Abstract**

*Governance is very essential ingredient in any effective functioning of educational institutions. While accrediting any organization, governance is placed and given the key focus. Researcher wanted to study governance in respective institutions and made attempt to see the same.*

**Key Words:** Education, Educational Management, Governance, e-governance,

### **Introduction**

NAAC has 7 criteria's laid down by NAAC to evaluate and accredit any higher educational institution. Each criteria has its own significance and all connected and dependent-linked to each other for effective functioning of the higher education institution. Researcher wanted to study about this 'governance' aspect that NAAC has placed in Criteria 6 and is very necessary component of effective administration and variation seen in this governance when one higher education is compared with other. Again differences in governance are seen in higher education (basis of ownership/funding/grant/aid – private/Public). Researcher prepared a self-made tool to assess the governance in Higher education Institutions. The structures of education management and governance and quality of related systems can therefore influence quality of curriculum that is developed and effectiveness of its implementation. Good governance - Important in education systems, ensures systems focus on delivering what is best for students and society. Characteristics- Participatory, Consensus-oriented, Accountable, Transparent, Responsive, Effective Efficient Equitable, inclusive and follows rule of law. Major factor - improving quality of education. Assures quality decision-making. Sustainability starts & finishes with governance. Informs, facilitates decision-making, and enables a university to grow, prosper. Must provide framework for truly variegated group of stakeholders. Drives performance in pursuit of knowledge, & manages risks involved. Include Factors- availability of resource, accountability, participatory decision-making, etc. Poor governance - Gives rise to many of problems in the educational system. E-governance - Expands to electronic governance, integration of ICT in all processes, with aim of enhancing government ability to address needs of general public.

### **Purpose of the Study**

Researcher on discussion with peers from faculty working have always noticed, variation seen in governance in higher education institutions. Many are fair in governance, many pro at e-governance, some lacking in governance though academically strong. Researcher wanted to study graph of variation seen among higher education institutions when it is to discuss about governance.

### **Sample Size**

Limited to 30, attempt filling tool - sharing in WA, FB, Survey Groups/in person groups /Social networking sites

### **Tool for the Study**

Simple checklist - Yes/No form. Scoring - Yes-1; No -0. Number of statements -43. One statement was optional –only to be attempted by Educational Institutions with more than one department. 2, 3, 23, 28 are reversely scored (negative scored statements).



*NAAC Sponsored Online Multidisciplinary  
National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative  
towards E- Governance)*

### **Objectives of the Study**

1) To study governance entangled with Vision & Mission of Institute. 2) To assess whether best practices/ Institutional Distinctiveness are in tune with, CLO's -PLO's, vision, mission of Institution. 3) To study availability of required information /organogram published in public domain for dissemination among stakeholders .4) to study how organised is Governing body/ administrative setup. 5) To study transparency with faculty & public about rules/role of administrative bodies /Standard Policies /various administrative functions. 6) To study scope (Implementation) of /for /by Human resource cum professional development of faculty (welfare measures/financial support). 7) To study record maintenance function of educational institutions. 8) To study regularity, Action follow-up (of regular meetings/ other meetings), documentation, maintenance of implementation of resolutions / decisions of various bodies / cells / committees. 9) To study decentralization in working / grievance redressal mechanism. 10) To study effective leadership & participative mechanism, decision making /delegation of decision taking, financial powers to faculty thus, building organizational culture. 11) To study composition & working mechanisms of various committees /cells. 12) To study activities, their implementation on institutional strategic plan with details of deployment strategy. 13) To study functioning of institutional bodies visible from policies, administrative setup, appointment & service rules, procedures. 14) To study implementation of e-governance in various areas of operation. 15) To study whether institution has Provision of information in accordance with RTI Act, 2005) 16) to study whether justification in adequate budget allocation, utilization, Public Accounting. 17) To study about availability, effective implementation and monitoring of institutional Strategic Plan. 18) To study formal& informal arrangements in institution co-ordinating academic and administrative planning & implementation, reflecting in our institution's efforts in achieving its vision. 19) To study whether organisation follows approved recruitment policy during appointment of faculty. 20) To study feedback mechanism & follow up of it in institution. 21) To study whether regular academic & administrative audit done. 22) To study whether institution adopts quality management strategies in all academic & administrative aspects. 23) To study existence /establishment of IQAC for continuous improvement adopting participatory approach for management.

### **Findings of the Study**

64% governance well entangled to Vision & Mission & 56% - vision & mission statement of institution are nature of its governance. It is very important to frame vision mission well also in real practice, governance should be on uniformity with vision & mission statement of institution. 20% - Vision -Mission statements not available on Institute website/public Domain for dissemination among stakeholders. Care need to be taken to display mission /vision statements on website. 30% responded Institutions 'Best practices & Institutional Distinctiveness' not in tune with CLO's -PLO's, vision, mission of Institution .Need to be in tune & efforts need to be made to connect Best practices / Points of Institutional Distinctiveness with CLO/PLO/Vision/Mission of Institute. 56% - Educational Objectives / CLO's are available, published in public domain for dissemination among stakeholders. PLO's & CLO's though are related to academic curriculum planning ,still very much important to be uploaded as entire administrative work done is connected with academics and hence a must that for excellence this point be noted by educational institutions. 50% - Correctness from definition perspective in Vision-Mission Statements. CLO's/PLO are stated. Correctness is very important. All organisations should have look at this aspect of correctness from definition perspective. If necessary should modify statements to suit need of institution. 72% - well organised Governing body & administrative setup. 54% - strive to create awareness about functions of various bodies, rules, procedures of Institution. It would be very effective if transparency is there, efforts are made



for creating awareness regarding various bodies, rules etc. 40% - well documented Institutional Policy documents & SOPS (respect of planning human resources, recruitment, training, performance appraisal, financial management overall role of leadership, others) and is posted on College Website and other SNS. But in fact all organisations should have these policy statements, SOP's at place. 40% - Service rules, Recruitment and promotional policies are uniform and recruitments are regularly held. This is large point of concert. 60% - have well maintained list of Governing Body, its Composition; their memberships, functions, and responsibilities well maintained and discussed by my institution. All educational institutions should maintain list, records well .It is very necessary for effective governance. 64% - frequently conducts meetings, maintains regularly maintain records of minutes of meetings & action-taken reports. These meetings play vital role in achieving best in governance. Meeting s& especially action taken reports has potential to improve & achieve better results in future. Decentralisation is needed in educational organisations. 68% - Decentralization in working & grievance redressal mechanism is part & parcel of their institution. Grievance redressal is very task formally to be carried in any organisation & as part of governance it should be well carried out primarily.48% - faculty members delegated with powers for taking administrative decisions and is known to all .Very important of making all faculty know- who is delegated with which power for working of educational institution is very important. In fact Organogram should be maintained compulsorily and displayed on website and in the college campus too. 48% - faculty members delegated with powers for taking financial powers is known to all. 80% - well composed Grievance redressal cell /Anti Ragging Committee /Sexual Harassment Committee etc.,, have specified mechanisms to work effectively. Really felt nice to hear/ see high percentage. 60% - makes efforts towards maintenance of transparency in financial, academic, administrative & other functions. Transparency very essential to be maintained for clean, effective governance. 54% -activities are successfully implemented based on institutional strategic plan with details of deployment strategy. 62% - Functioning of institutional bodies in their organisations is effective, efficient, visible from policies, administrative setup, appointment & service rules, procedures, etc. Those organisations, weak in this aspect need to see for improvements in this area. 50% - Organogram / Organizational Structure with Administrative Committees/members on our institutional website & campus notice board area , need to be displayed. All faculties should know structure, hierarchy for effective administration & best governance in their institution. 60% - e-governance implemented in following areas of operation like Planning & Development , Administration , Finance & Accounts , Student Admission & Support, Examination System ,Biometric / digital attendance for staff in their educational institutions. 60% - maintained minutes of meetings & implementation of their resolutions / decisions of various bodies / cells / committees. Very important to maintain minutes as it helps for action taking, future development, quality and potential of excellence in the educational institution. 56% - do effective implementation of welfare measures for teaching and non- teaching staff is in place in my organisation. 60% - provide faculty financial support to attend seminars / conferences / workshops and for enrolling for membership of professional .It's strange to understand why on faculty colleges do not want to send for professional growth of staff, which in return will be helping organisation only. 50% - Transparency and availability of correct/unambiguous information in public domain (Information on the policies, rules, processes & others is to be made available on web site). We organisations should be transparent and ready to share information in public domain. 66% - dissemination of information about their students, faculty and staff on web site. All Educational institutions need to work with respect to this. 40% - Provision of information in accordance with RTI Act, 2005. Educational institutions should be very opening minded to provide the information when asked for as per Act . 50%- do budget allocation, utilization, and public accounting at Institute level. It is very important aspect of administration cum governance. All educational organisations should do needful .20% - does not maintains record of summary of financial year's budget s & actual



expenditure incurred etc. Total Income at Institute level.80% responded it's maintained-a good response. 20% - audited statements are available. Such type of transparency is good part of governance. 50% - spend expenses on Seminar/Training Programs/FDP. 100% of educational institutions should, must do this we forget human resources - more important than material resources. Also if we spend on material resources, we should spend even on human resources development as ultimately it will be helping for quality education. 30% - adequacy of budget/fund allocated and its Utilization, but than what about remaining 70%. 50% -availability of Institutional Strategic Plan & its Effective Implementation & Monitoring. 56% -provides opportunities for faculty for taking effective leadership and participative mechanism, decision making to achieve vision, mission, goals of institution & building organizational culture. 36% - formal & informal arrangement for co-ordinating academic, administrative planning & implementation, that's reflected in institution's efforts in achieving its vision. All organisations should look forward to this, for excellence in governance & administration. 56% - faculty recruited -approved rules & procedures of statutory body. Again it depends on educational institutions are private unaided / grant in aid etc. 60% - do take regular performance appraisal of all appointed faculty , helping in providing appropriate guidance & training for their improvement. 56% -feedback mechanism in place from stakeholders , helping in identifying grey areas where faculty need improvement , thus useful for planning for their trainings accordingly. 60% - developed strategies for mobilizing resources & ensures transparency in financial management of institution. 60% - income & expenditure of their organisations are subjected to regular internal and external audit. 60% mechanisms for academic & administrative auditing & adopts quality management strategies in all academic & administrative aspects. 80% -IQAC for continuous improvement of quality & achieving academic excellence ,adopts participatory approach in managing its provisions. 50% - has process of decentralization & participative management practiced in institution involving participation of teachers, students and non-teaching staffs in making perspective plans and in its decision making bodies. 60% - maintain transparency - financial, academic, administrative and other functions. 40% - process of decentralization and participative management practiced in institution involving participation of teachers, students and non-teaching staffs in making perspective plans and in its decision making bodies. Optional statement – whether there is Consistency in Department vision /mission statements with Institute statements (Optional -if more than one department is there). Only 40% of participants responded. Out of that 40%, 60% responded Consistency in Department vision /mission statements with Institute statements.

**Conclusion:** Governance -very important along with academics and Academics is very well interconnected to this governance ,administration along with assessment .All are dependent & connected to each other like food chain for effective functioning of any organisation. In world of technology e-governance trying to raise his head up so for more effective governance. All higher education institutions should work with full team spirit of pillars like faculty, technology, stakeholders-and their feedback, students and improve their governance and should strive hard for achieving best in their function of governance as it will help them excel in their performance on whole.

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## **E-GOVERNANCE AND HIGHER EDUCATION: AN INSIGHT INTO INDIAN EDUCATION SYSTEM**

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### **Abstract**

*Education sector plays a pivotal role in transformation and development of a nation. In the whole process of learning, higher education institutes have a significant role to play. These institutions impart the theoretical and practical knowledge and skills to youth and make them ready for shouldering future responsibilities of effectively running the whole system of a country. With the rapid phase of digital development, ICT has attracted the attention of academia, business, government and communities to use it for more innovative and profitable propositions and compete at global level. Adoption of e-governance measures in higher education institutes has brought new concepts of governance, both in terms of needs and responsibilities. The present study is an attempt to analyze the role of e-governance in higher education institutes.*

### **Introduction**

Education is a process that enriches people's understanding of themselves and the world. Besides teaching and learning, colleges and universities are the places where knowledge is created therefore these institutions are very important in development of a nation. Over the years, the higher education system in India has grown in multiple dimensions. It is emerging as one of the largest knowledge delivery systems in the world. However, the system is not perfect and has many significant and addressable issues. These issues need to be seriously checked to make higher education a competitive and a powerful tool to build a knowledge-based and digital technology driven society of the 21st century. Under the given backdrop, the higher education institutes have to perform multiple roles in acquiring new capabilities, cultivating new knowledge and producing an intelligent human resource reservoir through challenging and updated teaching and learning, research and extension activities so as to balance both the need and the demand for the university and higher education management organs. Moreover, the COVID-19 pandemic besides other walks of life has also badly affected the educational activities throughout the world. However, during this crisis, ICT has played a vital role in promoting the health and safety of people and in keeping economies, societies and education institutes working. There is an accelerated usage of technology in education during this period. Digital government technologies, through information sharing and online services provision, have enabled higher education institutes with the opportunities to positively apply e-governance technologies. An integrated Higher Education Service System at a national level can be one of the key ICT initiatives to help India become a provider of world class education. This system can provide deep visibility to governing bodies at a university and student level to analyze their performance and hence gear up for future requirements. On the other hand E-Governance solution in the field of educational sector has changed the way administration is being done now (Tiwari et al, 2013). ICT plays a vital role in supporting powerful, efficient management and administration in education sector. It is specified that technology can be used right from student administration to various resource administration in an education institution (Maki, 2008).

### **Review of Literature**

Underlying the role of ICT and e-governance, Suri (2005) reported that Spanish and Indian universities have been changing fast due to the development of new Information and Communication Technologies. Kumar and Kumar (2005) also highlighted the importance of IT as a modern day



techno-management tool that would benefit institutions of higher education in India. According to Zainally (2008), ICT provides several facilities and possibilities for educational administrators to do their tasks efficiently. Kumar (2012) studied that electronic governance can enable authorities to analyse the performance of the best performing institutes and compare it with other schools and colleges to identify the gaps, obtain feedback from students and allow the low-performing institutes to reduce the gap with better performing institutes. Kapoor and Kelkar (2013) stated that e-governance can solve various problems related to rural higher education and make better relationship between rural colleges and universities. Kaur and Mehta (2014); Manisha (2014) analysed that e-governance plays an important role to track the educational functioning. Pegu (2014); Shrivastava et al (2014) analysed that ICT enabled education will ultimately lead to the democratization of education and it has the potential for transforming higher education in India. Qadri (2014) analysed that University of Kashmir after adopting e-governance initiatives has brought improvement in the education system. Subba (2016) analyzed that e-governance can help in the speedy delivery of services of governance in higher education institutes. Rao (2018) concluded that e-governance can create transparency among universities, colleges and students, and bring new concepts of governance both in terms of needs and responsibilities.

### **Objective of the Study**

The main objective of the present study is to analyze the role of e-governance in higher education and also to investigate how application of e-governance in higher education sector fosters the quality of education. An attempt has also been made to analyze various e-governance measures undertaken in education system in India.

### **E-governance: A conceptual Framework**

According to World Bank (2010), “e-Government” refers to the use by government agencies of Information Technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government. These technologies can serve a variety of different ends: better delivery of government services to citizens, improved interactions with business and industry, citizen empowerment through access to information, or more efficient government management.

The Council of Europe referred to e-Governance as: The use of electronic technologies in three areas of public action: (i) relations between the public authorities and civil society, (ii) the functioning of the public authorities at all stages of the democratic process (electronic democracy), (iii) the provision of public services (electronic public services).

### **E-Governance and Higher Education**

In the era of innovation and productivity, most of the nations around the globe are focusing on ways to improve knowledge generation and sharing along with creation and flow of new technologies. In this scenario, it has been well accepted that implementation and adoption of ICT in higher education can contribute and enhance its productivity, efficiency and growth. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non formal, to scattered and rural populations groups. It also assists in carrying out other academic and administrative activities and functions in educational institutes such as record keeping, research work, instructional uses, financial analysis and general management functions, examination results management, communication, supervision, MIS, teaching learning activities, research and development, etc. As Higher Education Institutions aspire to prepare the next generation to be global players, they must also contribute towards creating an inclusive and digitally upgraded society. E -Governance is understood as a set of activities involving the effective contribution of ICT for strengthening administration and



management in higher education system. It can create transparency between the colleges, universities and students (Suklabaidya and Sen, 2013).

### **E-Governance Initiatives in Higher Education**

There are various e-governance schemes/programs undertaken by the government in educational institutes and even various institutes are also engaged in various ICT based programs at their level.

(i) **Government Schemes:** Government has initiated various schemes towards e-governance in educational institutions in India. Some of these are:

- a) **E-GRANTHALAYA:** It is an Integrated Library Management Software. The application is useful for automation of in-house activities of libraries and to provide various online member services. The software provides built-in Web OPAC interface to publish the library catalogue over Internet.
- b) **E-PG PATHSHALA:** It is an online portal for postgraduate courses under NME-ICT (National Mission on Education through ICT) and the UGC. Under this initiative, over 700 e-books in over 68 postgraduate courses will be available for free for students with high-quality text contents, illustrations, videos, tutorials, documents, PDFs, etc. There are three quadrants under e-PG Pathshala module namely: e-Adhyayan, MOOC (Massive Open Online Courses), e-Pathya.
- c) **ERNET:** It is National Research and Education Network established in 1998 to support the needs of the research and education community within the country. It operates ERNET network – a pan-Indian terrestrial and satellite network with 5 points of presence at premier research and academic institutions.  
UGC-Infonet, a programme of the UGC is an overlay on ERNET and provided internet and intranet access to 160 universities across the country.
- d) **NATIONAL KNOWLEDGE NETWORK:** NKN project is aimed at establishing a strong and robust Indian network which will be capable of providing secure and reliable connectivity to all universities, research institutions, libraries, laboratories, healthcare and agricultural institutions across the country to address the paradigm shift to digitalization.
- e) **NATIONAL SCHOLARSHIP PORTAL:** NSP is a one-stop solution for end-to-end scholarship process right from the submission of student application, verification, sanction and disbursal to end beneficiary for all the scholarships provided by the Government of India.
- f) **SWAYAM:** SWAYAM was launched on 9th July 2017 by the Ministry of Education under the “Digital India” campaign. It seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. This is done through an indigenous developed IT platform that facilitates hosting of all the courses, taught in classrooms from 9th class till post-graduation to be accessed by anyone, anywhere at any time.
- g) **Swayam Prabha:** It is a collection of 32 DTH channels that will telecast educational contents 24x7 for students across India. Contents are available for class 12th, UG, and PG students.
- h) **National Digital Library of India:** NDLI developed under NME-ICT by the Ministry of Education is a virtual repository consisting of academic contents in multiple disciplines from school to post graduation level for teachers, learners, researchers, librarians, professionals, and other users. The online platform is available 24x7 in more than 70 Indian languages
- i) **E-Shodh Sindhu:** E-Shodh Sindhu jointly planned by the Ministry of Education and the Government of India is a digital library providing access to e-resources like journals, eBooks, factual, bibliographies, citations, etc. for higher education.
- j) **National Programme on Technology Enhanced Learning:** NPTEL project is funded by the Government of India and Ministry of Education. It was a collective initiative taken by the Institute of Science, Bangalore, and 7 other IIT institutes. The online repository offers various courses in engineering, science, social sciences, and humanities.





- k) **Virtual Labs:** It is a digital consortium founded by the Government of India in association with the Ministry of Education under the NME-ICT initiation. The main idea is to provide remote access to virtual laboratories for students from science and engineering streams from both undergraduate and postgraduate levels. This consortium is conducted by IIT Delhi and has around 12 participating institutes. The project consists of more than 700 web experiments and lab facilities under the supervision of experienced faculties.
- l) **The Developing Library Network (DELNET):** This initiative by Ministry of Communications and Information Technology is an example of e-governance in the field of library and information science.

ii) **Initiatives at College/University level:** various colleges and universities have adopted ICT measures such as: new and updated technology like FSOC, ERP software, etc, Optical Wireless Access Network for Rural and Urban Communication, setting up of e-classroom infrastructure, IT infrastructure and LANs for e-learning centers, Smart Virtual Classroom Projects, ICT Vocational centres for disabled Students, Management Information system (MIS), 3D animated lectures, online admissions, online fee payments, computerization of data, updated websites, Radio Frequency Identification (RFID), wireless campuses, Biometric attendance for all staff members, online syllabus, online attendance, etc.

E-Governance in educational institutions has empowered students and parents to gather information regarding any course or department in colleges and universities, government policies, involvement in the process of decision making, ensuring maximum student, staff and parent's participation at all levels of governance in educational institutions.

### **Conclusion**

It is well accepted by academicians and practitioners that integration of e-governance in education has an overall positive impact on the learning environment. E-governance in education with the aid of ICT can help to impart more knowledge and information to students in a shorter time, enabling maximum utilization of resources and time and preparing the youth to compete at international levels. Though e-governance has the potential to improve education system of a country to a great extent, yet there are multiple issues and challenges confronting the implementation of ICT in educational institutions in most of the developing countries like India. The institutions in India are characterized by substandard technical and infrastructural facilities that are a major hindrance in digital upgradation. It is also analyzed under New Education Policy 2020 that a good information technology backbone is needed for effective administration and governance of the large multi-disciplinary universities. Moreover the preparedness for e-governance in Indian Universities is relatively high.

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## CHALLENGES OF ENGLISH LANGUAGE TEACHING IN RURAL AREAS: A CRITICAL STUDY

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### Abstract

*The present research paper is an attempt to trace the challenges & new horizons in English Language Teaching in contemporary rural Indian classrooms. English Language is an open window to the world. The aim of this research paper is to open this window for the students in Indian classrooms. Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. English has become a global language and teaching it as a foreign or second language has increasingly become a universal demand.*

*Realizing the demand and importance of English, in almost all the states of India, English is taught as a compulsory subject. Still there is widening gap in the people's English language skills between rural and urban areas.*

**Key Words:** *Rural, India, Classroom, English, Teaching, Language Teaching*

Teaching English in rural areas is a challenging activity. In fact both the teacher and the taught are unaware of the effective pedagogical strategies. The reasons for such an unplanned perpetuation of English language teaching in such areas could be innumerable but a few are as follows;

- The teachers entrusted with the teaching of English are untrained and unqualified.
- The training provided is purely theoretical and bookish.
- Minimum intervention of technology and in majority of cases it is not available.
- Basic infrastructure is absent.
- Heterogeneous classes.
- Substandard teaching material.
- Hostile socio-cultural factors.

To succeed in life one should know at least three languages; the mother tongue, the national language and an international language. If English is an international language, then we must promote its systematic and planned learning.

With this prologue to the importance of learning English it becomes imperative to evaluate English's status among the prospective work force which is students' community. Most of the parents in rural areas are illiterate, belong to a humble background but have an earnest desire to educate their children. But they have their own limitations, because they cannot directly participate in the education process of their children. They cannot understand exactly what their children are learning and also need the help of their children to earn the livelihood. And therefore the educational institution is the only place where the students of rural areas can learn English in a proper manner. But look at the ambience a student has to encounter once he or she enters an educational institution situated in a rural area. Is the ambience similar in an urban and a rural educational institution? In an urban centre of learning, like teachers, peers, infrastructure, notice board, peon, clerk, sign boards, school bags, covers on the books and the notebooks, slogans written on the walls of the school/ college, language of the reprimand by the teacher, homework etc, makes us feel 'English'. On the contrary, look at the paraphernalia in any rural school or college; it makes us feel 'un-English' and in fact subaltern. These examples may appear trivial, but do matter a lot as far as learning or teaching of English is concerned.



*NAAC Sponsored Online Multidisciplinary  
National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative  
towards E- Governance)*

Teaching of English in rural or difficult areas is definitely a challenge. It's a challenge in the sense that all theoretical knowledge acquired as part of ELT training goes haywire in the classroom. A teacher has to evolve strategies at every step. English has become a phobia. It is treated as elite over other languages. The teaching material is substandard, basic infrastructure is unavailable and the sociocultural factors are hostile. The role of teacher becomes more challenging and demanding in rural areas because in such areas it is the teacher who is the model, to whom a student looks for all learning needs.

As far as pedagogy is concerned, it is not simple to answer the question, 'how to teach?' In spite of the fact that there are various methods of teaching English, but practically none of the methods works effectively. In this age of communicative language teaching (CLT), we really can't discard Grammar Translation method. In case of rural students, mother tongue is one of the very effective tools of ELT. Translation into the mother tongue also helps a teacher in simplifying the nuances of English. Of course the limit or extent of translation has to be determined by the teacher. No method will tell a teacher, when and how much of translation has to be used; it is the teacher's discretion.

A teacher's role in rural areas is immense as compared to urban areas because in an urban setting a learner has other models like family, peers, society, technology etc to imitate. A rural student has only a teacher to imitate and learn from.

The Educational institutions in rural areas are considered as temples of learning. That means school or college is considered a very sacrosanct, ideal place. And it is the responsibility of the teachers to keep the places sacred with devotion towards teaching and educating the students. The classes may be over crowded, but the teacher should try the level best to attend each and every student and develop his or her language skills.

21st century is witnessing tremendous impact of technology on educational activities. The whole process of teaching and learning has been digitalized. Because of technology, language teaching has undergone a complete transformation. May it be Computer Assisted Language Learning (CALL), Language Laboratories, use of CDs & Cassettes, Internet etc, a modern learner has all the technology to learn not only English but any foreign language provided he/ she has the money to buy this. But it is very painful that a rural learner is still in those dark ages and is completely marginalized as far as technological exposure is concerned. When even chalk, duster and black board are missing, expecting technology will be asking for sky. Even though nobody can undermine the value and effectiveness of human interaction/ interface and moreover we all have learnt English without using technology. But that is no excuse to deprive rural learners of the basic technological devices like TV, Tape recorders, Computer etc.

Face to face interaction in form of debates, discussions etc. can be effectively used. Using a traditional cassette player could do wonders as far as listening and speaking skills are concerned. Having said that technology cannot substitute a teacher, it can definitely act like an effective teaching aid making the whole process of language teaching and learning faster and easier. The advantages of conventional teaching are;

1. Eye contact is maintained between the teacher and the student. Teaching is synchronized with the student's mind. Immediate remedial action such as repeating the material already taught or altering the pace of teaching can be executed.
2. Doubts on the part of the student are immediately cleared by the teacher.
3. The teacher does not spend time grappling with technology.



4. Rapport and bonding develops between the teacher and the student through regular face to face interactions in class. The teacher acts as a role model for the student, thereby enhancing the learning process.

Having known that 70% of India lives in villages, majority of the work force comes from rural areas. It becomes imperative that students of such areas are given equal opportunities to learn English. The urban- rural divide in teaching of English has to be bridged. It is possible only if a committed & honest approach is adopted. Having said that a rural student is equally competent to learn English, an English teacher has to adopt innovative strategies in the classroom. One has to go for action research to find the solutions on the spot. A few measures like appointment of skilled & committed teachers of English , effective implementation of technological schemes like EDUSAT, zero tolerance on the quality of both human and infrastructural resources, provision of minimum technological aids like TV, LCD Projectors, Computers, Stereos, weekly film shows, facelift to the general ambience in schools and colleges, etc should be put in place to arrest the dwindling standards of teaching/ learning of English in rural areas. The said measures may appear far fetched but will certainly help in better teaching and learning of English language in rural areas.

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## FUNDAMENTAL DUTIES IN CONSTITUTION OF INDIA AND ITS IMPACT ON ACHIEVING GOOD GOVERNANCE: A CRITICAL ANALYSIS

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*“A great nation cannot abandon its responsibilities. Responsibilities abandoned today to return as more acute crises tomorrow.”*

-----Gerald Ford<sup>1</sup>

### Abstract

*Every nation's history is filled with revolutions, socio-economic and political changes, and inventions for a better way of life that were initiated and executed by its citizens. The most fundamental principle for the development of a nation is Government, Governance and Good Governance. It is essential to keep in mind that citizens play a vital role in achieving good governance. Not just as a citizen but as a law-abiding citizen follows all the government's laws and regulations. They are free to execute all fundamental rights and duties<sup>2</sup>, including voting, paying income tax, and safeguarding society against corruption. The paper aims to highlight an attempt to build a good governance structure in India by recognizing its essential aspects and inadequacies in its operation, with a focus on the need for new alternatives. One can become a decent and conscientious citizen of the country, by participating in or assist with initiatives such as preserving the environment, seeking funding for charity, energy conservation, water management and natural resources, or public property protection, as outlined in Article 51-A of the Indian Constitution<sup>3</sup> to achieve good governance. The researcher has concluded that it might be inferred that the moment has come to aspire for building a strong nation with a positive global image. Every state or country guarantees its residents some essential human liberties, such as individual, spiritual, cultural, moral, economic, and political rights, among others to achieve good governance. This can only be realized with the continuous participation of individuals in the governance process. Any country can attain and accomplish its aims and objectives if citizens participate actively and compassionately. The research method adopted to write this paper is purely doctrinal in nature based on primary and secondary data.*

**Keywords:** Good Governance, Fundamnetal Duties, Nation

### Introduction

A citizen has been one of the country's most important cornerstones. Every citizen bears the duty of making his or her country a great place to live. When you are a good citizen, it means that you understand your duties and will contribute to a variety of duties that are desired by society or people in general. They are entitled to all of the current legal protections and benefits as groups that make up its voter, and they are obliged to abide by the rules and follow out his or her duties. As citizens of this country, we have a variety of rights and duties to our city, state, and country. The term "nation" is used to refer to a sovereign state or a nation, but it also connotes a variety of other emotive and

<sup>1</sup> A great nation cannot abandon its... Gerald Ford - Forbes Quotes, , <https://www.forbes.com/quotes/3652/> (last visited May 30, 2021).

<sup>2</sup> We the People, We the Citizen - MyGov Blogs, , <https://blog.mygov.in/we-the-people-we-the-citizen/> (last visited May 30, 2021).

<sup>3</sup> Fundamental duties - iPleaders, , <https://blog.ipleaders.in/fundamental-duties-2/> (last visited May 30, 2021).



intangible concepts<sup>4</sup>. A citizen of a country is “an individual recognized under the custom or law as being a legal member of a sovereign nation or allegiance to a government in exchange for its protection, whether at home or abroad”<sup>5</sup>. The citizen can play a more effective and reliable role in the process of nation-building under his physical and psychological powers<sup>6</sup>. Citizens are a central state element, and everybody must strive to achieve government welfare goals. Citizens have an important part in a state's well-being and are entitled to exercise their rights. The Constitution of India, the world's greatest democracy, enshrines the ideals of good governance standing on principle as “Justice, Liberty, Equality, and Fraternity” in its Preamble for the “People of India.” In that way, citizens' participation can create a decisive change in development and growth by fulfilling their duty to their nations in establishing good government.

### **Meaning and Concept of Good Governance**

The phrases “governance” and “good governance” have grown considerably in recent years in the developed world. The phrase “good governance” was first used in a World Bank publication in 1989. Under the banner of human rights, the concept of good governance in international law has also been widely embraced. It precedes human civilization. Simply expressed, “governance” refers to the processes of decision-making and decision implementation (or not implemented). International, National, Corporate, and Municipal are all pivotal in governance. Since governance is the decision-making mechanism and involves the decision-making procedures, the analysis focuses on formal and informal decision-making entities as well as on the formal and informal institutions set up to reach and implement decisions. Governance is one of the governance stakeholders. So, depending on the level of government being discussed, other parties participation in governance varies. Other participants in different areas, for example, could include important lords of the land, farmers' organizations, cooperatives, non-governmental organizations (NGOs), research centres, church leaders, political groups, the army, and financial institutions. Appropriate decision-making or influencing the processes can take place nationally and in the type of entertainment, lobbying, foreign funders, multi-national organizations, etc. As part of a “society,” all entities save the government and people are united collectively. There are eight main characteristics of good governance. It is “participatory, cooperative, responsible, transparent, responsive, effective, fair, and equitable and complies with the rule of law”.

### **Need and Significance of Good Governance**

Over the last several decades, India's democratic experiences have proved decisively that effective administration must strive to encourage social possibilities to alleviate poverty. As a result, good governance requires guaranteeing justice, equity, jobs, and effective governance. Every country is administered by several values that are accepted by both the government and citizens. The essence and good governance are both influenced by a country's devotion to such values. These principles were patriotism, independence, humanism, and mixed economy in the Indian setting at the stage of the Republic's foundation. In the backdrop of constructing a new India, these essential ideals were firmly expressed by Centre and regional level politicians, educators, and reporters. These ideals were most eloquently expressed in debates in Parliament and legislative bodies. These values

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<sup>4</sup> <http://employmentnews.gov.in/NewEmp/MoreContentNew.aspx?k=156&n=Editorial> (last visited May 30, 2021).

<sup>5</sup> We the People, We the Citizen - MyGov Blogs, *supra* note 2.

<sup>6</sup> *supra* note 2.



are completely established in the Indian Constitution, which is regarded as the backbone of democracy and has thrived to attain good governance.

Indian Constitution is a fantastic piece of work that has lasted the ravages of time. Except for the modifications, our constitution remains mostly unchanged. And the amendments were made through a procedure that was mandated by the Constitution, as well as a greater agreement. The objective of politicians from all parties now a days is to gain and retain their program's popularity and strength. In government, they have not been able to enlighten the people about constitutional ideas. No concrete initiatives are taken so that the Constitution is can be taught in schools or universities, except in political science and legal education. The Preamble, Fundamental Rights, Directive Principles of State Policy<sup>7</sup>, and Fundamental Duties all contain the Constitution's basics that should be inculcated if we want good governance in our country. The Constitution should not only be followed, but its goals and principles are respected. Unfortunately, this vital function of every citizen is not only ignored by the uninformed but even educated. They don't try to practice even if they are aware of them. The overwhelming constitutional identification of our country's concerns was highlighted as a core principal to achieve good governance. In this way, it is entirely acceptable that efforts are needed to make constitutional studies an obligatory element of the school and university curriculum to build a conscious citizen. What is disgusting is that everyone who knows the Constitution seeks to adapt it to their interests as individuals or as a group. One of the main principles of the Constitution is that we in India are one community. A developing country like India must maintain the country's citizens aware of their duties to keep them clean, free of corruption, social problems, crimes, poverty, pollution, global warming, etc. to build a great nation. Instead of accusing the government, or anyone else of all things, adults and children must realize their duties towards the country and practice them. Everyone has a personal responsibility for the country's progress and expansion. Our functions may lead to changes that deepen the systems of governance and we can encourage social and political transformation, promote good governance and human development. It can decrease disagreeable truths to power, raise marginalized voices, address core causes of discrimination, and promote the right to equal access to services.

So one should follow fundamental duties that are enshrined in Part IV-A under Article 51-A of the Constitution of India. Initially, they were not present in the original Constitutional text. The 42nd Constitution (Amendment) Act introduced them. In inserting this chapter into the Constitution, the proposals provided by the Swaran Singh Committee played a crucial role. However, as required by the Committee and amended by the Amendment Act, only ten duties existed. Later, after that, one more duty was added to the list of Fundamental duties , resulting in the Indian Constitution's current list of eleven fundamental duties.

### **Impact of Fundamental Duties in Constitution of India and its impact in achieving Good Governance**

A country's democratic system is based solely on citizens' freedom to celebrate their rights. Citizens have their rights to the growth and advancement in the social life of their particular moral, material or personalities. Duty is a moral obligation that should be carried out, such as cleaning, cultural and heritage preservation, etc. The vote is both a right and a duty. Citizens must discharge their duties to the country in a good manner to fully enjoy their rights because an individual's rights and duties are intertwined. Because of the progress of the nation, the rights and duties of each individual are extremely valuable and intertwined in the Indian Constitution.

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<sup>7</sup> Fundamental duties - iPleaders, *supra* note 3.





In the constitution book, the Indian citizen is obligated to achieve all duties and responsibilities. As a national citizen, we must fulfil our government-furnished tasks legally and morally. Some of the moral responsibilities and duties listed in the Constitution as a citizen of India include that “we must respect the National Flag and National Anthem, obey the laws of our country, protect the power, unity and integrity of the country, safeguard public property, pay our taxes with honesty promptly, protect and preserve cultural heritage sites, protect, preserve and improve the natural environment, we must guard the country and maintain the spirit of a common brotherhood<sup>8</sup>, we must respect, value and follow all the noble ideals used in the national struggle for freedom, etc”. Incorporating such moral requirements within the Constitution is critical for the country's development, harmony, and welfare, as well as for good governance.

As a conscientious and accountable citizen of the nation, one should first be conscious of one's fundamental rights and duties. It may be tough to consider all of the government's legislation and obligations. Assist each citizen in fulfilling his or her responsibilities to the country. By following the values and supporting others, law-abiding citizens make their society a good place to live.

As citizens, we are all able to take responsibility for the nation's good or bad situations. We must turn our focus to conduct to have a good influence on our neighbourhood and nation. A positive responsibility can transform a person's life, but collective acts have a positive effect on the entire nation. As a result, people' duties contribute to a prosperous community and nation as a whole. Fundamental Duties reflect the Parliament's intention to establish a feeling of patriotism in its citizens, a patriotism whose parameters are drawn only from the Constitution. Article 51A (enacted in 1977) obligates residents to respect duties that can be described as components of patriotism, but intentionally avoiding references to any single community's culture or history in favour of focusing on the proud tradition of our composite culture. Moral and mythical ideas also underpin fundamental duties. In Indian society, it is stated that duties always have been a part of "dharma." As a result, the fundamental duties outlined in the constitution reflect this and are an essential component of it. The Constitution's directive is to establish a welfare state<sup>9</sup> in which the Preamble's principles of social, economic, and political fairness are upheld in all facets of our national life. The Constitution's aspirations and goals will be destroyed if the fundamental needs of our poorest in society are not satisfied. To build a culture that is favourable to development programmers, you will need access to information, participation, innovation, and transparency. In traditional organizations, information has typically been the domain of top management. For anyone to regain access, this system must be disabled.

### **Conclusion and Suggestions**

After conveying this point of view, the opposing opinion must be presented. Following the fundamental duties outlined in Part IVA of the Indian Constitution, all analyses and inspections have been accepted, but warrant to be recognized as well. These fundamental duties are a living, sentient framework of the Constitution of India, the land's ultimate law and the world's most extensive constitution, rather than simple assumptions of the state's conceptions of what a citizen must do.

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<sup>8</sup> Please tell the duties of citizens for being an Indian that we should do - Social Science - What Books and Burials Tell Us - 16326943 | Meritnation.com, , <https://www.meritnation.com/ask-answer/question/please-tell-the-duties-of-citizens-for-being-an-indian/what-books-and-burials-tell-us/16326943> (last visited May 30, 2021).

<sup>9</sup> Fundamental duties - iPleaders, *supra* note 3.



In today's competitive and ever-changing world, instilling a renewed sense of social commitment among Indian citizens is more necessary and crucial than ever. The importance of citizens performing out their commensurate duties towards India is overshadowed by their overreliance on enforcement of their Fundamental Rights. For an improved level of living in India, the continued recognition of citizens' Fundamental Rights must be complemented by better and more stringent duties. To achieve such a challenging duty, parliament, might take responsibility by adding new Fundamental Duties to the current list of eleven under Article 51-A, while simultaneously attempting to make the present ones successful.



## **EMBEDDING GENDER STUDIES IN HIGHER EDUCATION** **CURRICULUM: PERCEPTION OF STUDENTS OF DELHI** **UNIVERSITY**

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### **ABSTRACT**

*Gender studies has the potential to not just take a discourse on considerable issues in everyday life but also in the international sphere concerning cultural, economic, political and social issues. Given the importance of gender and gender issues, especially in a society like India, there is a need to nurture the youth with the core understanding of gender and whatever it imbibes. Against this background, a research was carried out to seek the perceptions of the students of B.Sc Honours program of Home Science at Lady Irwin College, who studied the paper on “Gender, Media & Society” about the content of the paper and how it has broadened their horizons with respect to the core concepts under gender studies. A total of thirty four students from two consecutive batches who took this course were the sample for this study. An interview schedule via a Google form was the key method of inquiry for this study. Students not just affirmed about the usefulness of the course but also shared how this course provided a comprehensive knowledge about the core issues and concepts under the umbrella of gender studies. They confirmed that after taking this course they were more sensitive to identify gender stereotypes and patriarchy manifestations within their family along with behavior related to gender inequalities. Besides, students also opined being more empowered post the completion of this course as they confirmed being more vocal about gender issues and gathering courage to question about gender roles within their families. The course also inspired students towards the fundamentals of feminism so much so that majority of them started following social media handles that promoted feminism and aspired to be future feminists. The study strongly recommends that all higher education institutes must try to embed a course like this in their curriculum or at least work on dialogue about these issues through workshops, seminars or enhanced interdisciplinary by using gender based examples in other subjects.*

**Keywords:** Gender, Gender Studies, Higher Education, Gender Stereotypes, Patriarchy, Feminism

### **INTRODUCTION**

Gender Studies in higher education is a debated topic till date. Many institutions of repute have looked at embedding it in the curriculum of respective programs. Whilst others, try hard to provide platforms like workshops, lectures, seminars etc to provide sensitivity on gender issues. The interdisciplinary of Gender Studies today is also being explored by some institutions alike. Some higher education institutes also have ‘Women Development Cells’ as an integral part of College community. Given the importance of gender and gender issues, especially in a society like India, there is a need to nurture the youth with the core understanding of gender and whatever it imbibes. The complexity of the discipline of gender studies also poses an inability to make it a subject to be taught at school level. College students, being more sorted and mature, do have the nerve to understand the domain of gender and all that encompasses it. Gender Studies is an interdisciplinary arena that aspires to pull apart conventional modes of teaching and transference of knowledge, interrogating the gradings which academics have followed over the years (Hassel & Narisa, 2012). Gender studies has



the potential to not just take a discourse on considerable issues in everyday life but also in the international sphere concerning cultural, economic, political and social issues (Woodward, 2014). There is ample evidence available that suggests the linkages of gendered aspirations and differences in students pursuing higher education. However, very little information talks about the impact of studying gender in higher education. Many researches have highlighted the gaps in STEM preferences, politics, hiring, medical societies in general due to gendered aspirations, but none talk about the importance of embedding gender theory in curriculum at the graduate level. A study by Palmen et al, 2020, found that incorporation of gender studies in curriculum led to enhanced awareness and interest in gender, enhanced gender competence and an inclination among participants to stand for gender equality. A study was also carried out to formulate the challenges and potential of Gender Studies as a specialized discipline in a neo-liberal context launched at the Ambedkar University, Delhi (Nagalia, 2018). Woodward & Woodward, 2015 strongly propose Gender Studies as an interdisciplinary field of study highlighting the three core domains of gender as sex and sexuality; intersectionality and activism; theory and methods. Stromquist, 2001, also affirms that a new discipline like Gender/Women Studies does agonize financial defenselessness, academic recognition and self-sovereignty despite it being rooted conceptually, theoretically and methodologically. He further recommends that the course in Gender/Women Studies has the potential to promote feminist and political concerns and employ the society in a transformative role via research and projects towards social justice (Stromquist, 2001).

### **RATIONALE OF THE STUDY**

Having understood the importance of Gender Studies in Higher Education, the subject titled, “Gender, Media & Society” was launched decades ago as one of the Discipline Specific papers for the Honours Programme of B.Sc Home Science in Delhi University. Despite the various curriculum format changes that have taken place over the years in the University the paper on Gender, Media and Society has been still retained and is promising not just for the students but for the faculty as well. Here, we share the experiences of one the top Home Science Colleges of Asia i.e Lady Irwin College, a constituent college of University of Delhi. The paper is offered as a specialization for students who opt for the discipline of Development Communication & Extension in third year strictly to the Honours students in semester V of the programme. At Lady Irwin College, along with the subject on “Gender, Media & Society” another aligned paper of Communication for Development is also taught which again enhances the interdisciplinarity component of Gender Studies. Knowing the pertinence of the Gender Studies and its relevance for the youth especially, a research was carried out to seek the perceptions of the students who studied the paper on “Gender, Media & Society” about the content of the paper and how it has broadened their horizons with respect to the core concepts under gender studies.

### **METHODOLOGY**

The current study was conducted with an objective to seek the perceptions of the students who studied the paper on “Gender, Media & Society” about the content of the paper and how it had enlightened them with respect to the core concepts under gender studies. A total of thirty four students from the batches of current year (2021) and previous year (2020) who took this course were the sample for this study. An interview schedule via a Google form was the key method of inquiry for this study. The tool aimed to elicit the information with respect to students feedback in their ability to identify gender stereotypes and manifestation of patriarchy, following feminism and advocating for gender rights and equality. It also looked at their awareness about core gender issues, concepts and laws. The findings of the study are reported below.



## FINDINGS & DISCUSSION

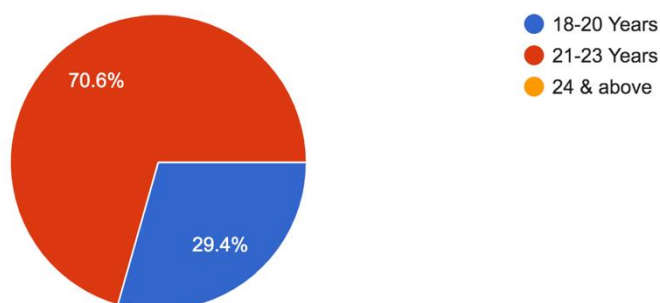
Knowing the pertinence of the Gender Studies and its relevance for the youth especially, a research was carried out to seek the perceptions of the students who studied the paper on “Gender, Media & Society” about the content of the paper and how it has broadened their horizons with respect to the core concepts under gender studies.

### Demographic Profile

Lady Irwin College being a women’s’ only college, all the respondents for the study were females. Nearly seventy one percent of them belonged to the age group of 21-23 years and the rest were in the age group of 18-20 years (see figure 1).

AGE

34 responses



**Figure 1: Distribution of respondents by age**

Hence, majority of the sample can be said to be mature with respect to their understanding of gender concepts.

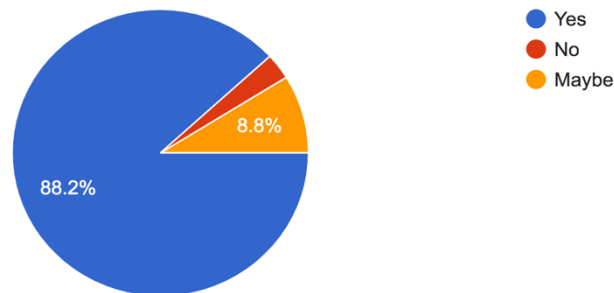
### Perception about the paper “Gender, Media and Society”

When probed about the perception related to the feedback on the paper of “Gender, Media and Society”, hundred percent of the student respondents across the two batches found the course useful. All of them affirmed that they were easily able to relate to the concepts and issues under Gender Studies that were covered in the course. A little less than ninety percent of the respondents confirmed that the course has been able to widen their knowledge about the various laws related to women (See figure 2).



7. Do you think the course has widened your knowledge about various laws for women?

34 responses



**Figure 2: Distribution of respondents by widened knowledge about women laws**

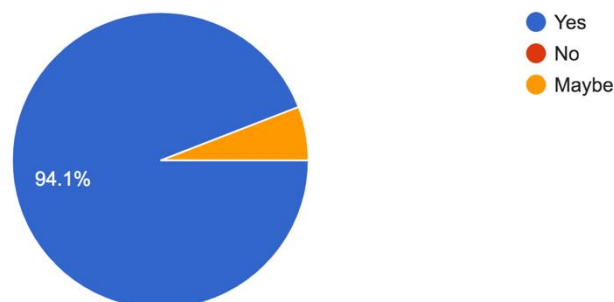
Students shared that the topics of keen interest in their curriculum included sex and gender, violence against women, gender and media, laws for women, patriarchy, feminism and women at work.

### Students' understanding about the core issues

It was interesting to see that an overwhelming ninety four percent of the student respondents believed that patriarchy manifested in the society (See figure 3).

3. Do you think patriarchy manifests in our daily lives?

34 responses



**Figure 3: Distribution of respondents by opinion on manifestation of patriarchy in society**

Students had shared personal stories and narratives too during class discourse that highlighted how they and in particular the female members of their families succumbed to patriarchy. Nearly one third



of them either strongly agreed or agreed that gender stereotypes existed in the society, whilst the remaining respondents disagreed or strongly disagreed with this opinion

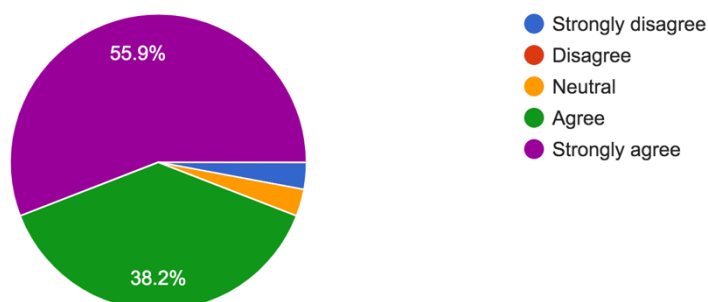
Common gender stereotypes experienced by students included, being asked by family members to do household chores, cooking, being feminine, dressing up properly, speaking softly, sitting properly, not going out late etc. Some stereotypes shared by students also included girls inability to do mathematics and electronic related tasks and even being told blatantly that ‘men are the bread earners, women must learn how to cook’.

### **Sensitivity and empowerment of Students’ Respondents**

Majority of them i.e., ninety four percent of them either strongly agreed or agreed that this course had made them more sensitive to gendered stereotypes (See figure 4).

8. Do you agree that after studying this course you have become more sensitive to gendered stereotypes?

34 responses



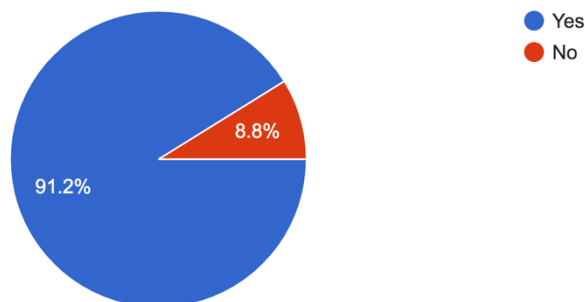
**Figure 4: Distribution of respondents by sensitivity towards gender stereotypes**

Almost hundred percent i.e 97% of the respondents either strongly agreed or agreed that after having studied this course they had become more concerned and sensitive towards the gender inequalities that manifest around them. During classroom interactions, students have candidly shared how they themselves and their brothers were treated differently by their own family members and affirmed that they were able to recognize these differences after studying about it. More than ninety percent of the student respondents confirmed that post the completion of this course they were able to gather the courage to question their family members about gender roles. Further, eighty five percent of the respondents either agreed or strongly agreed that post the completion of the course they had become more vocal about expressing their concerns related to gender and society. An encouraging ninety percent of the respondents also confirmed that after studying this course they had started following Social Media handles that promote feminism and gender equality issues (See figure 5).



11. After studying the course have you started following Social Media Handles that promote feminism and gender equality issues?

34 responses



**Figure 5: Distribution of respondents by following social media handles related to feminism & gender equality issues**

Eighty five percent of them even opined that in the near future they see themselves as feminists or someone who advocates for equality of all genders.

## CONCLUSION

It cannot be denied that Gender Studies when embedded in the curriculum at the higher education can work towards making the students more sensitive about issues pertaining to gender. Our study was an attempt to understand the female student's perception on how a course in their 3<sup>rd</sup> year of the Honours programme in Home Science, i.e. Gender, Media & Society has helped them better understand the women issues, made them more sensitive towards existing patterns of patriarchy and gendered stereotypes and enhanced their aspirations with respect to feminism. With data received from two consecutive batches who received guidance from faculty and studied this course, the students feedback has been extremely encouraging. Students not just affirmed about the usefulness of the course but also shared how this course provided a comprehensive knowledge about the core issues and concepts under the umbrella of gender studies. They confirmed that after taking this course they were more sensitive to identify gender stereotypes and patriarchy manifestations within their family along with behavior of gender inequalities. Besides, students also opined being more empowered post the completion of this course as they confirmed being more vocal about gender issues and gathering courage to question about gender roles within their families. The course also inspired students towards the fundamentals of feminism so much so that majority of them started following social media handles that promoted feminism and aspired to be future feminists. Thus, one can infer that the effect of studying this course was not just increase in knowledge and sensitivity towards gender issues but also feeling empowered. The same had been reiterated during regular classroom sessions where students became personal and candidly shared their stories of being victims of patriarchy, gender stereotypes, unequal behaviour and physical & mental abuse and how they now aspire to be feminists. The study strongly recommends that all higher education institutes must try to embed a course like this in their curriculums. If that is not possible they must at least have entities like "Women Development Cell" or "Anti Sexual Harassment Committees" in place which are regularly creating





awareness on issues of gender. Further, colleges can invite experts and hold workshops on self-defence, women empowerment, violence against women etc. The aim should be sensitized not just female but male students alike. Enhancing the interdisciplinarity of the course can also go a long way in echoing the basics of gender issues in college teaching on a day to day basis.

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## GOOD GOVERNANCE IN GENDER EQUALITY

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### ABSTRACT

*Numerous studies show that society often treats male, female and transgender differently. Although gender inequalities in education have changed much in recent decades thanks to the fight for women's rights, inequity between the sexes continues to flourish nowadays. This article focuses on how and why education is the key to gender equality, and the importance of gender equity in education system in order to create a better environment for girls under traditional pressures. It will also query whether a philosophy of education offering the same opportunities to young women and men, teaching the same things at the same time, in the same place, with the same methods, and under the same system is necessary or not.*

**KEYWORDS:** Sexual equalities, Opportunities, Challenges, Education, Benefits, Acceptance and Rejections

### INTRODUCTION

Your need to understand what is education Is it to cultivate land or plant? Is it about recreating nature or rebuilding it? Is it to light environment or water young shoots? Is it to fill in the empty minds or light them? Is it to change usual behaviors of human beings or shape them or structure them? Is it to provide perfect brains for countries or living machines for factories? Is it about bringing up children without discriminating both sexes, male, female and transgender, or teaching them fruit of knowledge tree, or training boys and girls as equal individuals of societies? Can we say that all these things refer to education, or education covers all of them? If so, education must be a great umbrella. This umbrella should be embraced by two sexes equally as well.

In general meaning, we accept that education deals with formation of habits of human beings and enlightening them for different path of growing and grooming. If so, we need to improvise our qualities internally and externally. Gender Equality started focusing on all genders to improve their qualities and capabilities without discriminating their sexes and considering them differently education seriously to focus on promoting the equal participation of women and men in making decisions; reducing enrollment gap between women's and men's access; giving equality in learning process, educational outcomes and external results; and providing equal benefits for both sexes. Here we will discuss main issues such as significance of gender equity in education, a philosophy of education based on gender and traditional effects on females, and educational approaches for two sexes.

### OBJECTIVES OF THE STUDY

- To understand the opportunities and exploring for both girls and boys
- How could encourage Gender Equality among the people and set their mind towards the modern and trending expectation of the society.
- Various obstacles and difficulties faced by different genders and their overcoming from their situation.

### RESEARCH METHODOLOGY

The present study is descriptive research based on secondary data collected from various books, reports, periodicals, newspapers and internet. The focus of this paper is to analyses the Gender



*NAAC Sponsored Online Multidisciplinary  
 National Seminar on Rejuvenating Quality in Higher Education Institutions: ( An Initiative  
 towards E- Governance)*

Equality and support available to different genders without discriminating them, whether Male, Female or Transgender.

### **GENDER EQUITY IN EDUCATION**

Gender equity or equality in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments. If gender equity is exactly achieved this will contribute to future of girls and boys more than approaches men-centered, and girls will get benefits from public and domestic life as much as boys.

On the other hand, when gender equity in formal or informal education is attached importance; the vital issues such as gaps, divisions and conflicts between sexes in society are reduced. Despite of several governmental or non-governmental organizations or companies, inequalities about access to schools between genders still go on. Strict traditional rules of society and patriarchal families in rural areas and east part of our country as in many countries of world keep girls at home. Opportunities offered to men and women are far from equality, many women are illiterate as results of poverty, discrimination, incomplete schooling, and inadequate education or denied education. While girls are kept at home as idle creatures, housekeepers, victims of patriarchy, or servants helping their mothers; boys enjoy fully of privileges offered by traditional norms of society. ***“The boys are looked up as the future bread-winners, and consequently every effort is made to fit them for an honorable career in life”*** [1].

These typical images of men and women as inheritance of centuries still are among the most important problems of our age. According to the traditional views claimed ***“the ideal of education that demands the same culture for the sexes is wrong, the girl must be trained for wifedom and motherhood first of all”*** [2]. That is to say, women are depicted as mothers and housewives, nevertheless men are not only fathers and bread-winner but also owner and protector of women. These kinds of approaches causing inequity between sexes produce negative results for families and societies as well as women. Gender inequality humiliates women both at home and outside. Mostly men make important decisions in domestic life and public one, women obey whatever men say, and male sex has great power over female sex, this inequality poisons from generation to generation for ages. As follows; women with less education cannot arrange their marriage themselves in some areas, especially eastern parts. Even though marriage bride money is paid, small girls, schoolgirls under 18 are married by fathers without getting their ideas. They have a religious marriage of traditional values, they have no reproduction rights. What a pity gender inequalities is common in families having lower education. Besides this some families send girls to only primary schools, they do not allow their higher or academic education, thus women suffer from unequal conditions under men-made laws. Women living in men's world, that is, in a world in which education is characterized by extensive gender inequities, have obtained some social, political and economic opportunities thanks to women movements and feminism since 19th century, but most of women are not aware of human rights obtained nor completely know their places in the society. Whereas education of women will raise both family and society by creating brilliant children, educating girls will produce lots of additional socio-economic gains to societies and families, and thus feminine sex will walk side by side with masculine sex. Over the years, policy of education has focused on access and parity; but the enrollment gap between girls and boys are not being closed. If an achieved equity of girls and boys in education increases productivity in economy, provides higher incomes, delays marriages for teenagers, reduces unconscious fertility rates, brings up fewer but healthier individuals. According to the Constitution of Turkish Republic (Item 42) for men and women, although the elementary education is compulsory and free in our country in public schools, access of girls to school is not sufficient. Additionally primary and secondary schools, all institutions and faculties in universities are open for both sexes



and mostly include equal opportunities for males and females except some trade or commercial schools designed for only men or women. But the gap between sexes cannot be closed.

### PHILOSOPHY OF EDUCATION

How an approach of education or what kind of a philosophy of education should be planned? How should gender education become? Should the education projects focus on only boys 'needs? Or should education equally meet the needs of all learners, girls and boys? Exactly, girls should have the freedom to learn, explore, and develop skills in all academic lives. Mostly young girls of poor and uneducated families living in rural or remote areas still are lack of access to quality learning opportunities. Illiterate parents are not aware of gender equality to provide in the learning process many opportunities to female sexes nor men obeying traditional rules tightly consciously put women in 'ivory tower' and are unwilling about having equal rights and similar qualifications in economic, social, cultural, educational and political activities. Therefore uneducated families and their children should be taken a closer look by local managements; a policy of education based on gender equity to raise the awareness of society from seven to seventy-seven is one of the most important needs of the age.

Because the essence of education is knowledge; both males and females should reach it easily; they should freely benefit from knowledge-tree. Surely, that is not all. ***“Education implies teaching. Teaching implies know- ledge. Knowledge is truth. The truth is everywhere the same. Hence education should be everywhere the same”*** [7]. Of course education for everyone should be the same under any political, social or economic conditions.

**What can be done for gender equity in education?** ***“No reform is more important or more urgent than to transform education, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realization of our national goals”***

### SOLUTIONS FOR GENDER INEQUALITY

- Traditional and feudal gender roles causing gender inequality should be removed
- The equal rights and learning processes of the sexes to education, on the other words, co-education of boys and girls
- Girls should be encouraged for education by encouragement programs, companies and scholarships
- Families not enrolling their daughters should be educated by formal educational projects
- Course books should be suitable for both sexes

### CONCLUSIONS

As *“education, in its broadest sense, is the means of this social continuity of life”* can not only address to men but also have to take women into consideration, to reach quality, progress, or achievement, education needs gender equity. Thanks to the fight for women's rights, increasing participation of women in the job market and to the right to vote, women have emerged from the strictly private sphere to which they were formerly restricted. Women have broken the implicit social contract that, for more than hundreds of years, has confined them to home, child rearing, household tasks and fieldwork, while men worked outside the home. But because of insufficient interests, gender equity in education runs to failure for millions of girls and women under the heavy weight of circumstances throughout the world and needs supporters to take more active roles as early as possible in breaking down the traditional resistance against the education of girls.



Shortly, nowadays, that “*women cannot be confined to merely domestic pursuits*” is a fact known to everyone, both individual and social benefits will forever wait for another spring.

Gender Discrimination is created by human being and can be eradicated by human being only. the concept of think other genders are inferior to us is illogical and non-acceptable. Special support to be provided for Transgender for their encouragement and boosting their spirit and morale towards their contribution

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## **PCER embraces Sustainable Innovative Practices**

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### **Introduction**

Teacher education institutions (TEI's) plays a vital role in enhancing and revitalising the higher education and school education. It caters to the upliftment of educational standards and quality enhancement in the educational sector. TEI's needs to focus on sustainable and effective practices that will augment the quality benchmark of every institution. NAAC provides the institutions with an opportunity to equality enhancement with the criterion 7 on Innovative practices. Innovation is not just coming with a new idea but it also fosters creative thinking and out of box strategies for a newer vision of quality standards. Innovation is a key to progress and Institutions are all geared in this journey towards excellence. In this pursuit MES's Pillai College of Education and Research, Chembur focussed on highlighting innovative practices towards UN's Sustainable Developments Goals(SDG's) 2030. Every activity and initiative was routed and directed in attaining these goals. The endeavour was towards mainstreaming and accelerating SDG's in the Institution.

### **Review of Literature:**

***Higher Education Institutions - key drivers of the Sustainable Development Goals (2017)***, Higher Education Sustainability Initiative (HESI) provides a unique interface for higher education institutions to share their experiences and strategies for advancing the sustainable development agenda. All higher education institutions may join the network freely. 1) Teach sustainable development across all disciplines of study, 2) Encourage research and dissemination of sustainable development knowledge, 3) Green campuses and support local sustainability efforts, and 4) Engage and share information with international networks. Of his or her altruistic behaviour.

***Taya Louise Owens(2017)***, Higher education in the sustainable development goals framework, Agenda 2030 for sustainable development focuses attention on lifelong learning opportunities for all. The new targets expand on their predecessors, the Millennial Development Goals, by both widening and deepening the scope of system-wide quality education systems. This article evaluates the introduction of higher education into the development agenda and the introduction of the SDGs into the parallel but fragmented multilateral and university agendas. It concludes by specifying two factors that are essential if higher education is to play a revitalised role in the sustainable development framework: publicly-funded research and regional higher education partnerships.

***Best Practices in Higher Education for Quality Management***, With higher education becoming an international service, there is growing concern the world over about quality, standards and recognition. Consequent upon this trend, the debate on how benchmarks have to be evolved for ascertaining and assuring quality at different levels of higher education is significant. This paper highlights the initiative of the National Assessment and Accreditation Council (NAAC) to promote the concept of best practices benchmarking. It also sets the stage for a discussion of the identification, sustenance, dissemination and adaptation of best practices and of their transference from one system to the other.

***Dr. Datta G. Sawant (2107) Best Practices of Top (NAAC) Accredited (State-wise) Colleges in India***, The Indian HEIs are generating new ideas through research and innovation. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in overall assessment and accreditation of a college. Best practices are those which add value to human life and support main



cause of an institution. It helps in development of an institution-a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stake holders. Colleges undertake different types of best practices as per their institutional environment, try to bring about innovations and new ideas. Traditional system of teaching-learning and college as the place meant only to cater knowledge has been altered drastically; it is now, hailed as the centre for many activities-socioeconomic , political and cultural reformations. Use of technology is the driving force in today's education system. Colleges can turn such technology courses into their best practices which as institutional social responsibility (ISR) can boost the educational atmosphere of the college, connect to the ground level, in turn it could generate social soft power for the growth. The NAAC has developed and published a series of best practices of various institutions as per seven criterion of assessment and accreditation, some are case studies. Best practices reflect the credibility and cheerful life of a college. These practices are able to instill the scientific approach to issues or problems of society. Best practices are the agents of change for a particular educational institution and society as well.

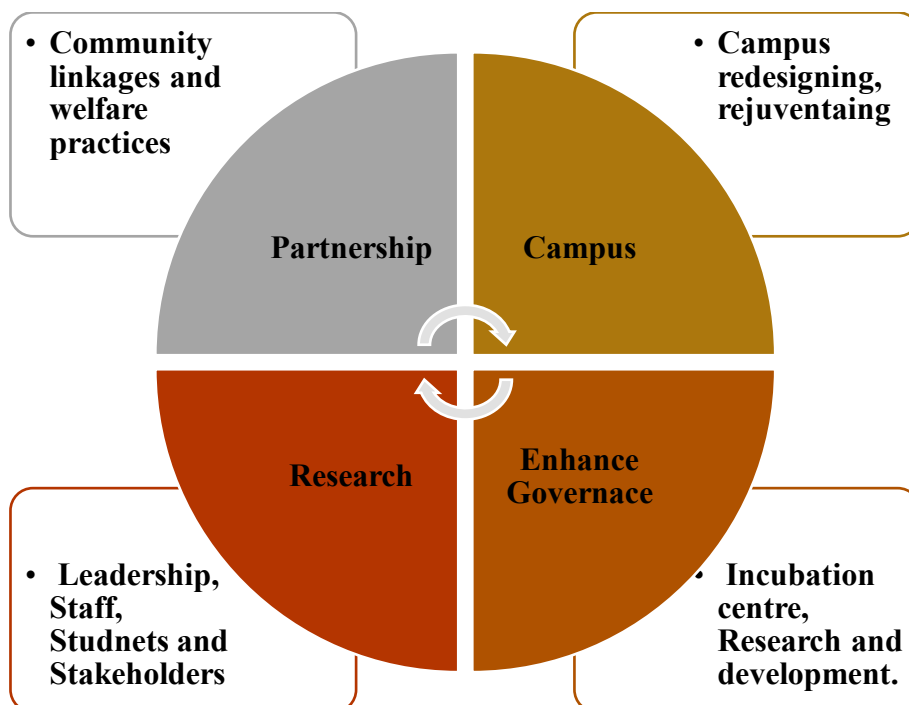
***Kamlesh Maharwal, Richa Tripathi( 2019), An Empirical Analysis to Access the Impact of NAAC on Overall Development of Libraries in Higher Education Institutions in Rajasthan,*** Library and Information Services of Higher Education institutions play a vital role in attractive the quality of academic and research environment. The National Accreditation and Assessment Council (NAAC) struggle for quality and excellence in higher education and advocates for attractive the function of Library and Information Services in improving academic environment. Though, it is institutional accreditation that the NAAC does, the assessment of a library, a vital sub-unit, is a key step that integrates itself with the taken as a whole assessment. Library is the fulcrum of support for the entire range of academic activities on an educational campus. In today's high-tech culture environment, the library as a culture resource is taking up increasingly more academic freedom and time in the life of a learner.[IX] Thus the current research paper is an empirical analysis to access the "impact of NAAC on overall development of libraries in higher education institutions in Rajasthan." The descriptive and exploratory study was conducted in twenty Higher Educational Institutes of Rajasthan, India accredited by NAAC through a questionnaire based online survey done by Google Docs. Results postulated that higher NAAC Grades are significantly inter correlated with – Library Building; Library Automation, Library Information Services; Library Subscribed e- resources and with the Library as a member of E- Shodh Sindhu. The result reveals that higher significant scores have high impact on NAAC grading and are highly correlated with NAAC grading of educational institutes which statistically concludes in acceptance of Alternate Hypothesis H1 : There is a significant impact of NAAC on overall development of Libraries in Higher Education Institutions in Rajasthan. Finally the paper concludes that even with incomplete budget, the library may look at ways, such as unlock access sources to present quality resources in the most resourceful manner possible which can be highly beneficial for HEI's in accrediting with higher NAAC grades.

### **Objectives:**

1. To introduce SDG's in every aspect of the B.Ed programme – academics, co-curricular activities, extension, community, research, new initiatives etc.
2. To create awareness among student teachers, teacher educators and other stakeholders on the importance of SDG's.
3. To conduct programmes and initiative catering to SDG's.



### PCER Model towards Sustainable Innovative Practices



**P – Partnership:** Through various partnership programmes in the society, community outreach programmes, celebration of important national and international days on SDG's, achieving and addressing various SDG's through its activities.

**C – Campus :** Enriching, redesigning, refining, rejuvenating the campus through sustainable practices such Digital footprint, Eco-friendly campus, Reduce, Reuse, Recycle, Nai Talim, Work experience and Experiential learning.

**E – Enhancing governance:** Curricular activities such creating lesson plans based on SDG's, Year plan focussing SDG's, Celebration of days and events based on SDG's, author books on SDG's, Paper presentation based on SDG's. Guest lectures, sessions, conferences on SDG's

**R – Research:** Conducting Action Research based on SDG's by student teachers, author books on SDG's by student teachers and teacher educator, Organise Seminar and Conference based on SDG's.

#### **Conclusion:**

Every institution focus on creating an everlasting impact in the society through the various success trails that it generates by carrying out innovative best practices. The aim of PCER in its journey of more than three decades is to bring about a sustainable and long lasting impact in nurturing and harnessing student teacher for a global world. PCER focusses on promoting academic excellence and create humane, self-reliant teachers to meet the local and global challenges of the society and nation.





SDG is a major concern and hence PCER helps to create opportunities for value-based transactions and empower student-teachers to tackle professional and global issues through collaborations in a techno-savvy era.

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## Perception of Leadership Qualities by Higher Education Teachers

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Learning organization is a concept that is becoming a rapidly widespread philosophy in modern companies, from the largest multinationals to the smallest ventures. Educational institutions are no exceptions and they too have accepted this new venture. Leaders stimulate and awaken the masses to the possibilities ahead and motivate people to dream the impossible dream, to fight the unbeatable foe, to dare where the brave dare not go, to reach the unreachable star. Teachers are the backbone of any educational institution. It is the teachers who bring the vision into reality. Hence the role of the leader is very important in developing the capacities of teachers by empowering them.

According to D'Souza Anthony, the qualities a leader should possess can be broadly divided into three categories namely intellectual, psycho social and personality traits. Intellectual qualities include the entire mission related skills. Psycho social qualities determine people related skills. Personality traits include all the effectiveness related skills.

### **Need of the Study:**

The review of researches indicates that many researches have been conducted on leadership qualities. The article focuses on the leadership qualities at work place, in schools etc. The researcher has yet to come across leadership qualities as perceived by teachers of higher education institutions on the basis of their faculties and gender. It was thought to study the leadership qualities as perceived by the teachers of higher educational institution. It was also thought to find out whether the perceived leadership qualities differ on the basis of their faculties and gender.

### **Title of the study:**

#### **Perception of Leadership Qualities by Higher Education Teachers**

### **Aim of the study:**

To study the perception of leadership qualities by higher education teachers and also on the basis of their faculties and gender,

### **Objectives of the study**

1. To study the perceived leadership qualities of principals namely
  - i. intellectual
  - ii. psycho social
  - iii. personality traits
2. To study the difference in the perceived leadership qualities of principals on the basis of their
  - i. faculty
  - ii. gender
3. To study the difference in the perceived intellectual leadership qualities of principals on the basis of their
  - i. faculty
  - ii. gender
4. To study the difference in the perceived psycho social leadership qualities of principals on the basis of their
  - i. faculty
  - ii. Gender



### **Hypothesis of the study:**

1. There is no significant difference in the perceived leadership qualities of higher education teachers on the basis of their  
i. faculty ii. gender
2. There is no significant difference perceived intellectual leadership qualities of higher education teachers on the basis of their  
i. faculty ii. gender
3. There is no significant difference in the perceived psycho social leadership qualities of higher education teachers on the basis of their  
i. faculty ii. Gender

### **Methodology of the study**

For the present study, the researcher attempted to find out the leadership qualities of the principals as perceived by the teachers of higher education. The researcher also attempted to find out the differences in the perceived leadership qualities of the principals as perceived by the teachers of higher education on the basis of their faculties and gender. The descriptive survey method of the comparative type was used.

### **Sample of the study**

The total sample consisted of 150 teachers from higher educational institution of Greater Mumbai. 50 teachers each from Arts, Commerce and Science faculty were incidentally chosen for the purpose of the study.

### **Tools used for data collection**

The following tools were used to collect data

1. Personal data sheet: This tool has been used to collect information about the teachers gender, and faculty.
2. The tool prepared by the researcher earlier was used for which reliability and validity was established. The rating scale consisted of the intellectual, psycho social and personality qualities of the leader with 5, 4, 3, 2, 1 as the scores. There were no negative statements.

### **Data Collection**

The tool was distributed to the teachers of the higher education institution. They were asked to fill and return it as early as possible.

### **Analysis of the data:**

The data was analyzed by using descriptive and inferential statistical technique which includes measures of central tendency and variability.



**TABLE 1.1**

**Descriptive statistics of the perceived leadership qualities of the total sample**

Variables	Mean	Median	Mode	SD	SK	K
<b>Leadership</b>	118.72	122	125	19.746	-0.664	0.585
<b>Intellectual</b>	130.97	138	150	19.966	-1.231	0.740
<b>Psycho social</b>	113.106	119.5	125	17.153	-1.367	1.848

For the perceived leadership qualities of the total sample, the mean, median and mode are in the ascending order. The skewness is -0.664 and the kurtosis is 0.585 which is more than .263. Hence the distribution is platykurtic.

For the perceived intellectual leadership qualities of the total sample, the mean, median and mode are in the ascending order. The skewness is -1.231 and the kurtosis is 0.740 which is more than .263. Hence the distribution is platykurtic.

For the perceived psycho social leadership qualities of the total sample, the mean, median and mode are in the ascending order. The skewness is -1.367 and the kurtosis is 1.848 which is more than .263. Hence the distribution is platykurtic.

**TABLE 1.2**

**Descriptive statistics of the perceived leadership qualities of higher education teachers  
from different faculties**

Type of faculty	Mean	Median	Mode	SD	SK	Ku
Arts	119.913	122	125	19.406	-0.611	0.489
Commerce	118.866	120	125	15.470	-0.016	-0.118
Science	117.38	122	150	23.575	-0.781	0.113

The mean of the perceived leadership qualities of the Arts Faculty of the higher education teachers are in the ascending order. The skewness is -0.611 which is negative. The kurtosis is 0.489 which is more than 0.263. Hence the distribution is platykurtic.

The mean of the perceived leadership qualities of the Commerce Faculty of the higher education teachers are in the ascending order. The skewness is -0.016 which is negative. The kurtosis is -0.118 which is less than 0.263. Hence the distribution is leptokurtic.

The mean of the perceived leadership qualities of the Science Faculty of the higher education teachers are in the ascending order. The skewness is -0.781 which is negative. The kurtosis is 0.113 which is less than 0.263. Hence the distribution is leptokurtic.



**TABLE 1.3**

**Descriptive statistics of the perceived intellectual leadership qualities of higher education teachers from different faculties**

Type of faculty	Mean	Median	Mode	SD	SK	Ku
Arts	134.5	139.5	150	17.539	-1.741	2.843
Commerce	126.58	130	130	18.409	-0.589	-0.306
Science	131.84	141	150	23.077	-1.439	0.891

The mean, median and mode of the perceived intellectual leadership qualities of the Arts Faculty of the higher education teachers are in the ascending order. The skewness is -1.741 which is negative. The kurtosis is 2.843 which is more than 0.263. Hence the distribution is platykurtic.

The mean of the perceived intellectual leadership qualities of the Commerce Faculty of the higher education teachers is 126.58. The median and mode are the same. The skewness is -0.589 which is negative. The kurtosis is -0.306 which is less than 0.263. Hence the distribution is leptokurtic.

The mean, median and mode of the perceived intellectual leadership qualities of the Science Faculty of the higher education teachers are in the ascending order. The skewness is -1.439 which is negative. The kurtosis is 0.891 which is more than 0.263. Hence the distribution is platykurtic.

**TABLE 1.4**

**Descriptive statistics of the perceived psycho social leadership qualities of higher education teachers from different faculties**

Type of faculty	Total sample	Mean	Median	Mode	SD	SK	Ku
Arts	50	113.04	119	125	16.204	-1.33	1.712
Commerce	50	116.52	120	125	12.854	-0.574	0.435
Science	50	109.76	117	130	21.061	-1.257	0.069

The mean, median and mode of the perceived psycho social leadership qualities of the Arts Faculty of the higher education teachers are in the ascending order. The skewness is -1.33 which is negative. The kurtosis is 1.712 which is more than 0.263. Hence the distribution is platykurtic.

The mean, median and mode of the perceived psycho social leadership qualities of the Commerce Faculty of the higher education teachers are in the ascending order. The skewness is -0.574 which is negative. The kurtosis is 0.435 which is more than 0.263. Hence the distribution is platykurtic.



The mean, median and mode of the perceived psycho social leadership qualities of the Science Faculty of the higher education teachers are in the ascending order. The skewness is -1.257 which is positive. The kurtosis is 0.069 which is less than 0.263. Hence the distribution is leptokurtic.

**TABLE 2.1**

**Descriptive statistics of the perceived leadership qualities of higher education teachers on the basis of gender**

Gender	Mean	Median	Mode	SD	SK	Ku
Female	116.67	121	130	22.664	-0.73	0.1671
Male	120.68	122	125	15.945	-0.074	-0.467

The mean of the perceived leadership qualities of female higher education teachers are in the ascending order. The skewness is -0.73 which is negative. The kurtosis is 0.1671 which is less than 0.263. Hence the distribution is leptokurtic.

The mean of the perceived leadership qualities of male higher education teachers is are in the ascending order. The skewness is -0.074 which is negative. The kurtosis is -0.467 which is less than 0.263. Hence the distribution is leptokurtic.

**TABLE 2.2**

**Descriptive statistics of the perceived intellectual leadership qualities of higher education teachers the basis of gender**

Gender	Total	Mean	Median	Mode	SD	SK	Ku
Female	75	129.146	139	150	23.062	-1.096	-0.015
Male	75	132.533	135	150	15.960	-1.258	1.367

The mean of the perceived intellectual leadership qualities of the higher education female teachers is 129.146. The median and mode of the perceived intellectual leadership qualities of the higher education female teachers on the basis of gender are the same. The skewness is -1.096 which is negative. The kurtosis is -0.015 which is less than 0.263. Hence the distribution is leptokurtic.

The mean, median mode of the perceived intellectual leadership qualities of higher education male teachers are in the ascending order. The skewness is -1.258 which is negative. The kurtosis is 1.367 which is more than 0.263. Hence the distribution is platykurtic.



**TABLE 2.3**

**Descriptive statistics of the perceived psycho social leadership qualities of higher education teachers on the basis of gender**

Gender	Sample	Mean	Median	Mode	SD	SK	Ku
Female	75	110.54	119	130	20.705	-1.241	0.613
Male	75	115.66	120	125	12.264	-0.469	-0.043

The mean, median and mode of the perceived psycho social leadership qualities of higher education female teachers on the basis of gender are in the ascending order. The skewness is -1.241 which is negative. The kurtosis is 0.613 which is more than 0.263. Hence the distribution is platykurtic.

The mean, median and mode of the perceived psycho social leadership qualities of higher education male teachers are in the ascending order. The skewness is -0.469 which is negative. The kurtosis is -0.043 which is less than 0.263. Hence the distribution is leptokurtic.

**Testing of Hypothesis 1**

There is no significant difference in the perceived leadership qualities of higher education teachers on the basis of their faculties. The technique used for this hypothesis is 't' test .

**Table No. 3.1**

**Differences in the perceived leadership qualities of higher education teachers on the basis of their faculties**

Group	N	Mean	SD	't' value	I.o.s
Arts	50	119.9133	19.406	0.605	NS
Commerce	50	118.866	15.470		
Arts	50	119.9133	19.406	0.310	NS
Science	50	117.38	23.575		
Science	50	117.38	23.575	0.518	NS
Commerce	50	118.866	15.470		

**Interpretation of 't'**

The calculated t value of Arts, Commerce higher education teacher is 0.605 which is lesser than 1.96. Thus the 't' value is not significant at 0.05 level. The calculated 't' value of Arts and Science is 0.310 which is lesser than the tabulated'. Thus the 't' value is not significant at 0.05 level. The calculated 't'



value of Science, Commerce higher education teacher is 0.605 which is lesser than 1.96. Thus the 't' value is not significant at 0.05 level.

### **Conclusion**

The mean value indicates that there is a no significant difference in the perceived leadership qualities of higher education teachers on the basis of their faculties.

### **Testing of Hypothesis 2**

There is no significant difference in the perceived intellectual leadership qualities of higher education teachers on the basis of faculties.

The technique used for this hypothesis is 't' test.

The following table shows the mean difference in the perceived intellectual leadership qualities of higher education teachers on the basis of their faculties.

**Table No. 3.2**

**Differences in the mean scores perceived intellectual leadership qualities of higher education teachers on the basis of their faculties.**

Group	N	Mean	SD	't' value	I.o.s
Arts	50	134.5	17.539	0.029	NS
Commerce	50	126.58	18.409		
Arts	50	134.5	17.539	0.517	NS
Science	50	131.84	23.077		
Science	50	131.84	23.077	0.210	NS
Commerce	50	126.58	18.409		

The preceding table shows the differences in the means of perceived intellectual leadership qualities of higher education teachers on the basis of their faculties.

### **Interpretation of 't'**

The calculated t value of Arts, Commerce higher education teacher is 0.029 which is lesser than 2.58. Thus the 't' value is not significant at 0.05 level. The calculated 't' value of Arts and Science is 0.517 which is lesser than the tabulated 't'. The calculated t value of Science and Commerce higher education teachers is 0.210 which is lesser than 2.58. Thus the 't' value is not significant at 0.05 level.

### **Conclusion**

The mean value indicates that there is no significant difference in the perceived leadership qualities of higher education teachers from





### Testing of Hypothesis 3

There is no significant difference in the perceived psycho social leadership qualities of higher education teachers on the basis of faculties.

The technique used for this hypothesis is the 't' test.

The following table shows the mean difference in the perceived psycho social leadership qualities on the basis of their faculties.

**Table No. 3.3**

**Differences in the mean scores of perceived psycho social leadership qualities of higher education teachers on the basis of their faculties.**

Group	N	Mean	SD	't' value	l.o.s
Arts	50	113.04	16.204	0.237	NS
Commerce	50	116.52	12.854		
Arts	50	113.04	16.204	0.384	NS
Science	50	109.76	21.061		
Science	50	109.76	21.061	0.055	NS
Commerce	50	116.52	12.854		

The preceding table shows the differences in the means of perceived psycho social leadership qualities of higher education teachers on the basis of their faculties.

### Interpretation of 't' 2.58 at 0.01 1.96 at 0.05 level

The calculated t value of Arts, Commerce higher education teacher is 0.237 which is greater than 1.96. Thus the 't' value is not significant at 0.05 level. The calculated 't' value of Arts and Science is 0.384 which is lesser than the tabulated 't'. Thus the 't' value is not significant at 0.05 level. The calculated t value of Science and Commerce higher education teacher is 0.055 which is lesser than 1.96. Thus the 't' value is significant at 0.05 level.

### Conclusion

The mean value indicates that there is not significant difference in the perceived psycho social leadership qualities of higher education teachers on the basis of their faculties.

### Testing of Hypothesis 5

There is no significant difference in the perceived leadership qualities of higher education teachers on the basis of gender.



The technique used for this hypothesis is ANOVA (F ratio)

The F ratio was found to be 1.943 which is less than the tabulated value at 0.01 level. The null hypothesis is hence accepted. There is no significant difference in the perceived leadership qualities of higher education teachers on the basis of gender. Further the 't' test was done

**Table No. 3.5**

**Differences in the perceived leadership qualities of higher education teachers on the basis of their gender.**

Group	N	Mean	SD	't' value	I.o.s
Female	75	116.6711	22.664	0.030	NS
Male	75	120.68	15.94		

**Interpretation of 't'**

The calculated t' value of female/male higher education teacher is 0.030 which is lesser than 1.96. Thus the 't' value is not significant at 0.05 level. Hence there is no significant difference in the perceived leadership qualities of higher education teachers on the basis of gender.

● **Testing of Hypothesis 6**

**There is no significant difference in the perceived intellectual leadership qualities on the basis of gender.**

The technique used for this hypothesis is ANOVA (F ratio). The F ratio was found to be 0.117 which is less than the tabulated value at 0.01 level. The null hypothesis is hence accepted. There is no significant difference in the perceived intellectual leadership qualities on the basis of gender. Further the 't' test was done.

**Table No. 3.6**

**Differences in the perceived intellectual leadership qualities of higher education teachers on the basis of their gender.**

Group	N	Mean	SD	't' value	I.o.s
Female	75	129.14	23.06	0.297382	NS
Male	75	132.533	15.96		

**Interpretation of 't'**

The calculated 't' value of higher education teacher on the basis of gender is 0.297382 which is lesser than 2.58. Thus the 't' value is not significant at 0.05 level. Hence there is no significant difference in the perceived intellectual leadership qualities of higher education teachers on the basis of their gender.



### Testing of Hypothesis 7

**There is no significant difference in the perceived psycho social leadership qualities on the basis of gender.**

The technique used for this hypothesis is ANOVA (F ratio). The F ratio was found to be 1.114 which is less than the tabulated value at 0.05 level. The null hypothesis is hence accepted. There is no significant difference in the perceived psycho social leadership qualities on the basis of gender. Further the 't' test was done

**Table No. 3.7**

**Differences in the perceived psycho social leadership qualities of higher education teachers on the basis of their gender.**

Group	N	Mean	SD	't' value	l.o.s
Female	75	110.546	20.70	0.067405	NS
Male	75	115.66	12.26		

### Interpretation of 't'

The calculated t value of female and male higher education teacher is 0.067 which is lesser than 1.96. Thus the 't' value is not significant at 0.05 level. Hence there is no significant difference in the perceived psycho social leadership qualities of higher education teachers on the basis of their gender.

### Conclusion:

1. There is no significant difference in the perceived leadership qualities of higher education teachers on the basis of their faculty and gender.
2. There is no significant difference perceived intellectual leadership qualities of higher education teachers on the basis of their faculty and gender.
3. There is no significant difference in the perceived psycho social leadership qualities of higher education teachers on the basis of their faculty and gender.

### SUGGESTIONS

The studies can be conducted to compare the relationship between perceived leadership of the higher education institution teachers and their empowerment. It can also compare the perception of leadership qualities of higher education teachers on the basis of age and years of experience.

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