EXCELLENCE IN HIGHER EDUCATION IN RAJASTHAN

REGIONAL WORKSHOP CUM SEMINAR

Planning Implementation, Success & Prospects
29th & 30th June, 2018
Bodh Parisar, Kukas, Jaipur

Organised by:
Department of College Education
Government of Rajasthan

In collaboration with
Bodh Shiksha Samiti, Jaipur

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ACKNOWLEDGEMENT

PREFACE

In a world which is continually evolving as a knowledge economy, the role and importance of college education as a key factor for development has been widely accepted. Rajasthan, as one of the fastest evolving states in the field of education, has seen many new initiatives taken in the realm of higher education. As the state strives to make higher education more accessible for the youth, it has become imperative to focus on its qualitative aspects. Addressing this need, the Department of Higher and Technical Education, Government of Rajasthan, conducted a regional workshop-cum-seminar in association with Bodh Shiksha Samiti, for *'Excellence in Higher Education in Rajasthan'*, from 29th-30th June 2018. The workshop-cum-seminar focused on creating a robust and quality-centric framework for the future of higher education in Rajasthan, which would be incorporated in the vision document. The vision document created by Commissionerate of College Education is to serve as a roadmap for achieving excellence in higher education in the state.

The workshop-cum-seminar was inaugurated by Honourable Smt. Kiran Maheshwari, Minister, Higher, Technical & Sanskrit Education, Government of Rajasthan and attended by select dignitaries of the higher education department of the Government of Rajasthan who shared their views on the objective of the two days'-programme in their inaugural addresses.

Under the guidance of Shri Ashutosh A.T. Pednekar, Commissioner, College Education & Secretary, Higher Education, Rajasthan, the key focus areas for achieving excellence in higher education were presented for deliberation in the two day programme. These areas were:

- Reflection on students' demands and requirements;
- Meeting faculty's requirements and the need for capacity building;
- Improvement of college as an institution with a better connect with the society;
- Improved administrative support.

These areas, along with Bodh Shiksha Samiti's vision of universalization of education at all levels, formed the ambit of discussions over the two days of the seminar.

The deliberations at the workshop also focused on some of the best practices identified as ground level innovations which can bring about a meaningful change and may therefore be institutionalised. Discussions highlighted the fundamental challenges of skill development and ensuring quality and employability through higher education.

With this report, we have tried to give the reader an insight into the proceedings of the two-day programme. At the end of the report, we have also collated the most prominent and effective suggestions which evolved from the workshop-cum-seminar, for consideration and inclusion in the vision document.

CONTENTS

Inaugural session

Welcome note by Sh. Yogendra Bhushan, Director, Bodh Siksha Samiti.

The gathering of dignitaries and esteemed academicians at the seminar was welcomed by Sh. Yogendra Bhushan, Director, Bodh who in his welcome address thanked the Department of Higher & Technical Education, Government of Rajasthan for presenting Bodh with the opportunity of organising the workshop in association with the Department. In his speech, he spoke about how he considered the role of education to be pivotal in a society rife with developmental issues and challenges. In this context, he stressed upon the fundamental nature of higher education as a focal point in providing direction and seeking solutions to facilitate the development process in any country. He ended his address highlighting the objective of the seminar which was to facilitate such discussions.

Formal Inauguration by Honourable Minister, Smt. Kiran Maheshwari, Higher, Technical and Sanskrit Education, Govt. of Rajasthan

After the warm welcome extended by the Director, Bodh, the workshop was formally inaugurated by Smt Kiran Maheshwari, Honourable Minister, Higher, Technical & Sanskrit Education, Government of Rajasthan, by lighting of the ceremonial lamp. The Minister, in her inaugural address, spoke about how the four main thematic areas – namely, achieving institutional excellence, initiatives for faculty development, educational delivery to students and capacity building, and administrative support for Excellence in Higher Education - chosen for reflection and discussions in the workshop formed the core area of engagement for achieving the target set out for higher

Inaugural speach by Honourable Minister

education in the state. The need to emphasise on the qualitative aspect of education as an important factor in shaping the personality as well the future of our youth was highlighted in her speech. In this context, she spoke about the need to pay special attention to the need for skill development, considering the important role of specialisation in ensuring employability for the youth as well as overall development. With regard to development, the importance of girls' education in the context of Rajasthan was highlighted where the system needs to be expanded with stress being laid on the security and safety of the girl student. She also spoke about the need to ensure extensive support and encouragement to bright students. The Minister praised the initiative to create a vision document comprising of all the cited aspects, and stated that such a document would be an asset which would serve as a guide in turning Rajasthan into an educational hub. The Minister also cited the initiatives of the Central and State Government in the field of higher education. In this context, the Guru Shishya Yojna of the Rajasthan Government was cited as an initiative which received appreciation from Ministry of Human Resources and Development for its effectiveness and impact.

Introduction of the initiatives by Sh. Ashutosh A T Pednekar, Commissioner, College Education & Secretary, Higher Education

The introduction to the initiative of achieving excellence in higher education was presented by Sh. Ashutosh A T Pednekar, Commissioner, College Education & Secretary, Higher Education, where he defined the main objective of the workshop-cum-seminar, which is to think and reflect on the implementable measures for achieving excellence in higher education which can be included in the vision document - an over-arching document involving strategic and tactical measures for fulfilling the objective. He added that the discussions have to be student-centric in order to ensure that excellence in education, in its true sense, is achieved.

Address by Prof. M C Sharma, Vice-Chairman, Rajasthan, State Higher Education Council

The special guest address by Prof. M C Sharma,

Vice-Chairman, Rajasthan, State Higher Education Council, presented the background for the initiative, while discussing some of the measures which may be considered for the higher education sector. He expressed concern over the current scenario where despite expansion of universities and institutions in Rajasthan in last 4-5 years leading to growth of the sector which currently comprises of 250 colleges, more than 1700 private colleges and self-funded institutions with ere more than 10 lakhs students enrolled, neither students nor faculty is satisfied. Prof. Sharma suggested introducing inclusion and autonomy for new curriculum and change in pedagogy keeping in mind the salient guidelines put down in 11th five year plan. He spoke about the main objective of education which was to groom the student in terms of personality development, while providing knowledge and improving communication skills. He recognised and spoke about the need for proper mentoring of the student and student-based teaching for developing confidence in the students.

Presentations and Discussions

Introduction of the Participants

Prior to commencement of the sessions on the thematic areas, a session for facilitating introduction of the participants was conducted in the form of an ice breaking activity where participants had to pick numbers from a lot and on the basis of the numbers, pair up in teams. At the time of registration, the participants had been given forms comprising of a section for providing their individual brief profiles. With the help of these forms, the pair of participants had to introduce each other to the gathering after a brief mutual introduction in the team. The participants enjoyed the activity thoroughly as they utilised the opportunity to initiate interaction with each other.

The ice-breaking session was followed by an introduction session of Bodh by Sh. Yogendra ji, where he discussed about the inception and journey of Bodh in the backdrop of its core mission of providing equitable quality

education to all children. Anecdotes on various milestones in the journey of Bodh and the support of government in such initiatives were shared with the gathering.

Group Activity: Big ideas

As a first step towards facilitating reflection and discussion among the participants on the thematic areas of the seminar, a group exercise titled 'Big Ideas' was conducted. The exercise required participants to be divided into seven groups and each group had to present their ideas for achieving educational excellence in the four thematic areas of institutional excellence, initiatives for faculty development, education delivery to students and capacity development and administrative support for achieving excellence. The groups were to discuss the ideas among themselves and present it on chart papers provided to them for the purpose. The insights shared through the chart presentations were compiled to be presented by Bodh Shiksha Samiti on day two, in the morning session.

Presentation on Achieving Institutional Excellence

The first presentation of the seminar was on 'Institutional Excellence: Ideas, Challenges and Measures' by Dr. Jyotsna Bhardwaj, Joint Director, Academics (Commissionerate of College Eduction). The presentation focused on current statistics of higher education in Rajasthan (Private Colleges in Rajasthan: 1716, Government colleges: 250, self-funded institutions: 7). The dialogue on achieving excellence was initiated in the backdrop of the global challenges in higher education which we are currently facing (viz. escalating market pressures, declining public support, accelerating pace of change and global competition). The parameters of institutional excellence, role of education towards society, role of education towards capacity building and the possibilities of tie-ups with international and national institutions through MoUs was also discussed in the presentation.

Some of the suggestions made during inaugural session

- Participatory and interactive class teaching – importance of motivating students.
- Monitoring of students' engagement in classroom and seeking their feedback.
- Reflecting upon and mitigating language problem and improving proficiency.
- Mix of 'experience and experimental' in the approach for improving the current state of higher education.
- Emphasis on evaluation system – reflection on evaluation system and curriculum for modifications and innovations within the boundaries set by the curriculum.
- Improved participation by all stakeholders, including professors and department heads from colleges, in the system of curriculum design.
- Discourse on practicality and relevance of subject matter taught in classrooms.

The discussion following the presentation witnessed enthusiastic participation and was replete with suggestions.

1. Improve transparency of administrative procedures at institutional level. Additionally extend partial autonomy to institutions on matters pertaining to physical infrastructure development within the institution.

2. Allow colleges to enter into MoU with other colleges to improve networking and sharing of learning.

3. Improve institutional capacity for conducting qualitative research.

4. Creation of a cell for extending technical and financial assistance to college principals and administration.

5. Facilitate lectures for principals through smart classes for academic capacity development of the leadership.

6. Optimum utilisation of internally available resources like digital libraries in a college.

7. Extend support in understanding the process of NAAC accreditation and carrying out documentation accordingly.

8. Provide assistance in setting up research promotion cell.

9. Set up regional facilities for research support.

10. Explore possibilities of creating MoU between private and government institutions so that students can take benefit of exchange programmes.

11. Introducing integrated courses in colleges supported by collaborative teaching in classrooms.

12. Use of online platforms, websites and campuses to showcase faculty's research work and community development work.

13. Explore possibility of inducting professionals into the education system so as to facilitate new and innovative ideas.

Presentation on Initiatives for Faculty Development : Ideas and Strategy

The second presentation on 'Initiatives for faculty development: Ideas and Strategy' was presented by Dr. Rajendra Sharma. The presentation brought a gamut of perspectives and ideas into the purview of the discussion centred on excellence. The first such perspective was the social goal which education is expected to meet. The objectives outlined by two policy documents provided the apt platform for initiating discussions on faculty development; the objective of National Policy 1968 stated that standard of education needed to be improved so that educational standard meets global standards and requirements; the National Policy of Education 1985-86 stated that higher education was to be made knowledge based.

Keeping these in view, it was suggested that knowledge-based and motivational training for new entrants into higher education, as well as faculty and principals may be conceptualised. It was also suggested that priorities may be set for the principals to facilitate smooth and effective functioning of her/his office. Training in finance and accounts was also cited as necessary for capacity development, considering her/his non-academic role and responsibilities. Priorities set for the principal may also be monitored.

Through the presentation, Dr. Sharma also suggested that the faculty headed by the principal is to show responsibility towards students, recognising that the student is an integral part and change-bearer in the society. Bearing the same in mind, start-up based, society based and primary data based research programmes ought to be conducted in colleges so that employability improve.

Suggestions that followed the presentation

1. Universities and colleges may collaborate to conduct seminars, tutorials of multi-disciplinary nature may be conducted to enhance quality of faculty.
2. All departments issue own journal in big universities. Autonomous colleges should have own publications and journals where students and faculty both contribute.
3. Rural-urban gap in higher education to be reduced.
4. Principals to form groups in the colleges where all stakeholders of the college participate for better decision making.
5. Faculty development is a holistic idea for which capacity building exercises may be carried out at college level.
6. New appointees to be trained as well as evaluated after training on the basis of their teaching abilities.
7. Faculty programmes to ensure that both faculty and students do not suffer from lack of creativity and independent thinking ability.
8. Annual training calendar to be set for the faculty where short duration training programmes are incorporated, which may be attended by the faculty members by availing paid leaves.
9. Connect with students beyond the subject area and introduce mentorship in government colleges.
10. Modify curriculum and question pattern of assessment/examination to incorporate aspects of competitive examinations to prepare the students for future examinations.
11. Clusters of colleges may be formed to engage in faculty development programmes.
12. Conduct three-day subject based training programme in eminent regional colleges for capacity development of faculty.
13. Capacity development of faculty is needed both in pedagogy & subject knowledge.

Presentation on Educational Delivery to Students and Capacity Building: Ideas and Implementation Strategy

The third presentation by Dr Dilip Goyal was on 'Educational delivery to students and capacity building: Ideas and implementation strategy'. The presentation focused on the need for conducting student-centric discussions, reaching out to students in geographical areas where no government college is located as few students can afford private college education. The discussion also cited shortage of teachers (to the extent of 20%) which is all-the-more acute in new colleges where classes were not being held regularly and only examinations were conducted.

Some points raised during the presentation were:

- College opening announcement to be made through proper planning of availability of faculty and capacity of college to support students through proper educational delivery.
- Clusters to be created by making colleges in that cluster collectively responsible for all the colleges in the cluster.
- Ensuring that education leads towards capacity building and prepares the student for facing real life situations with better skills and knowledge.
- Research based and enquiry based higher education are needed. Students to be encouraged to seek a research based output.
- Interpretation of established syllabus structure in contemporary sense was considered essential.
- Introduction of creativity and innovation in the course structure was also considered highly necessary
- Enable teaching through technology – crowdsourcing and creation of smart science labs to facilitate broad based teaching. Students are also to be encouraged to use technology, internet, videos, etc. for educational purposes.
- Entrepreneurial skills and risk taking tendency to be developed in students.
- Enable exposure of students to real life success stories.

Post-presentation suggestions

- Counselling for students before selection of course.

- Revision of course curriculum which seems a little obsolete now.

- Inter-disciplinary approach to be adopted in curriculum.

- Engaging students in weekend assignments to be completed from home, and evaluating the same for providing feedback.

- Traditional method of lecturing is considered obsolete. Midway approach – between online and offline – to be adopted.

- Introduce change in courses and curriculum through HoDs who represent the college in the faculty which creates the curriculum.

- Learner centric activity based teaching in courses where curriculum cannot be changed.

- Professors can come together through conferences at state level where the professors may propose changes in the curriculum after discussion and consideration. The exercise can be conducted every three years for periodic revision.

- Sports should be made a part of curriculum.

- Inter-house sports competitions and intra college competitions should be conducted.

- Motivate students to look beyond marks and degree in education by extending support and guidance to engage in projects based on their ecosystem. The project result can be showcased in media, with the involvement of students as a gesture of appreciation and encouragement.

- Speaking, reading and writing skills were observed to be poor among many students in Rajasthan. To mitigate this issue, crowdsourcing may be used to improve these basic skills of communication. Further, students may be encouraged to use library and read.

- How to motivate students to attend classes in college needs to be seriously deliberated upon. Students may be evaluated in the classroom after a lecture is delivered or topic is completed. They may be encouraged to engage in paragraph writing or case study.

- Soft skill development of students has emerged as a very fundamental requirement.

Panel Discussion

The presentations were followed by panel discussion where ideas emerging from the three thematic areas, were raised and discussed among the panellists. The discussion was chaired by Prof. M. C. Sharma and witnessed intense reflection by participants as well as panelists on the three thematic areas which formed the core of presentations. The salient points of the discussion have been listed below:

- Accountability to be encouraged among teachers and mentoring for them was also considered important.
- Follow-up with colleges to ascertain whether suggestions and ideas shared in the workshop are being carried out or not.
- Establish connection with students.
- Stricter rules for ensuring regular attendance of students.
- Faculty head to create a plan giving details of the number of classes taken on the basis of traditional classroom lectures, number of classes conducted through learning-by-doing method, number of lectures by students, number of in-house seminars and symposiums where faculty and post-graduate level students make presentations, extent of utilisation of available infrastructure, monitoring of utilisation, and IT training for faculty and teachers. She/he may also encourage and assist the faculty for research and paper publication.
- Monthly SWOT analysis of principals and faculty may be conducted.
- Display activity in the college (seminars, research papers, sports) on website and share students' achievement in local media.
- Research centres to be established in colleges.
- Feedback of students on activities conducted in the institution is crucial.
- Inter college academic audit may be conducted among colleges.
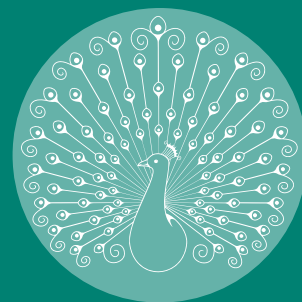
The second day of the workshop-cum-seminar commences with reflective sessions (based on presentations) on proceedings of day one. The objective the reflective session was to present ideas on good and effective practices based on the experiences of the participants from their school and college days. The recurrent trends in such ideas and experiences were drawn through analysis of the information shared by the participants in their registration forms. The second reflective session focused on the key learnings, challenges and 'big ideas' which emerged from the presentations, discussions as well as the group exercise conducted on day one.

In the responses received, it was observed that about seventy percent of the participants remembered interacting with their teachers while around fifty percent reported their participation in co-curricular activities such as sports, dance, theatre, etc. About one-fourth remembered the time they spent with their friends, while another twenty percent reported having memories of the strict discipline that was followed in their schools. Similar to these, were the results on college days' memories. Around half of the participants shared remembering their involvement in co-curricular activities while nearly forty percent had memories of the

faculty members who were really good in their subjects. About thirty percent missed the time they spent with their friends and another 30% missed the academic environment that they had in their colleges.

The participants were also asked to report their memories as a teacher. Almost one-third of them said that they had memories of helping students do well in academics and the connection they had built with them. A few of them reported various different memories such as ones when they received a support from their colleagues and principal or getting cent percent attendance in certain classes, showing a strong willingness from the students to learn and their participation in research and innovation. When asked about any inspirational stories from the student group, around eighty percent of the participants mentioned about the students who were sharp in academics and were placed in well-paying jobs. Only a few reported about students having an inclination away from academics but having a good overall personality while some remembered the admiration that they received from their students.

Finally, the participants were asked to report their memories of being inspired from their teachers. About 40-60 percent of them said that they could remember the teachers who were helpful, sincere, motivating and had a good command in their subjects. Only twenty percent talked about teachers who cared about developing skills beyond academics but most of them highlighted the importance of a teacher's role as a mentor and guide in their lives.

The conclusion drawn from the above analysis was that majority of the participants considered sports and co-curricular activities to be an integral part of higher education. They also placed great emphasis on the role of a mentor and guide that a teacher often played.

The second presentation of the day was by Sh. Sanjay Tiwari of Bodh. Firstly, the key challenges and learnings derived out of the presentations and discussions on day one were presented. This was followed by a discussion on the big ideas which emerged from the group exercise conducted on day one were presented. The most prominent ideas which received acceptance from majority of the participants are listed below:

- Setting appropriate physical infrastructure including research centers, libraries, sports facilities and laboratories.
- Filling up academic and non-academic vacancies.
- Supporting academic leadership through training principals, teachers.
- Strengthening MIS system and creating a strong database. Also facilitating use of e-resources for learning through social media, digital learning etc.
- Extend research & developmental support to faculty through use of contemporary tools, access to library etc.
- Contextualization of learning - Regional languages to be used in teaching.
- Curriculum and pedagogy development - Planning for excellence, sports integration, job oriented efforts.

Initiatives for Faculty Development

- Capacity development for in house faculty- In house need based training and seminars, Course related trainings, interdisciplinary discussions, principal's trainings.
- Research and development – startup oriented research, support in publications.
- Interdisciplinary discussions.
- Incentives for innovations - interactive teaching methods, cumulative learning, better review mechanism (including students in the mechanism).
- Provide performance enhancing facilities viz. centralized library, internet facilities, and facilitate inclusion of extra-curricular activity for faculty.
- Involvement of faculty in decision making
- Review and feedback, including positive feedback for motivation.

Educational Delivery and Capacity Development of Students

- Improving curriculum and pedagogy – approach to be student centric, application and job oriented; focus on learning through doing, group discussion, seminars for students; facilitate interdisciplinary choice of subjects, smart class and interactive board, extracurricular activities, engagement with professionals.
- Introduction of skill development courses, online and short term courses, e-class tutorials.
- Access to virtual laboratories.
- Conducting study tour.
- Incorporating counseling sessions.
- Monitoring and mentoring of students.
- Reform in student election policy.

Administrative Support

- Filling vacancies in the institutions.
- Capacity building of principals in legality and finance.
- Time bound activities - Transfer policies, Online leave, dispatch, receipt policy, timely disbursement of letters, quick redressal mechanism.
- Utilization of funds.
- Strengthening processes – justified processes for approval.
- Level playing – ensuring proper work distribution and improving cooperation.
- Motivation and support for administrative faculty.
- MIS system to be strengthened.
- Monitoring of institutional processes– self-assessment of institutions.
- Collaborative decision making.
- Posting faculty and staff on sanctioned posts.

The participants reflected on the commonalities that emerged through the exercise and acknowledged how such forums create an atmosphere for collaborative thinking.

Presentation on Administrative Support for Achieving Excellence

The fourth presentation of the workshop-cum-seminar was on administrative excellence by Dr. Urmil Talwar. The presentation focused on chalking out the role of administration in higher education in formulation, execution and appraisal of educational policies, functions of the administration, constitution of institutional

administration, goal and scope of educational administration.

Group Exercise

In the second group exercise of the workshop, the participants were asked to identify actionable points which they, as a principal, would implement for achieving excellence in their colleges, explain the rationale behind these actionable points and elaborate on how to implement these points. Presented below is the summary of the presentations submitted by the participants.

S.No	Action Areas	Rationale	Implementation Plan
1	Bridging gap between advanced and deprived students	Universalization of education	Group exercises/ meeting; planning forums and other platforms
2	Ensuring basic amenities & adequate academic facilities with hygienic environment	To create an ideal environment for learning	Set up research centres for knowledge enhancement; updation of libraries and strengthening of MIS system and IT
3	Provision of skill development courses	Ensuring employability for safe and secure future of the students; also to ascertain their interest areas	Introducing add-on courses, conducting placement drives
4	Mandatory interpersonal dialogues/ academic as well as non-academic interaction within colleges	Improve the functioning of the faculty by improving team-spirit and cooperation; improved sharing of ideas, enhance teacher student relationship	Through formal, informal meetings with agenda, group exercises, seminars and symposiums
5	Improving inter-college interactions and networking	Build academic relationship and provide exposure	Through student exchange programmes and exposure visits
6	Ensure regular classes and office functioning	To achieve set goals and objectives	Constitute a committee for planning, and monitoring academic/ non-academic functioning

Post-presentation suggestions

- Online portal may be created for administrative procedures involving Commissionerate and colleges. This portal may also be used for college admission procedures and maintenance of database on students of each college.
- The online portal may also be used for conducting mid-term assessments, results of which may also be shared with students, online, in a time-bound manner.
- Online portals may be used for sharing all information on administrative procedures considered necessary for college functioning.
- Acquiring PhD may be made mandatory for lecturers.
- Directorate should have online-file tracker system.

Other Presentations and Discussions

The main objective of the next segment of the seminar was to encourage participants to think out-of-the-box on various aspects of education, ranging from the components of meaningful learning to innovations for bringing about effective change in the system.

The presentation on 'Components of Meaningful Learning' was presented by Sh. Manish Sinsinwar, from University of Rajasthan and Sh. Sasha Priyo, Bodh. The presentation broadly dwelt upon the following points:

- Facilitate better thinking process of students.
- Development of independent and critical thinking capacity through better teaching methods.
- Avoid one-way teaching.
- Creating fearless atmosphere in classrooms,
- Making 'going-beyond-the-syllabus' mandatory for teachers.

Sh. Priyo discussed the need for teachers to be open to the process of learning and unlearning so that the students are inspired to do the same. Through his presentation, he discussed the need for stepping out of the traditional structure of assessment based teaching & learning, and towards an interactive process of learning where the students are encouraged to think, critique and seek answers for the sake of her/ his curiosity.

Innovative Ideas and Suggestions

To guide and mediate discussion on 'Innovative Ideas and Suggestions, a group of eminent academicians was created from among the participants who conducted a discussion on the topic. Each group member put forth their views on the subject. Given below is a consolidated summary of the views put forth by the group members.

- Students' attendance to be made mandatory in colleges, for which biometric system of attendance may be implemented.
- An online portal may be introduced for

maintaining MIS, carrying out administrative procedures as well as conducting mid-term assessments which have currently been suspended.

- Establishment of research promotion cells involving students from UG/PG.
- Sports activities to be encouraged in colleges.
- Initiate 'personality development' programmes in colleges.
- Set up a green campus initiative.
- Establish a system whereby Commissionerate and colleges may upload all important information on their respective websites for the benefit of all stakeholders.
- Improve documentation skills among teaching community, along with video documentation skills and IT skills.
- Introduce courses and teaching methods to improve reading, writing and speaking skills of students, ensuring that importance

of language as a crucial tool for self-development is emphasised.

Given the wide plethora of experiences that the esteemed academicians in the gathering had amassed through their years of engagement with students, the range of innovations to be discussed was also fairly wide. Taking cognisance of this, Group 2 also shared innovative ideas and suggestions with regard to improving higher education to meet enhanced global standards. These have been summarised below.

Creation of various clubs in colleges like reading club, literature club, science club, movie club, sports club would ensure that students attend college with more enthusiasm and vigour. More importantly, such clubs would hone the personality of students by encouraging them to engage in their interest areas beyond academics and share with the student community as well as faculty interesting aspects

of their personality as reflected through their interest areas. Such clubs would also ensure skill development of the students and give the faculty, including principals, ample scope for interaction with students. Coffee clubs could also be conceptualised where principals would interact with groups of students periodically in an informal set-up within campus.

Introduction of add-on courses or career oriented programmes with support from industries in areas such as hospital management, hotel mangement, TALLY courses, computer accounting. The certification from these courses should be allowed from any of the universities.

Better utilisation of available pool of e-based resources for teaching and learning such as free digital libraries, virtual labs, video lectures by professors of eminent institutes etc. Use of the consortium for educational communication

where online assessments and tests are also a crucial part.

Organising career fairs with support from industries; inviting retired bureaucrats, other officials and professionals to create panels which would engage students in mock-interviews as part of measures taken for enhancing student's confidence and preparedness in his chosen field of career.

To impart value based education to students, the following measures may be considered:

- Local realities should be incorporated in creation of new content.
- Creation of diversified and class/ non class based groups.
- Organise lecture and discussion on an issue following which the students should create written opinions for presentation and sharing with others.

- Conducting field surveys in teams involving both students and teachers.
- Periodic sharing of one teacher of a district with other districts to ensure more exposure and exchange.
- Encouraging and creating forums for the students for critical discussions on developmental issues at state or national level. The students should also engage in anlaysis of development policy.
- Research based on cultural mapping was considered important by a participant where a primary database would be created by the college itself.

Introduction of liberal arts in colleges was considered important. Further, introduction of humanities in science courses was also considered crucial as part of value education of students.

Assessing impact assessment of actions taken in an academic year. Annual reflections should also be facilitated where the faculty and principal come together and reflect on what do they think they could do throughout the year, the weaknesses, and plans for upcoming academic session.

The last session of the seminar consisted of a presentation by Sh. Vinod K. Bhardwaj on "Idea building and observations from other States: A Presentation", which was based on learnings from initiatives adopted by other states. Presented below are the most crucial points discussed in the presentation:

- Establishing intra institutional management and coordination to reduce the disconnect between principal and the faculty as well as the faculty and staff, which is as crucial as improving interactions between faculty and students.
- Establishing a review and monitoring system where the principal may follow up, review and at the same time provide positive feedback to the faculty as well as staff.
- Encourage dialogue between administration and college authorities on what can be done in inner and outer circles i.e. what can be done internally and what needs guidance and permission from outside. Mechanism that an institution can establish independently are-
  - Establish a culture of dialogue
  - Research enhancement
  - Ensure healthy environment
- Mechanisms which can be established with guidance from outside are:
  - Motivational programmes for different segments for colleges
  - Conducting different kinds of workshops or programmes that are specific to the issues that the colleges are facing or their specific needs.
  - Cooperate in development of model colleges and institutions in every district.
  - A feedback mechanism may also be established between administration and colleges where commendable performance of colleges in various aspects is appreciated.
  - Lessons from a practice introduced in Kerala titled 'Walk with mentor' may be referred to. In the practice, the regular students were assigned mentors and they created a group of other retired

people who would engage with the students to provide general mentorship.

♦ Annual auditing based on learnings from processes which are already being implemented, such as the one in Andhra Pradesh and Telangana where there is a process of annual auditing that is mandatory which grades colleges and mechanisms are created for extending extra support to colleges which are in need of the same.

♦ Concept of 24*7 academic support may be introduced for the students.

♦ Creation of district resource centre (as already in the process of implementation in Telangana), based on the fundamental idea that creation of some district level colleges may facilitate learning and sharing for the smaller ones in the area.

♦ Creation of community colleges.

Concluding Session

Feedback

The feedback session, with which the concluding session commenced, saw enthusiastic involvement of all the participants. The session was conducted in the form of an informal interaction where the participants came forth to share their views and suggestions. Some of the aspects of the workshop which were specially appreciated by the participants were:

• It was widely acknowledged that the seminar offered academicians an opportunity to engage in collaborative thinking along with officials of the Department of Higher Education to share learnings, discuss challenges and conceive innovative measures aimed at creating an action plan for achieving excellence, taking into account all the fundamental aspects of higher education.

• The emphasis on teacher-as-a-learner was much appreciated. Most of the participants felt that the new and innovative methods of teaching-learning process shared in the workshop would greatly benefit them.

• The absence of any hierarchical barriers in the interaction and sharing of experience and knowledge in the workshop was lauded as it proved to be a great facilitator in effective interactions between the administrative officials and the teaching community. The workshop sessions were also considered as a demonstration of how effective communication and team work may be designed by doing away with the unnecessary barrier of hierarchy.

• The documentation of the workshop/ seminar - as demonstrated in the summarisation session of the proceedings of day one, held on day two of the workshop – was highly appreciated as the exercise validated one of the main objectives of the workshop-cum-seminar, which was to collate the ideas and recommendations of the participants and incorporate them in the vision document.

• The workshop-cum-seminar established the pro-activeness of the administrative system, as a centre which was working towards initiating and facilitating changes driven towards excellence in institutions. This was considered highly encouraging and motivating by the academic circle.

- The focus on Government colleges as a unit for advancing excellence in higher education also boosted the confidence of the participants and motivated them to think innovatively for the said purpose.

- The participants expressed their desire and confidence to initiate work, as per suggestions and recommendations shared in the two-day proceedings of the workshop, to ensure achievement of excellence in the field.

- In terms of suggestions, the participants requested that the programme schedule for similar workshops and/ seminars in the future may have more time allocated for participants in order to ensure better sharing of experiences and the valuable insights that these experiences have generated.

- One of the suggestions from the participants' end was to conduct a survey among faculty members of the Government colleges of Rajasthan in order to understand the aptitude of teachers and also to capture the challenges leading to low motivation or will power to initiate the process of change in colleges and institutions.

Valedictory Address

In his valedictory speech for the seminar, Sh. Ashutosh A T Pednekar, stated that the proceedings of the seminar would be carefully analysed for assimilating all the ideas and suggestions shared in the forum. These ideas and suggestions would be assigned priority, on the basis of the framework designed for the vision document and the crucial aspects would be culled out for inclusion in the document. He thanked the gathering for engaging in this highly invigoration exercise of deliberation and reflection for enhancing the standards of higher education in the state. He also expressed his gratitude towards Bodh Shiksha Samiti for their contribution in organising the seminar and expressed hope of future associations for further engagement in the field of higher education.

Lastly, vote-of-thanks was extended by Sh. Yogendra Bhushan, Director, Bodh, to Commissioner, College Education & Secretary, Higher Education and all the authorities of Department of Higher Education, Government of Rajasthan.

SUGGESTIONS (RECOMMENDATIONS) FOR IMPROVING THE SYSTEM OF HIGHER EDUCATION IN RAJASTHAN
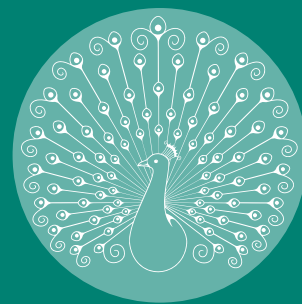
The two-day workshop-cum-seminar has helped us in compiling a list of suggestions/recommendations for improving the system of higher education in Rajasthan which may be summarised thematically.

Institutional Excellence

- Majority of the participants cited the need for filling up academic and non-academic vacant positions for ensuring excellence.
- There is a need for building academic leadership through appropriate trainings provided to principals and other faculty members.
- Participants acknowledged the role of an effective MIS, with proper and quick channel for information gathering, analysis and dissemination in achieving institutional excellence.
- The need for setting up research centers in campuses was one of the most expressed and supported ideas in the area of achievement of institutional excellence.
- In a globalized and competitive economy the necessity of undertaking negotiations with industries for absorbing students was considered imperative to boost job growth among educated youth.
- The need for undertaking actions for improvement of institute and faculty was also to be complemented with measures which would enhance visibility of institutional work through various mediums.
- Formation of cluster of colleges on the basis of geographies was a point that emerged as a course of action which could promote cohesion and collaboration among institutes through engagement in inter-faculty sharing of experiences and learning for faculty development, conducting seminars and workshops involving all students in the cluster-colleges and through establishment of a network for undertaking inter-monitoring activities in these colleges which form a cluster.
- Participants believe that developing a green campus is an indispensable aspect of achieving institutional excellence. Facilities like sports complex, appropriate playground and library cited as important factors which would influence institutional excellence.

Initiatives for Faculty Development

- The in-house capacity of faculty with respect to need based training and seminars, short-term courses, interdisciplinary discussions involving other colleges and universities, trainings on administrative and financial matters for better functioning.

- It was felt that faculty members in colleges must take up research and development activities involving students.
- Use of technology in teaching was considered imperative by many of the participants. It was suggested that teachers should be encouraged to have their lectures video recorded for sharing through e-classrooms and internet, to encourage sharing among faculty as well as enhance exposure for teachers who engage in qualitative teaching methods.
- Various ways of engagement in innovative practices was discussed by the groups, suggestive practices were exploring interactive teaching methods, cumulative learning, establishing a review mechanism of the faculty by the students.
- The group discussed various facilities such as centralized digital library, internet, inclusion of extra-curricular activities that may be provided to enhance capacities of the faculty.
- Involvement of faculty in the process of decision making was considered important for creating a sense of accountability which would reflect in their initiatives.

Educational Delivery and Capacity Development of Students

- The need for designing curriculum and ensuring its timely revisions on the basis of new inroads made in the subject area was emphasized in all group discussions. It was to be done in a way that could also ensure a job related approach. This was considered necessary to ensure that the students not only develop a holistic approach towards the subject and remain aware of new developments in the area but also boost their employability and provide them with an edge in the globalized world.
- Introducing semester system with a provision for interdisciplinary choice of subjects, setting up smart class and interactive board in institutes were considered to be necessary in enabling students to engage with technology in their formal education environment.
- Conducting group discussions and seminars with involvement of students, exposure visits to industries and creating forums for interaction with professionals was all group participants suggestions. Many of the participants stressed on the need for engagement of students in extracurricular and sports activities.
- Introduction of skill development courses should not only focus on job specific skill sets but also soft skills for personality development such as communication skills.
- Introduction of online course in the form of short term courses, e-classes were discussed as an extension to the discussion on introducing smart classes, giving students access to virtual laboratories.
- Counselling sessions considered necessary for the benefit of the students.
- Ensuring help desk to students in an appropriate manner informing about various scholorships, schemes, etc. considered necessary to motivate students.

Administrative Support

- An online portal for administrative procedures like college admission

procedures and maintenance of database on students of each college raised as an important need for reducing workload of paper based procedures in the colleges. The online portal may also be used for conducting mid-term assessments, results of which may also be shared with students.

- Establishing a better communication network with colleges and also quick redressal mechanism for grievances raised by colleges.
- MIS system to be strengthened
- Establishing inter-college network for cross learning.

Key Challenges

- Improve accessibility of the higher education network so as to reduce urban-rural gap and reach out to unreached students.
- Ensuring that colleges do not limit themselves to creation of infrastructural as well as academic support facilities but also utilize the available ones (like smart classes and digital library for both students and teachers) in an appropriate manner for enhancing faculty development as well as better delivery of education to students.
- It was considered a challenge for many of the colleges to function effectively due to lack of autonomy in decision making by implementing authorities in matters such as infrastructural expansion and modifications, networking and support. Improving leadership skills of the principals so as to enable her/him to understand roles and responsibilities and be fearless to exercise and carry out the decisions.
- With regard to college specific function, setting priorities for the principal, ensuring adequate support from administration in grievance redressal; financials and technical assistance and capacity building of new faculty were the areas considered to be challenging.
- Biometric system of attendance was one of the measures suggested for colleges, ensuring regular attendance of students.

Learnings from Ongoing Experiences

- Creation of various clubs in colleges like reading club, literature club, science club, movie club, sports club would ensure students attend colleges with enthusiasm and vigour.
- Introduction of career oriented programmes with support from industries such as hospital management, hotel management, TALLY courses, computer accounting may be introduced.
- Better utilisation of available pool of e-based resources for teaching and learning such as free digital libraries, virtual labs, video lectures by professors of eminent institutes etc. may be introduced.
- Organising career fairs with support from industries.

Overall Recommendations

- There is need to implement innovative and transformational approach to make government higher education system more relevant and competitive. There is a need to focus on the graduate students by providing them additional courses in which they can achieve excellence, gain deeper knowledge of subject. There should be multidisciplinary approach so that students knowledge may not be restricted only up to his/her own subjects. Theoretical knowledge must be accompanied with practical experience and that should be provided during the courses in colleges. An environment enabling personality development of students needs to be created by encouraging them to engage in their non-scholastic areas beyond

academics along with their faculty as mentors enabling greater in-depth student-faculty interaction and communication.

- Government colleges (Higher Educational Institutions) need to improve quality and reputation. There is a need of good infrastructure in government colleges and institutions which may attract students. Improve ICT infrastructure through PPP models and incentive adoption of ICT in pedagogy. Improve connectivity across higher education institutions (colleges) ad create a repository of digital content. Better utilization of available pool of e-based resources for teaching and learning such as digital libraries, virtual labs, video lectures by eminent institutes' professors and industry faculty consultants etc.
- State government should promote collaboration between other higher education institutions and international institutions generating linkages between national research institutions and centres for better quality and collaborative research. Incentivise research in colleges and universities creating an enabling environment in lesser teaching hours for researcher teachers. Increase the number and quality of doctoral students through the launch of innovative programs, provision of attractive fellowships and enhanced industry collaboration. Teachers should be encouraged to take up research work because it is the right mode of developing knowledge and they would be able to share different life experiences with students.
- It shall be accepted principle that 'no talented student shall be denied access to

higher education opportunities on the basis of economic and/or social backwardness', therefore, funds may be dedicated to offer financial support in the form of scholarships, partial financial assistance and educational loans to students directly. Thus, fool-proof criteria to determine and spot talents in different disciplines of knowledge are needed for this purpose along with financial norms and guidelines for financial support.

- Local industries (and corporate houses) may be encouraged to be partners with colleges directly for the development of human resources dedicated to their interests. This could happen in the areas of creating infrastructure, faculty sharing and direct support with funds. The local industries belonging to specific discipline or related disciplines may be encouraged to establish state of art research and training centres to develop the necessary specialized

manpower. Encourage private sector investment in higher education through the development of innovative PPP models. Support private sector vocational education through accreditation and recognition mechanism. A committee may work out the modalities and norms for this.

- A total quality management for courses offered, monitoring the achievement of students at all stages of the course and linking performance of students may be made an important parameter for the accreditation of the institution. Teachers should have complete autonomy in academic matters to frame and design their courses and evaluation system. New kind of course design learning from all field and areas along with curriculum and pedagogy practices need to re-defined. Instead of testing once in a year, introduce continuous assessment system

ANNEXURES

Commissionerate of College Education, Rajasthan
Regional Workshop-cum-Seminar

Excellence in Higher Education : Planning, Implementation, Success and Prospects

	Day -1	29th June 2018
8.30-9.30 am	Breakfast	
9.00-9.30 am	Registration	
9.30-10.00 am	Feedback submission	
10.00-11.15 am	Inaugural Session	
	Welcome	Jan Geet
	Welcome address	Sh. Yogendra Bhushan Director, Bodh
	This initiative: An introduction	Sh. Ashutosh AT. Pednekar Commissioner, College Education; & Secretary Higher Education, Rajasthan
	Address by Special Guest	Prof. M.C. Sharma Vice Chairman Rajasthan Sate Higher Education Council
	Inaugural Address by Chief Guest:	Smt. Kiran Maheshwari Hon'ble Minister Higher, Technical & Sanskrit Education, Govt. of Rajasthan
	Vote of Thanks	Sh. Rajendra Sharma Additional Commissioner, College Education
	National Anthem	
11.15-11.40 am	High Tea and Group Photo	

	Day -1	29th June 2018
11.40 am-12.10 pm	Introduction session: Ice-Breaking Activity	Group Exercise
12.10-12.40 pm	Initiatives for educational Excellence : Do Kadam hamare	Sh. Yogendra Bhushan Director, Bodh
12.40-1.10 pm	Let us think for Educational Excellence	Group Exercise
1.10-2.00 pm	Lunch	
2.00-2.10 pm	Energizer exercise	Bodh
2.10 -2.30 pm	Ideas and Challenges emerging from discussion	Shared and discussed by Bodh Team
2.30-2.50 pm	Institutional Excellence: Ideas, Challenges and Measures: P-1	Dr. Jyotsna Bhardwaj Joint Director, Academics, CCE
3.50-3.20 pm	Discussion on P-1	
3.20 -3.40 pm	Initiatives for Faculty Development: Ideas and Strategy: P-2	Dr. Rajendra Sharma Joint Director, HR, CCE
3.40-4.00 pm	Discussion on P-2	
4.00-4.10 pm	Tea Break	
4.10-4.30 pm	Educational delivery to students & capacity Building: Ideas and Implementation strategy :P-3	Dr. Dilip Goyal Joint Director, P&C, CCE
4.30-4.50 pm	Discussion on P-3	
4.50-5.20 pm	Panel Discussion-I	Chaired by Prof. M.C. Sharma
5.20-6.00 pm	Team Building exercise	Bodh

	Day -2	30th June 2018
8.30-9.15 am	Breakfast	
9.30-9.45 am	Chetna Geet	Participants
9.45-10.00 am	Key issues and Learning from previous day	Participants
10.00-10.20 am	Administrative Support for Excellence in Higher Education: Needs, Gaps and Suggestions: P-4	RUSA, CCE
10.20-10.40 am	Discussion on P-4	Dr. Urmil Talwar joint Director, RUSA, CCE
10.40 -11.10 am	Group exercise	
11.10 -11.50 am	Components of Meaningful learning	Manish Sinsinwar, Univ. of Rajasthan & Sasha Priyo, Bodh
11.50 am-1.00 pm	Innovative Ideas & suggestions Gr-1	- Dr. Arun Raghuvanshi, CCE - Dr. Deepak Sharma, CCE - Dr. Manish Gupta, CCE - Dr. Kakuli Chodhary, Kotpuli - Dr. Narendra Bhojak, Bikaner
1.00-1.45 pm	Lunch	
1.45-2.00 pm	Energizer exercise	by Bodh Shiksha Samiti
2.00-3.30 pm	Innovative Ideas & suggestions Gr-2	- Dr. Jyoti Sidana, Kota - Dr. Kirti Shekhawat - Participants (4)
3.30-3-50 pm	Idea Building and observations from other states	- Dr. Vinod K. Bhardwaj
3.50-4.40 pm	Panel Discussion-2	Chaired by Sh. Rajendra Sharma Additional Commissioner, CCE
4.40-5.30 pm	Valedictory	Chief Guest: Dr. Subodh Agarwal Additional Chief Secretary Higher, Technical & Sanskrit Education, Govt. of Rajasthan Chaired by Sh. Ashutosh A.T. Pednekar Commissioner, College Education; & Secretary Higher Education, Rajasthan

LIST OF PARTICIPANTS

1. Sh. Rajendra Pd. Sharma, Additional Commissioner
2. Sh. N.L. Sharma, Finance Advisor
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4. Sh. Hemraj Meena, Joint Director (Admn.)
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6. Dr. Alpana Vyas, PI
7. Dr. Dilip Goyal, Joint Director, (P&C)
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13. Dr. Neelam Upadhjyay- RUSA Cell
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15. Dr. Pankaj Mathur – Nodal Officer, IT Cell
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- Dr. Jyoti Sidana
  Govt. Arts College, Kota

Suggestive Initiatives for Excellence in Higher Education in Rajasthan

by Dr. Vinod K.Bhardwaj, Associate Professor (Geography) & Nodal Officer, Innovation and Skill Development, Commissionerate of College Education, Rajasthan

In the presentation, 5 main areas were addressed as key components:

- Institutional Excellence
- Faculty Development
- Understanding students' capacity
- Educational delivery
- Administrative support
    - Despite numerous schemes and support programmes of MHRD, Central Govt. & State Govt. , it is felt that there is dearth of qualiy among youth that are acquiring degree from institutions of higher education across the country, leaving a few exceptions aside.
    - Therefore, it is felt that the need is to address the concerned areas to inculcate quality and enhance capacity of youth to make them worthy Human Resource and minimize 'Unemployment'. Priority is to make our colleges as 'icon institutions of Higher Education'. Effort should be to produce quality educated youth with multidimensional abilities for job or as an entrepreneur.
    - The presentation further focused on what

an institution is. The various identities of the institution, as stated, were:

- Place
- Service provider
- Coordinator
- Students and social connect
- Students' career counsellor
- Unit of intra-house management
- Educational and learning Facility expansion
- An attraction
- Self-betterment and Outer connect

Areas of Institutional Excellence:

Having thus defined an institution, some major areas for achieving excellence in education were identified. These were:

- Managerial administrative ability.
- Bilateral (P-F) & Trilateral dialogue (P-F-S).
- Healthy interactive environment.
- Feedback based development.
- Focus on quality of facilities instead of quantity.
- Suggestion box and monitoring (may be online).
- Initiating some best practices and motivation
- Promoting Inter-faculty dialogue.
- Freedom for experimental implementation of an idea for institutional growth and students' welfare.
- Dialogue between students and Heroes of Success for motivation and inspiration on one side and also to associate capable people in institutional development.

- Beauty & cleanliness of campus.
- Help desk group (may be certain hours)

One of the strategies applicable for achieving excellence is that of Inner circle (College). This involves:

- Trust building.
- Healthy dialogue culture.
- Freedom for experimentation.
- Interdisciplinary dialogue initiation.
- Transparent practices.
- Listening of complaints and grievance re-addressal mechanism.
- Appreciation and trust.
- Research Enhancement.

Similarly, the other strategy for achieving excellence in higher education is outer circle, involving the following steps:

- Motivational programmes for different segments of institution.
- Icon promotion approach.
- Special support drive for Poor performers rather asking them 'Why Not'; better tell them 'How can we ..?'
- Annual auditing.
- Administrative support.
- External Academic Collaboration.

Areas of Faculty Development

The main areas identified for the purpose of faculty development are:

- Faculty exposure to institutions of excellence in India: Selection of institutions may be on reputation basis; whereas selection of faculty for exposure should be based on merit on performance basis.
- MoU with foreign academic institutions of excellence: This may be for faculty exchange and collaborative research/ subject training. This may help in knowledge enhancement.
- Transparent policy of selection of both institutions and faculty members is required.
- Transformation of traditional classrooms in to technology based teaching rooms to equip faculty members for better delivery.
- Appreciation for best contribution in institutional development at college level.
- Spatial training / workshops for faculty members.
- Interdisciplinary Academic discourse to be promoted at college level. Interdisciplinary Academic Forum may be constituted at college level to initiate such dialogue
- Subject enrichment based workshops/ programmes at Divisional HQ Colleges; each colleges may be allotted specific subject(s) in order to distribute responsibilities.
- It may be started with the subjects with highest enrolment of students on trial basis.
- Research promotion.
- Annual academic accounting in terms of satisfaction, weaknesses and goals ahead.

Areas to ensure good educational delivery

- Attachment, Attentiveness, Trust, Motivation, Exposure, Expertise, Employment, Need analysis.
- Personal touch and mentoring.
- 24X7 academic support.
- Supplementary support.
- Extra activity Engagement.
- Spatial training / workshops for students.
- Employable quality enhancement.

- Walk with Mentor.
- Motivational activities through video display, interface programmes and acknowledgement.

Some other ideas from others and ours

- Faculty Exposure Programme- Kerala
- Walk with Mentor- Kerala

- District Recourse Centres- Telangana
- Annual Auditing - Telangana & Andhra
- JKC for ICT skills addition- Telangana & Andhra
- Community College initiatives- Chhattisgarh
- Classroom talking & walking- MSJ Bharatpur
- RS& GIS add on course- Govt. Arts Kota
- Students centric need based programmes- RLS

Free Online e-content in Higher Education: Quality, Sources & Availability

by Dr. Ashish Vyas, Assistant Professor (History), R.L.S Government College, Kaladera, Jaipur

This presentation is a compilation of free online e-content in Higher Education. It provides a synopsis including its source, content, and access.

Dishari

This app was developed by Commissionerate of College Education, Rajasthan. Objective questions on current affairs, general knowledge, mathematics, aptitude, and IT awareness are available on the app. This app provides the facility for periodic online live tests. There is also the provision for alerts on updation of content (including questions) in the app.

SWAYAM

SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching-

learning resources to all, including the most disadvantaged.

The course provided by SWAYAM is available free-of-cost for students. However, students who want to be certified would be registered. On successful completion of the course, the students would be provided with a course completion certificate for a minimum fee.

After each course, students will have to go through a process of assessment, where the students' performance will be evaluated. The marks/ grades obtained in the tests may be incorporated in the students' academic records.

As per UGC Regulations 2016, Universities have been advised to identify the courses wherein credit on SWAYAM based courses may be incorporated in academic records of the students.

For this purpose, the subjects for which various courses are available under SWAYAM, have been listed below:

- Engineering, Arts and Recreation, Science, Education, Humanities, Law, Library and Information Science, Mathematics, Language, Management, Arts, Commerce

Consortium for Educational Communication

(http://cec.nic.in/Pages/Home.aspx)

The Consortium for Educational Communication popularly known as CEC is one of the Inter University Centres set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education through the use of powerful medium of television alongwith the appropriate use of Information Communication Technology (ICT).

This site provides undergraduate and post-graduate course material in the form of e-content. Both texts and questionnaires of the course materials have been made available for the students:

Virtual Lab

The purpose of virtual labs is to provide remote-access to labs in various disciplines of science and engineering. These Virtual Labs would cater to students at the undergraduate level, post graduate level as well as to research scholars.

e GYANKOSH (IGNOU)

(http://egyankosh.ac.in/handle/123456789/1)

E-gyankosh is a national digital repository to store, index, preserve, distribute and share the

digital learning resources developed by the open and distance learning institutions in the country.

National Programme on Technology Enhanced Learning (NPTEL)

The National Programme on Technology Enhanced Learning (NPTEL) was initiated by seven Indian Institutes of Technology (Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee) along with the Indian Institute of Science, Bangalore in 2003. It has made books and materials available to undergraduate and post-graduate students in PDF format.

National Mission on Libraries

(http://www.nmlindia.nic.in)

The purpose of National Virtual Library of India is to facilitate a comprehensive database on digital resources on information about India and on information generated in India, in an open access environment. The books available in the following libraries of the country have been made available in PDF format through this website.

- Khuda Bakash Oriental Public Library, KBOPL, Patna
- Central Secretariat Library , New Delhi
- National Library, Kolkata
- Raja Rammohun Roy Library Foundation, Kolkata
- Rampur Raza Library

National Library

(http://nationallibrary.gov.in)

- The National Library is the apex body of the library system of India. Serving as a public

library, it is a permanent repository of all documents published in India.

- The Library has a collection of rare documents.
- The books, e-books and documents on following subjects available nationally and internationally, have been made available in PDF format through this website.
- Indira Gandhi National Centre For The Arts (IGNCA).
- It is a centre encompassing the study and experience of all the arts – each form with its own integrity, yet within a dimension of mutual interdependence, interrelated with nature, social structure and cosmology.

e-PG Pathshala

(https://epgp.inflibnet.ac.in)

- This website makes study material on 77 subjects under areas such as art, humanities, languages, life science, health and social studies available in PDF format to postgraduate students.

Archaeological Survey of India

(http://asi.nic.in)

- The website of Archaeological Survey of India serves as a repository of photographs of excavation sites where books can be downloaded for free. Virtual tours of archeological sites of India are also available in the website.

National Digital Library of India

(https://ndl.iitkgp.ac.in/)

- This website developed by the Ministry of Human Resource Development, in collaboration with IIT Kharagpur makes innumerable reports, manuals, books, gazetteers, and audio video material available in digital format.

The National Mission for Manuscripts

(https://www.namami.gov.in)

- The National Mission for Manuscripts was established in February 2003, by the Ministry of Tourism and Culture, Government of India. A unique project in its programme and mandate, the Mission seeks to unearth and preserve the vast manuscript wealth of India. India possesses an estimate of ten million manuscripts, probably the largest collection in the world. These cover a variety of themes, textures and aesthetics, scripts, languages, calligraphies, illuminations and illustrations.
- This website is a collection of valuable manuscripts which have been collected from various parts of the country and converted into digital format. These manuscripts serve as an extremely important and useful primary source of information and data for researchers.

Institutional Excellence:
Roles, Responses, Development and Transparency

by Dr. Jyotsna Bhardwaj, Jt. Director (Academics), Commissionerate of College Education, Rajasthan

Certain global challenges were identified after a conceptual analysis of the higher education sector. These are:

- Escalating market pressures.
- Declining public support.
- Accelerating pace of change.
- Global competition.

The challenges facing higher education sector in India were identified as:

- Gap between industry and academia.
- Planning deficit.
- Quality of teaching and research.
- Faculty shortages.
- Financial problems.
- Elucidating on the concept of excellence, the presentation focused on the multi-dimensional concept and stated.

- Excellence in management.
- Excellence in research.
- Excellence in teaching.
- Excellence in student performance.
- Promotion of excellence initiatives.
- Excellence and methods of quality assurance.
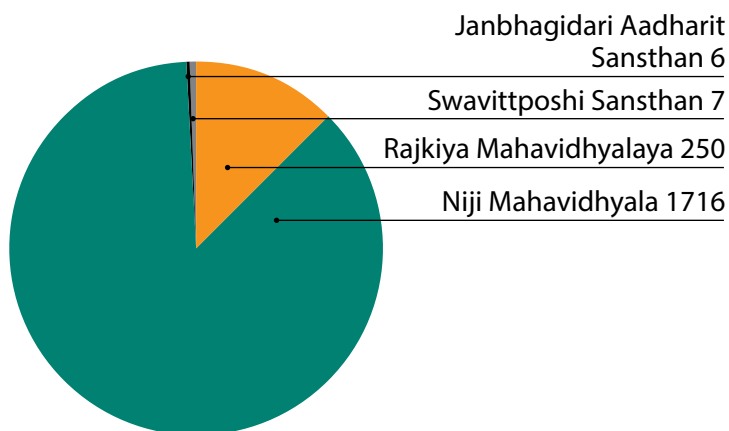- Excellence and accreditation.

The parameters of institutional excellence were identified as:

- Congenial environment.
- Regular Teaching.
- Trained Faculties.
- Sustainable practices to modernize infrastructure.
- Integrated advanced technologies.
- Online access.

The graph below depicts the number of higher education institutes in the country
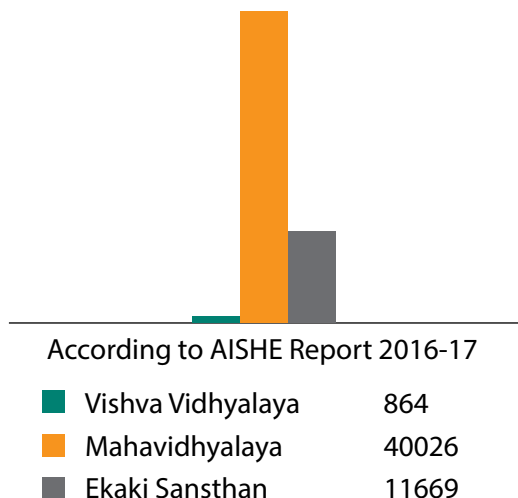
Similarly, in the subsequent pie chart, the number of higher education institutes in the state of Rajasthan is depicted:

According to AISHE Report 2016-17

■	Vishva Vidhyalaya	864
■	Mahavidhyalaya	40026
■	Ekaki Sansthan	11669

Janbhagidari Aadharit Sansthan 6

Swavittposhi Sansthan 7

Rajkiya Mahavidhyalaya 250

Niji Mahavidhyala 1716

- Ensuring Campus Safety.
- Well lit and ventilated class rooms.
- Well equipped libraries with DEL NET facilities.
- Placement Assistant training.
- Tie up with industry experts.

Role, Reponses, Development and Transparency

In this section, the various role of higher education institutes with respect to the society, in capacity building of all stakeholders (including faculty) and for better connect with national and internal institutions through MoUs, was discussed:

Role Towards Society

- The role of education in society is to raise the level of awareness.
- Through education an individual knows the structure of the society and the different types of relationships that exist among those structures in the society.
- The Student is taught how to perform different roles within the social structure in the society.

Role in Capacity Building

When the students come out of the educational institutions, certain capacities are required to be built in them to deal with the real world, particularly to grow in their professional career and participate in the national development, enhance leadership and management skills of existing functionaries.

- The capacity for research.
- The capacity for creativity and innovation; the capacity to use high technology.
- The capacity for entrepreneurial leadership; The capacity for moral leadership.
- Capacity for transformation of general education into employability.

Role in building professionally enhanced faculty

- Faculty Development programme.
- Encouraging student centered Teaching & learning.
- Using Multiple Intelligence Technique.
- Detail oriented and logical teaching methods.
- Adopting National and international Methods.
- Active participation in Seminar/Workshops.
- Congenial Environment for Research & Publication.
- Tie up with National and international institutions through MoU'S.
- Participation in Student Exchange Program
- Tie up with leading institutions.
- Foreign Universities exchange programs.
- Promote the principles of international models.

VISION

- To facilitate commitment to well rounded and holistic learning amongst all desirous and wishful persons for developing requisite capacity and capability of the community for the overall development of the nation so as to enable them to lead meaningful lives with integrity in society.
- To focus on fostering concerted efforts to create employable, positive aspirational generation of lifelong learners, in the State to enable the system of higher education to sustain in this competitive and quality conscious era of globalization.
- To facilitate higher education institutions that provide a lifelong education to the masses, institutions that address the need of productive employment, and also higher quality institutions that is primarily focused on research and innovation. This will entail creation of diversified institutions that
  - ❖ Offer a wide range of basic under graduate and post graduate courses;
  - ❖ Impart skill based training to bring out employable degree holders at grass root level;
  - ❖ Focus on achieving social objectives of poverty alleviation, and civic consciousness regarding health, sanitation, and other collective responsibilities;
  - ❖ Give priority to student learning outcomes;
  - ❖ Provide industry aligned courses to develop functional, critical and softskills;
  - ❖ Can be centers of research excellence compatible to the best in the country;
  - ❖ Encourage out of the box thinking and creation of knowledge;
  - ❖ Would attract the best minds both to the pool of students and faculty and in the process can become valuable assets in India's knowledge driven economy.

MISSION

- To create a higher education system in the state of Rajasthan, based on ethical values, that gives equal accessibility to all sections of the society, and that strives on excellence in quality, creating a well grounded, productive, and creative human resource that can stand up to the challenges of the changing times and a system that can transact teaching, learning in an innovative manner comparable to global standards and re-enforce research with vigour.
- Toprovide access to higher education opportunities that enable students to develop knowledge and skills necessary to achieving their professional goals, improve the productivity of their organizations and provide leadership and service to their communities.
- To ensure that each individual of the state lives a life of dignity, we must have an education system that is open to all, that does not discriminate on the basis of religion, caste, gender, physical or financial handicap. An education system that churns out social thinkers, scientists, inventors, innovators, artistes, players, motivators of highest quality is the need of the hour.
- Quality of teaching and research to be enhanced so as to be comparable to global standards through revision of curriculum, syllabus, teaching-learning material text books, pedagogical process ICT in education. Benchmarking of all HEIs institutions through mandatory NAAC Accreditation professional and programmes through National Board of Accreditation (NBA).
- Rajasthan would endeavour to put in place such an education system that would support and sustain India's undeniable status of an emerging economic power.

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