PEDAGOGIES TO IMPROVE TEACHING, LEARNING AND EVALUATION IN HIGHER EDUCATION

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Abstract:
The success in Human life depends on the knowledge and skills individual possess. Knowledge helps to enjoy and manage physical and social changes but using knowledge for social cause will gives wisdom. The higher education system in developing country like India should impart knowledge and disseminate skills through empowering the learner. Value based education deliver theoretical, legal, ethical and practical ideologies to the students. Higher education institution should aim to improve slow learners by developing their skills. Innovations in teaching, learning and evaluation are essential to spread quality education in the country. Professor, Pradeep M.D. has developed 'Consistent Learning Model' and 'Life Centric Skill Enrichment Framework' to build competency among students in higher education. These models collaborates the variables of learning environment, learning methods and interest of the pupil with learning pedagogies. Everyone should consistently grow and develop in life to be self sufficient in the society. These pedagogies are innovations that could be adopted by any higher education institutions to improve the slow learners and enrich the skills among students by building competency to face the challenges in life. These models are based on the life expectancy decided by the Union Ministry of Health and Family Welfare during 2015. This paper review various techniques used to regulate the system of education, identifies the skill delivery model for higher education and evaluates the Strength, Weakness, Opportunity and Threat associated with the 'Consistent Learning Model' and 'Life Centric Skill Enrichment Model' in building competency of students at higher education in India.
Key Words: Knowledge, Skill, Model, Education, Quality & Competency

1. Introduction:

Education is the primary source of empowerment to the people by disseminating knowledge, skills and self-confidence needed to participate actively in the development process by realizing their rights and responsibilities [1]. Education injects human actions with the essence of values, dignity, ethics and virtues. The illiteracy forces the underprivileged section of society to live in poverty and make them dependent upon elites depriving many privileges in life and exclude them from the growth story of the country. The factors like poverty and inflation prohibit the poor from gaining knowledge and skills. The democratic society compels to find solutions which reduce the intensity of miseries people face without knowing the way to avoid it [2]. Skill based education is the milestone in bringing change from the traditional mindset to the modern outlook by culminating the retrospective effects of exploitation and discrimination with better livelihood opportunities for improved status [3]. The innovative pedagogy to improve teaching, learning and evaluation at higher education will facilitate student learning and dissemination of skills effectively. The students go for higher education to choose any career. Career is an occupation or profession which requires special training to be followed as one's life time work.

2. Theoretical Framework:

(i) Life Expectancy: According to The World Health Organization defines life expectancy as the average number of years a person expected to live as per the current mortality rates based on the present health status of the population. Life Centric Skill Enrichment Models is framed on the basis of life expectancy of men estimated to be 64 years for men and 69.6 years for women declared by the Union Ministry of Health and Family welfare in India during 2015.

(ii) Psychosocial Theory of Development: According to Erik Erikson E.H (1993) external factors, parents and society will influence the development of personality of individuals. Every individual pass through the following eight stages in their life viz. Infancy (Birth- 18 Months), Early Childhood (18 Months to 3 Years), Preschooler (3 to 5 Years), School Age (6 to 12 Years), Adolescent (12 to 18 Years), Young adult (18 to 35), Middle-aged (35 to 55) & Late Adult (55 to Death)[4]. In each stage, person meets with new challenges in life. Each next stage will be built upon the successful completion of the prior stages. The unmet challenges in each stage will become problem for the future stages.

(iii) Reflective Learning: The educator and learners become the partners in learning, where each shares their life experience with each other. In the course of exchange when unable to achieve well interpretation about the subject in learning, they should critically analyse the situation by using their intellectual ability. Students should

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be learning to critically assess the contents presented to them in the light of virtues and limitations it serves to the society. The reflective learning always aims at establishing foundation to the learners through liberty to recognize their own wisdom and creativity [5].

3. Skill Development Module:

Students at higher education shall be trained with 'Key Skills'based on the expected tasks to be performed by them to utilize the virtues they possess through the identified traits quoted in table 1.

Table 1: Skill Requirement Framework

Age	Stages in Career	Virtue they carry	Expected Tasks	Key Skills	Identified Traits
18-25 Years	Exploration	Desire to Learn and Creativity	Leaning & Networking	Life Skills	Advanced Skills, Professional Skills, Soft Skills, Research Skills, Entrepreneurial Skills, Self Sustenance Skills

4. Skill Delivery Framework:

Skill enrichment among student of higher education can be initiated by the University, Colleges and Research Institutions directly or in collaboration with agencies like NGO's, Consultancies, Vocational Training Institutes and Internship Agencies etc. by adopting the skill delivery channel mentioned in the Table-02

Table 2: Skill Delivery Channel

Skills	Agency	Subject
Advanced Skill	Family, University, College	Parenting, Sex Education, Cooking, Health and Nutrition, Yoga & Meditation, Habit Management etc.
Professional Skills	University & College	Negotiation, Employability, Leadership, Presentation, Time Management, Organising, Fund Raising, Conflict Resolution, Stress Management, Controlling, Directing, Strategy Management etc.
Soft Skills	University, Colleges & Training Centers	Communication, Decision Making, Commitment, Flexibility, Creativity, Team Work, Motivation, Interdependence, Coordination, Monitoring etc.
Research Skills	Research Centers	Literature Review, Tool Preparation, Data Collection, Analysis and Interpretation, Reporting, Publication etc.
Entrepreneurial Skills	Vocational Training Institutes, Internship Agencies, Consultancies	Driving, Tailoring, Mobile Technology, Domestic Enterprises, Branding, Marketing, Social Networking, Quality Management etc.
Self Sustenance	NGO's, Social Service Agencies, Day Care Centers	Social Awareness, Healthy life Style, Managing the earnings, Investments, Food Habits etc.

5. Innovative Pedagogies for Higher Education:

The pedagogy used in education includes both teaching and learning process to develop ideologies, ethics, vision, objectivesin any discipline as per the curriculum planned for the year. Progressivelearning encourages gaining knowledge through theinteraction between students, teacher and field experts. The teacher-student interaction should facilitate independent decision making hence, the educator shall be a facilitator of learning, rather than transmitter of knowledge [6].

(a) Pradeep's Model of Life Centric Skill Enrichment: This model is developed by Prof. Pradeep M.D. listing various Life Skills needed for the people to build competency to face challenges in life which can be a value addition to the formal education. Empowerment through skill enrichment will reduce miseries of under privileged to a great extent. This framework considers four stages in the process of skill enrichment like reception, analysis, adoption and projection. Early Adulthood (until 12 years) is a Reception stage for the Basic Skills, Adolescence (12-18 years) is a Stage of Analysis for the Advanced skills, Adult & Middle Age (18-60 years)is a Practice stage for Projective Skills and Old age (Later 60 years to death) a Projection stage for Self sustaining skills for the people [7]. The Skill delivery is done through training the learners in different stages according to their age on the basis of virtues and traitsthey possess (Refer Table-03).

Table 3: Framework for Skill Delivery Model

Stages	Age	Virtue	Key Skills	Traits
Reception	Early Childhood (Until 11 Years)	Desire & Creativity	Basic Skills	Play, Literacy, Autonomy and Talent
Analysis	Adolescence (12-18 Years)	Autonomy	Advanced Skills	Special Skills, Career Guidance and Life Skills
Adoption	Adult & Middle Age (19-59 Years)	Maturity	Projective Skills	Parenting, Soft Skill, Research & Entrepreneurship

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Projection	Old age (60 Years-Death)	Sacrifice	Sustenance Skills	Self Reliance

(b) Team Centric Leaning Exercise & Key Point Pedagogy: This model is named as 'Pradeep Consistent Learning Model' developed by Professor Pradeep M.D. This model associates learning environment, pedagogy, learning interest with each other. This model aims to improve the learning abilities among average and slow learners through consistent learning. This pedagogy can be used effectively for the classes of one hour duration where the teacher divides the whole class into five to six groups of equal number randomly selecting the group members. Each student shall be informed to paste a chart sheet near to his bed in his hostel for oriented learning and shall sit in the same group to which he was divided throughout the semester. The teacher will take class on a topic by using suitable teaching methods for 45 minutes. All the groups will be guided to simplify the concepts taught in the class into 'Key Points' within 5 minutes through group exercise by inculcating inter group competition among the students. Teacher will guide to represent the key points into either flow charts, graphs, pictures, diagrams, formulas which are easier to understand. Teacher picks 2 or 3 students randomly to brief the gist of Key Points in the class. All students shall be oriented to update 'Key Points' on their charts and read every day before they go to bed. The next day the teacher conducts an 'Entry Test' to ask a set of questions on the topic discussed in the previous day by picking the students randomly to answer. The students answering in the entry test will be appreciated counted for evaluation in allotting the internal assessment marks in that subject [8].

6. Learning Environment:

(a) Formal Education System: Higher education is the shared responsibility of both Centre and the States as envisaged in the Indian Constitution. Higher education in India is headed by the University to be the highest seats of learning. University is established or incorporated under Central, State or Provincial Act recognized by the University Grants Commission (UGC) under the UGC Act, 1956. Higher education is rendered in 47 Central Universities, 365 State Universities, 122 Deemed Universities, 269 Private Universities, 15 Universities with potential for excellence and 21 Centres with Potential for Excellence in Particular Areas (CPEPA) and 74 Institutions of National Importance under the Ministry of Human Resource Development.

(b) Regulating Bodies: Autonomous bodies like University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), Institutions like United Nation's International Children's Educational Fund (UNICEF), Indian Council of Social Science Research (ICSSR), United Nations Educational Scientific and Cultural Organisation (UNESCO), Council of Scientific and Industrial Research (CSIR), Medical Council of India (MCI) and Dental Council of India (DCI) regulates higher education system in India.

(c) Learning Module: According to Lowman learners shall be active seekers of knowledge rather than passive recipient of information's by focusing their attention into the subject of study. The intellectual ability of the learner influence the speed of learning, as it reducesin proportion with the complexity existing in the subject which could be reduced by simplification. The learning efforts can be enriched among learners by rewarding instead of punishing them. Learning becomes easy when the concepts are taught in networks than in isolation. Similar ideas can be better understood by focusing upon their differences or different ideas by understanding the existing similarities. Students understand images and words which are associated with emotions better. The positive or negative emotional attitude of students before entering each class affects his learning or motivates him for better learning. Moderate anxiety will increase student learning and excessive anxiety leads to poor learning [9].

(d) Student Centric Teacher: An intellectually empowered teacher should condense the content and present it in the class by involving students in an energetic way by effectively utilizing the body language by using clear language. The teaching should reveal the relationship and differences involved with the content in a presentable way. The teacher should consider students as individuals, encourage feedback about understanding, assignments and policies of teaching, motivate to clear the doubts by asking questions and entertain personal views on the topic taught. Teacher should announce that understanding of the subject by the students is important by giving choices to students to take decisions.

(e) Enhancing Critical Ability: It is the ability to evaluate the existing belief and deeds according to reason. Teacher should encourage discussions for and against regarding the controversial issues which are presented to the students. Teach the students to document all the information they collect for future reference. Self appraisal method can be adopted as a means to test the students. Students should be taught to relay on the truth rather than winning any arguments. Disclosure of new ideas shall be encouraged, instead praising the students who follow the teacher blindly. Assignments given shall expose the creativity of the students by giving absolute liberty to do new things [10].

(f) Evaluation & Appreciation: Evaluation of the progress shall be based on the personal interest Consistent assessment by the teacher encourage the slow learners. The good efforts of the students and good performance shall be appreciated in the class which motivates the students to perform better in future days[11]. The evaluation can be conducted by giving equal importance to theory examination and viva voce examinations. Marks can be allotted to the extra-curricular activities like sports, cultural and field works. Research and

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publication also can be included in the curriculum so as to enrich the research abilities and application of statistical tools wherever required. Awards in the form of best academic performer, best field worker, best sportsmen, best researcher, best paper presenter can be awarded to encourage students for further study.

(g) Training for Profession: The Profession is driven through technology by the help of internet has given new face to employment, knowledge, communication, entertainment, business and health by ending the distance [12]. Social networking sites viz. Face book, Twitter, Orkut, Linked in, WhatsApp, skype have become platform for easy transmission, collaboration and demonstration of information. Smart phones, emails, websites, blogs, consortiums are active in creating social movements [13]. Industries in the world are in the verge of automation by inculcating Information Technology into business as an aftermath of Globalization and liberalization The inception of technology to any profession should deal with the challenges it bring in the way of service delivery also [14]. The students of higher education should learn skills to use the adopted technologies in their profession to which they are trained. Students shall be trained to use electronic gadgets used by the organisaitons including photo copying machines, fax machines, computers, automated billing, printers, scanners, Tele conferencing tools, video recorders etc. The online consortiums including NPTEL, Swayam, Edx shall be introduced to the students to listen to the lectures given by professors of top business schools for free of cost to understand their subject more intensively. Students can be trained to face telephonic interviews or consulting the experts through video conferences, usage of skype network for professional purposes. Training shall be provided to use mobile and wireless technologies to inculcate telephone etiquette among students of higher education. Profession is fused with the systematic application of both knowledge and technical skills by the employees engaged in the productivity [15]. Personal policies are framed to handle usage of Computer, mobile communication, internet and public mediasto build their competencies [16]. Many Social Security schemes like Employee State Insurance Corporation and Provident fund are handled online which has to be taught to students who specialize in Human resource and industrial relations [17].

(h) Placement Assistance: The higher education at Universities and colleges gives importance towards placement services conducted by the 'Placement Cells' by way of Campus Recruitments, Job Fairs, Referral Services, Collaborations, Sponsorships, Block Placements, Internships etc. Students can upload their bio data in the career websites or job portals online and identify themselves in the job market effectively.

(i) Crash Courses & Certification: By using Consistent Learning model and skill enrichment model special courses can be conducted at higher education to enrich specific skill among the participants. The duration of the course may vary from one week to one month. The unique feature of these course are flexi timings, week end classes, evening programmes which attracts more participants. Courses are offered in the subjects of Research Methodology, Swimming, Counselling, Cooking, Parenting, Yoga, Nutrition, Spoken English, Cyber Laws, Intellectual Properties, Softwares, Computer training, Driving etc. The courses are conducted by the Higher education institutions, training institutes or consultancies along with awarding certificates to the successive participants after going through the specified duration, evaluation methodologies set in the course curriculum.

(j) Research and Publications: The students at higher education shall be trained in Research and Publication by involving them in certain Research Center activities conducted by the universities. Colleges can conduct conferences, workshops, seminars and symposiums at state, national and international levels to inculcate the habit of research among the youngsters along with opportunity for publication in the form of conference proceedings with International Standard Book Numbering (ISBN). Many Universities and Colleges have their own journals which provides opportunities to the students and faculty members to contribute research papers for publication in the journals with International Standard Serial Numbers (ISSN). Students are involved in the Micro or Macro Projects taken by the universities aided by the funding agencies like UGC, ICSSR etc.

(k) Counselling& Mentoring Services: The academic life is stressful for the students in higher education. The higher education institutions should have a separate counselor to deal with the personal and psychological problems of the students. Students shall be allotted in proportion to all the faculties to mentor the students to cherish the hidden ideas and identify their interests to help them to reach their dream. Counselling services shall be provided free of cost to render homely atmosphere with care and affection to the pupils. Institutions shall make collaborations with the psychological wings of reputed hospitals to refer identified typical cases for further assistance. A study of 129 university students who attended student counseling service to determine levels of reliable change derived that 117 (92 per cent) students are experiencing academic issues to some extent, (67 per cent) found that counseling will bring reliable change, (40 per cent) counseling brings clinical change regarding academic issues [18].

(l) Varied Forms of Education: These pedagogies can be adopted by varied types of courses like distance education, part time courses, evening progrmmes, adult education, crash courses, online courses etc. Continuing education is learning new things beyond the restricted entry to any degree. Higher education can be taken from day or evening colleges. Some universities are granting education in the distance mode through the Directorate of Distance Education constituted in the Universities. Evening Colleges offer full time degree programmes, with the normal credit system with equallence to the day courses. Some courses are allowed for the students in the weekends or part time basis, where students from poor background can learn while they earn also.

(m) Teaching and Learning Resources: National Knowledge Commission suggested to use Open Educational Resources (OER) and Open Access (OA) to solve the problems of availability of teaching and learning materials. The availability of high quality educational material will change the methodology of learning to give more quality of service to the students. Government of India through SHAKSHAT, NMEICT, NPTEL, OSCAR, E-grid etc. have enriched the dissemination of educational resources to the students [19].

7. Conclusion:

Education starts with the birth and goes until the death of an individual which realizes the real essence of human existence. It teaches about social, moral, cultural and spiritual instincts to progress in life inculcating culture and civilization into life. Higher education Institutions should transmit knowledge and disseminate skills to empower learners to be competent [20]. Skill enrichment will help the underprivileged to overcome the deprivation by grabbing higher employment and status. As the world is driven through the technology computer literacy has become the need of the day for all. The Government through the National Skill Development Programmes initiated skill development through modular courses facilitating employment in cottage, small scale and home based business enterprises. Entrepreneurship development was focused through financial assistance by way of micro credit and provision for scholarships to pursue higher education and research also helps the needy. Education and Skill Development programmes should reach all the marginalized and vulnerable segments of society. Professional Training Institutes should be strengthened to provide advanced courses by updating the curriculum and training modules. Society can be transformed through the process of reconstruction and transformation of education system. All the faculties and trainers in higher education shall be facilitators and partners in learning rather than just transmitter of knowledge. The 'Pradeep Consistence Learning Model' helps to develop slow learners who are weak in recollecting the information which is taught when motivation and monitoring is done parallel with the pedagogy. Learning atmosphere with high values and caring approach is possible when the differences of learners accepted as difference in ideas and errors as natural outcome in learning process. Learners should seek alternative solutions instead of finding an immediate answer [21]. Collective efforts by the government, NGO's, Educational Institutions, Training Centers and Consultancies to use Consistent Learning and Skill enrichment Modules to the fullest benefit of students in higher education will be a great effort in this regard.

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