

ABOUT EDITOR



Dr. Jitendra Aherkar
Ic. Principal
MKLM's, B.L. Amiani College of Commerce and Economics
& M.R. Nathwani College of Arts,
Affiliated to University of Mumbai.

He is graduated in Banking and Insurance from University of Mumbai. He completed his Post Graduation in Banking and Finance, Women Studies, Economics, Sociology and Journalism. For the last 10 years he is teaching Community Development, Banking & Business Economics subjects. He had completed doctorate degree in two discipline one in Banking and another in Trade, Transport and Industry. He is author of 25 books on various subjects for under and post graduate students. He has received several awards from state and national level. He has also organizes number of national and international conference in Mumbai, Goa, Dubai, Singapore, Thailand and Europe. He is also embarked with Australian Patent for his research work in 2021.



Dr. Abdulsalam Al Manthari
Lecturer & The Head of the English Language Centre
University of Technology and Applied Sciences,
Ibri, Sultanate of Oman.

He has PhD in Education from the University of Southampton, the United Kingdom. He has a Master's degree in Teaching English to Speakers of Other Languages from the University of Bath, the United Kingdom. He completed his Bachelor degree in Teaching English in Nizwa College of Education, Oman. He has a Certificate in English Language Teaching to Adults.



Academic Language and Learning Support Service In Higher Education

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*Lecturer & The Head of The English Language Centre
University of Teachnology and Applied Sciences
Ibri, Sultanate of Oman.*



Wellwritten Publishing Co.

**Academic Language
&
Learning Support Service in
Higher Education**

Edition : 2023

ISBN :978-93-94764-04-0

Price : ₹500/-

**Published By
Wellwritten Publishing Co.
New Delhi**

Email: info.wellwritten@gmail.com

Editors

Dr. Jitendra Aherkar

Ic.Principal
MKLM's B.L Amlani College of
Commerce and Economics
&MR Nathwani College of Art
AFFiliated to University of Mumbai

Dr. Abdulsalam AI Manthari

Lecturer & The Head of The English
Language Centre
University of Technology and
Applied Science,
Ibri,Sultanate of Oman.

Preface

Higher education practitioners and learners have witnessed an ever-increasing emphasis on learner autonomy, student-centered learning, and technology-supported learning. These changes require acquiring a unique set of knowledge and skills. This has certainly made providing adequate academic language and learning support services of paramount importance. Hence, this book emphasizes on the different forms of support service necessary and the mythologies followed in providing this support.

The advancement of educational technologies, artificial intelligence, and information and communication technologies poses distinctive challenges where teachers increasingly became facilitators of learning rather than providers of information and knowledge. Adapting to these updated roles cannot be taken for granted without providing proper guidance, support, and tools. Overcoming challenges and utilizing modern technologies effectively requires learning new skills and mastering the use of these technologies. As educators, we need to critically analyze and question our roles in equipping students with the necessary skills and knowledge for future careers where some jobs are automated and other jobs are created. Another important area that needs further emphasis is global competence skills where learners are exposed to learning, experiences, and career opportunities beyond their immediate physical environments.

This book discusses recent advancements in the field of higher education and the role of academic language and learning support in supporting students. It discusses up-to-date challenges faced by educators and learning and proposes methods for overcoming these challenges. This book provides you with the necessary tools for comprehending recent advancements in the field of academic language and learning support and methods; then guides you for practically implanting them effectively in your practice.

Dr. Jitendra Aherkar
Dr. Abdulsalam Al Manthari

CONTENTS

CHAPTER 1	COUNSELING AS A SUPPORT SYSTEM IN HIGHER EDUCATION	6
	<i>Dr. Shraddha Anilkumar</i>	
CHAPTER 2	SCAFFOLDING LANGUAGE LEARNING	17
	<i>Sameer Rane, Jennifer Barla</i>	
CHAPTER 3	“THE POWER OF STORYTELLING: A PARADIGM TO ENHANCE THE HAPPINESS OF THE STUDENTS DURING THE TEACHING-LEARNING PROCESS.”	26
	<i>Mrs. Falguni Anish Shah</i>	
CHAPTER 4	STUDY SKILLS IN HIGHER EDUCATION AS A LEARNING SUPPORT	51
	<i>Dr. Mugdha Deshpande</i>	
CHAPTER 5	LEARNING SUPPORT SYSTEM IN EDUCATION 4.0 IN HIGHER EDUCATION	67
	<i>Dr. Sandhya Milind Khedekar</i>	
CHAPTER 6	LEARNING SUPPORT SERVICE IN HIGHER EDUCATION	79
	<i>Prof. Sunita Magre</i>	
	<i>Dr. Ganapathi Subramaniam Iyer</i>	
CHAPTER 7	HIGHER EDUCATION ACADEMIC LANGUAGE AND LEARNING SUPPORT SERVICES	95
	<i>Dr Naresh Sukhani</i>	
CHAPTER 8	ASSISTIVE TOOLS IN HIGHER EDUCATION IN INDIA	115
	<i>Prof. Ritu Tiwari</i>	

CHAPTER 9 PROVIDING LEARNING SUPPORT TO STUDENTS IN BEING AN ATMA NIRBHAR SHIKSHAK – SELF-RELIANT TEACHERS 131

Dr. Reni Francis

CHAPTER 10 RURAL EMPLOYABILITY & SKILL DEVELOPMENT:A NEW DIMENSION IN TEACHING LEARNING 139

Dr. Hassan Sanadi

CHAPTER 11 CHANGING HORIZONs OF HIGHER EDUCATION IN CHINA: LESSONs FOR INDIA 145

Professor Badruddin

CHAPTER 1

COUNSELING AS A SUPPORT SYSTEM IN HIGHER EDUCATION

Dr Shraddha Anilkumar

Principal
Dayanand Arya Kanya MV
Jaripatka, Nagpur

Abstract

The role of a counselor has always been undermined. Counseling plays a crucial role in higher education by providing support and guidance to students in various aspects of their academic and personal lives. As students take up higher studies, they face a number of questions regarding the subject that are available to the what they should chose what career options are open to them and so on. Also preparing the students mentally for undertaking a new and vast field of study is essential. Counseling services in higher education aim to support students' holistic development, foster their academic success, and promote their overall well-being. By providing a safe and supportive environment, counselors help students navigate challenges, make informed decisions, and thrive during their college years.

Key words: Academic Advising, Career Advising, Personal Counseling, and Transition Counseling

Introduction

Counseling can be general , career, academic personal or even regarding specific situations or personality traits of students. It is mainly of the following types

1. Academic Advising: Academic advising refers to the process of providing guidance and support to students in their academic endeavors. Academic advisors assist students in making informed decisions about their educational goals, course selection, and major/minor choices. They play a

crucial role in helping students navigate the academic landscape and make the most of their college or university experience. Counselors assist students in selecting appropriate courses, planning their academic schedules, and ensuring they meet the requirements for their chosen majors or programs. They can help students explore different academic pathways and make informed decisions about their educational goals. Some common types of academic advising are

a. **General Academic Advising:** General academic advising is the most common type of advising and is available to all students. Academic advisors help students understand the university's academic policies, graduation requirements, and course options. They assist in developing academic plans, selecting appropriate courses, and making progress toward degree completion.

b. **Major-Specific Advising:** Major-specific advising is focused on guiding students within a specific academic major or program of study. These advisors have specialized knowledge about the requirements, coursework, and career paths associated with the particular major. They assist students in choosing the right courses, understanding prerequisites, and exploring opportunities within their field of study.

c. **Pre-Professional Advising:** Pre-professional advisors provide guidance to students who are interested in pursuing specific professional careers, such as medicine, law, engineering, or business. These advisors help students understand the prerequisite courses, entrance exams, application processes, and other requirements for professional schools or programs.

d. **Transfer Student Advising:** Transfer student advising is tailored to students who are transferring from another institution or community college to a four-year university. Advisors assist transfer students in understanding credit transfer policies, course equivalencies, and creating an academic plan that ensures a smooth transition and timely graduation.

e. **Freshman/First-Year Advising:** Freshman or first-year advising focuses on supporting students in their initial transition to college. Advisors help students understand academic expectations, explore different majors, and adjust to the college environment. They assist in creating a strong

foundation for academic success and provide resources for campus involvement and support services.

f. **Honors Program Advising:** Honors program advisors work with students enrolled in honors programs or honors colleges within the institution. They guide students through the additional requirements, specialized coursework, and research opportunities available in the honors program. These advisors also help students with honors thesis projects, scholarships, and opportunities for undergraduate research.

g. **Online Advising:** With the growth of online education, many universities offer online advising services. Online advisors provide remote support to distance learning students, addressing their academic concerns, discussing course options, and assisting with degree planning and program requirements.

It's important to note that the specific types of academic advising can vary across institutions. Some universities may have additional specialized advising services based on the unique needs and programs offered. Regardless of the type, academic advising serves as a valuable resource to help students succeed academically, explore their interests, and make informed decisions about their educational and career paths.

2. Career Counseling: Career counseling in higher education refers to the process of helping students explore and develop their career goals, make informed decisions about their career paths, and develop the skills and strategies necessary to achieve their career aspirations. Career counselors play a vital role in supporting students throughout their educational journey and beyond. Counselors help students explore and clarify their career aspirations, interests, and skills. They provide resources and guidance to help students make informed decisions about their career paths, explore internship and job opportunities, and develop job search strategies.

Here are some key aspects and roles of career counseling in higher education:

a. **Self-Exploration:** Career counselors help students assess their interests, values, strengths, and skills through various self-assessment tools and

exercises. By exploring their personal attributes, students can gain insight into potential career paths that align with their individual characteristics.

b. Career Exploration: Career counselors assist students in researching and exploring different career options and industries. They provide information about job trends, labor market demands, and potential career paths related to the students' areas of interest. They may also organize career fairs, employer panels, and networking events to expose students to various professional opportunities.

c. Major and Career Decision-Making: Many students enter higher education without a clear understanding of their desired career paths. Career counselors help students connect their academic interests and strengths with potential majors and career options. They guide students in considering the academic requirements, coursework, and experiences that can support their career goals.

d. Goal Setting and Planning: Career counselors work with students to set realistic and achievable career goals. They assist students in developing individualized career plans that outline the necessary steps, such as internships, networking, additional coursework, or graduate studies, to reach their career objectives.

e. Resume/CV Development and Interview Preparation: Career counselors help students develop effective resumes/CVs and cover letters tailored to their career goals. They also provide guidance on interview skills, including mock interviews and feedback, to enhance students' confidence and performance in job interviews.

f. Job Search Strategies: Career counselors assist students in developing job search strategies, including identifying job search resources, networking techniques, and online platforms for job and internship opportunities. They provide guidance on creating professional online profiles, improving digital presence, and utilizing job search tools effectively.

g. Professional Development: Career counselors support students in developing essential professional skills, such as communication, teamwork, leadership, and problem-solving. They may offer workshops, seminars, and

training programs to enhance students' employability and readiness for the workforce.

h. Graduate School and Further Education Planning: For students considering graduate school or further education, career counselors provide guidance on researching and applying to graduate programs, preparing for entrance exams, and crafting compelling application materials. They help students evaluate the benefits and implications of further education in relation to their career goals.

i. Career Transitions: Career counseling also supports students and alumni in navigating career transitions, whether it's changing careers, exploring new industries, or re-entering the workforce after a break. Counselors assist individuals in assessing transferable skills, exploring alternative career options, and developing strategies for successful transitions.

j. Alumni Engagement: Career counselors maintain connections with alumni to provide ongoing support and resources. They may organize alumni networking events, mentorship programs, or alumni panels to facilitate career exploration and professional connections.

3. Personal Counseling: College life can be challenging, and students may face various personal and emotional issues that can affect their academic performance and overall well-being. Counselors offer confidential support, counseling, and therapy services to help students navigate personal challenges, manage stress, cope with anxiety or depression, and develop healthy coping strategies.

Personal counseling in higher education offers numerous benefits to students. Here are some ways in which personal counseling can benefit students in their higher education journey:

a. Emotional Well-being: College life can be stressful, and students may experience a range of emotions such as anxiety, depression, homesickness, loneliness, or relationship issues. Personal counseling provides a safe and confidential space for students to express their emotions, explore their concerns, and develop healthy coping mechanisms. It can help students

manage stress, improve their emotional well-being, and enhance their overall quality of life.

b. **Improved Academic Performance:** Personal counseling can have a positive impact on academic performance. By addressing emotional or psychological challenges that may hinder students' focus or motivation, counseling helps students regain their academic momentum. It can assist students in developing effective time management skills, study strategies, and stress management techniques, leading to improved concentration, productivity, and academic success.

c. **Self-Exploration and Identity Development:** College is a time of self-discovery and identity development. Personal counseling provides an opportunity for students to explore their values, beliefs, and personal strengths. Through self-reflection and guided discussions with counselors, students can gain clarity about their interests, goals, and values, which can inform their academic and career decisions.

d. **Relationship and Interpersonal Skills:** Personal counseling can help students navigate interpersonal relationships and develop healthy communication and conflict resolution skills. Counselors provide guidance on building and maintaining healthy relationships, setting boundaries, and enhancing interpersonal effectiveness. These skills are not only valuable in personal relationships but also in academic and professional contexts.

e. **Decision-Making and Problem-Solving:** College life often presents students with important decisions, such as selecting a major, choosing a career path, or resolving conflicts. Personal counseling supports students in making informed decisions by exploring options, evaluating pros and cons, and considering personal values and goals. Counselors also assist students in developing problem-solving skills, which are essential for overcoming challenges and making effective decisions in various aspects of life.

f. **Stress and Anxiety Management:** Many students experience stress and anxiety related to academic pressures, exams, deadlines, and other responsibilities. Personal counseling equips students with strategies and techniques to manage stress and anxiety effectively. Counselors may teach

relaxation techniques, mindfulness exercises, and provide guidance on stress reduction and self-care practices.

g. **Crisis Intervention and Trauma Support:** In times of crisis or traumatic events, personal counseling provides essential support. Counselors offer crisis intervention services, helping students cope with immediate emotional distress and providing resources for ongoing support. They can also refer students to specialized trauma support services if needed.

h. **Enhanced Self-Esteem and Confidence:** Personal counseling can help students develop a positive self-image, build self-esteem, and increase self-confidence. By exploring personal strengths, setting goals, and challenging self-limiting beliefs, students can cultivate a stronger sense of self and belief in their abilities, leading to increased self-assurance and resilience.

i. **Connection to Campus Resources:** Personal counselors are familiar with the various campus resources available to students. They can connect students with academic support services, career counseling, health services, disability support, or other relevant resources based on their needs. This ensures that students receive comprehensive support tailored to their specific situations.

j. **Lifelong Coping Skills:** Personal counseling equips students with lifelong coping skills that extend beyond their college years. The strategies, insights, and self-awareness gained through counseling can continue to benefit students in their personal and professional lives long after they graduate.

Overall, personal counseling in higher education provides invaluable support to students, helping them navigate emotional challenges, develop essential life skills, and thrive academically, personally, and professionally.

4. Adjustment and Transition Support: Transitioning to college life can be overwhelming for many students. Counselors provide support to help students adjust to the academic, social, and emotional demands of higher education. They can help students navigate homesickness, relationship issues, cultural adjustment, and other challenges associated with the college experience. Counselors approach adjustment and transition support in a student-centered and holistic manner, recognizing the unique needs and

challenges of each individual. They create a supportive environment where students can feel heard, understood, and empowered to navigate the transitions successfully.

5. Mental Health Support: College campuses have recognized the importance of addressing mental health concerns among students. Counselors play a vital role in providing mental health support, including individual counseling, group therapy, crisis intervention, and workshops on stress management and emotional well-being.

6. Diversity and Inclusion: Counselors promote diversity and inclusion on campuses by providing culturally sensitive counseling services and organizing educational programs and workshops that promote understanding and respect for diverse perspectives and identities.

7. Crisis Intervention: In times of emergencies or critical incidents, such as natural disasters, acts of violence, or student deaths, counselors provide crisis intervention and support for affected students and the broader campus community.

8. Referrals and Collaborations: Counselors work closely with other campus resources, such as academic advisors, faculty members, health services, and disability support offices, to ensure a comprehensive support system for students. They can refer students to appropriate services and collaborate with other professionals to address the complex needs of students.

Counselors play a **significant role in** providing adjustment and transition support to students in higher education. Here are some ways in which counselors provide this support:

1. **Orientation Programs:** Counselors often contribute to orientation programs for new students. They provide information about the campus resources, academic expectations, and support services available to students. They help students understand the transition process and address any concerns or questions they may have.

2. **Individual Counseling:** Counselors offer individual counseling sessions to students who may be struggling with the transition to college. They provide

a safe and confidential space for students to discuss their concerns, homesickness, academic challenges, or other issues related to the adjustment process. Counselors can help students develop coping strategies and navigate the emotional aspects of transitioning to a new environment.

3. **Group Counseling:** Counselors may facilitate support groups or workshops focused on adjustment and transition. These groups provide opportunities for students to connect with their peers who are going through similar experiences. Group counseling allows students to share their challenges, gain support, and learn from others who have successfully navigated similar transitions.

4. **Campus Resource Referrals:** Counselors are knowledgeable about the various resources available on campus and can refer students to the appropriate support services. They may connect students with academic advisors, tutoring services, career counseling, health services, or other campus resources that can help with their specific needs during the transition.

5. **Academic Support:** Counselors may collaborate with academic advisors or tutoring centers to provide academic support to students during their adjustment period. They can help students develop time management skills, study strategies, and effective communication with faculty to ensure a smooth transition academically.

6. **Cultural Adjustment Support:** For international students or students from diverse cultural backgrounds, counselors offer specialized support to help with cultural adjustment. They provide resources and guidance on understanding cultural norms, building relationships with peers, and navigating potential challenges related to language, customs, or acculturation.

7. **Referral to External Support:** In some cases, counselors may identify the need for specialized support beyond the campus resources. They can provide referrals to external professionals or community services to address specific concerns, such as mental health issues or family support needs.

8. Parent and Family Communication: Counselors may engage with parents and families to provide them with information and resources to support their students during the transition. They may offer workshops or communication channels to address the concerns and questions parents may have.

9. Follow-Up Support: Counselors may continue to provide ongoing support throughout the student's college experience. They may check in with students periodically, offer additional counseling sessions if needed, or provide resources for ongoing adjustment and transition support.

Conclusion

Counseling plays a crucial and multifaceted role in higher education, providing invaluable support to students in their academic, personal, and career journeys. Counselors serve as trusted allies, guiding students through the challenges and transitions they face during their college years. Through academic advising, career counseling, personal counseling, and various support services, counselors foster students' holistic development, enhance their well-being, and promote their success.

Academic advising helps students navigate course selection, degree requirements, and educational pathways, ensuring they make informed decisions about their academic pursuits. Career counseling assists students in exploring career options, setting goals, and developing the skills and strategies necessary for successful employment or further education. Personal counseling provides a safe space for students to address emotional concerns, manage stress, develop coping mechanisms, and cultivate self-awareness and resilience.

Counselors also play a vital role in supporting students' adjustment and transition to college life, addressing homesickness, cultural adaptation, and other challenges that may arise. They collaborate with campus resources, facilitate support groups, and offer workshops to create a comprehensive support system for students. Additionally, counselors contribute to crisis intervention, promoting mental health awareness, and fostering a campus culture that prioritizes well-being.

By providing individualized guidance, resources, and referrals, counselors empower students to make informed decisions, overcome obstacles, and thrive in their educational pursuits. Their commitment to fostering students' personal growth, self-discovery, and emotional well-being contributes significantly to the overall success and satisfaction of students in higher education.

In a rapidly changing and complex world, the role of counseling in higher education is more critical than ever. As colleges and universities continue to prioritize the holistic development of students, investing in comprehensive counseling services and resources becomes imperative. By recognizing and supporting the role of counseling, institutions can ensure that students have the necessary tools and support to navigate the challenges and opportunities of higher education and embark on successful and fulfilling lives beyond graduation.

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CHAPTER 2

SCAFFOLDING LANGUAGE LEARNING

Sameer Rane

Assistant Professor
(Film and TV Dept, VIVA college)

Jennifer Barla

Assistant Professor
(Film and TV Dept, VIVA college)

Abstract

The theory of language and socio-cultural approach support each other's perspectives in making language learning a deep 'social event'. This paper highlights theoretical construct by Lev Vyogotsky in relation to the nature of learning and registers of language by Michel Holliday. Pauline Gibbons developed theory based on the same foundation that is "scaffolding language and scaffolding learning". Language Scaffolding is a support which provides temporary framework that supports learners during the construction of content knowledge. "Scaffolding—in its more usual sense—is a temporary structure that is often put up in the process of learning". Scaffolding helps learner through the curriculum Cycle. Curriculum cycle has following stages:

Stage 1: Building field, Stage 2: Modelling the text. Stage 3: Joint construction, Stage 4: Independent writing.

How to decode myth of writing, genre approach, and explicit teaching to create innovative space for every learner in classroom is the important facet of this paper.

1. Scaffolding: Theoretical Grounds

Language learning and language teaching are complex areas of study as language operates on two different dimensions. On one level, it is language *per se* and on another, it serves as scaffolding to learning itself. Michael

Halliday articulates this rather well in his work on the Systemic Function of Linguistics: “...language is involved in almost everything we do, and whenever we use language there is a context, or to be more precise, two kinds of context. Firstly, there is a context of culture: speakers within a culture share particular assumptions and expectations, so that they are able to take for granted the ways in which things are done” [1]

Lev Vyogotsky, the Russian psychologist, who had a significant influence on western education, has a perspective that further clarifies the significance of language in the process of human development and learning. He described learning as being embedded within social events and occurring as a child interacts with people, objects, and events in the environment. This suggests that human development is a social event, and completely depends on social interactions.

Some of the ideas and strategies that support development and fall under the umbrella of socio-cultural approach and language learning are:

- Collaborative approach
- Scaffolding
- Making meaning Explicit
- Learning new registers
- Integrating language and content
- Social view of teaching and learning: Freire’s Banking Model

2. What is Scaffolding: A historic perspective

The term scaffolding was first used by Woods, Bruner, and Ross (1976). Scaffolding is a support, such as the temporary framework that supports workers during the construction of a building. “Scaffolding—in its more usual sense—is a temporary structure that is often put up in process of constructing a building.” [1] Scaffolding is a teaching method which Burner (1978) describes as: The step taken to reduce the degree of freedom in carrying out some tasks so that the child can concentrate on difficult skills

she is in the process of acquiring. Scaffolding is temporary but essential, nature of the mentor's assistance" in supporting the learner to carry out tasks successfully (Maybin, Mercer, and Stierer (1992). Rogoff defines it thus: "As it relates to intelligent behaviour, scaffolding refers to the supportive situations adult create to help children extend current skills and knowledge to a higher level of competence [3]

Gibbons further mentions in the book, "Scaffolding language scaffolding learning," that scaffolding is not just a word for HELP—it is a special kind of help. It assist learner to move towards new skills, concepts, or levels of understanding. Scaffolding is the temporary assistance by which a teacher helps a learner to know how to do something, so that the learner will later be able to complete a similar task alone.

Scaffolding is future oriented. Vygotsky says that what a child can do with support today, she or he can do alone tomorrow and these kinds of adult (teacher) support helps children to learn and at the same time it speeds up their development in the zone of proximal development.

"Learners need to be engaged with authentic and cognitive challenging learning tasks; it is the nature of the support—support that is responsive to the particular demands made on children learning through medium of a second language—that is critical for success."

[1] Thus, scaffolding helps learners to sense, understand, participate, and collaborate the process of learning. With the help of teachers, learners jointly construct/develop their own meanings and performance.

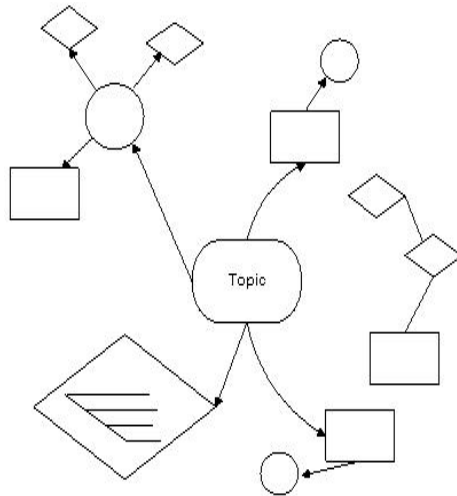
3. Scaffolding and classroom/teaching practice

Language learning develops and grows through five key skills, namely reading, writing, speaking, listening, and thinking. Sensing and understanding are also very important factors in learning or we could also say that in language learning, our five senses and their right kind of coordination plays a very important role. In a sense, contexts of culture and situations account for about 80% of role in the actual process of learning, while grammar rules and words account for the remaining 20%.

Scaffolding for each pillar of language learning is important. Let's choose one desired linguistic skill and see how scaffolding works...

4. Writing skills and scaffolding

The teacher needs to remember the following things, so that s/he can use more consciousness/awareness in the teaching process. In "Scaffolding language, scaffolding learning," the chapter, "Learning to write in second language," is an important chapter and it is very helpful to improve instructional strategies and further our understanding about how scaffolding can be used in language classrooms, especially for teaching writing skills. There are some important features of this chapter which tells how the use scaffolding in following sections is very important. The final section is about curriculum cycle which practically helps teachers to design teaching/instructions Text/ writing



5. Decoding process

Great writers:

- They think about what to write and create an outline before they begin writing

-They understand that writing is a recurring process- which is composed of revising and editing in all the stages of the writing process

- They anticipate readers' problem- They understand how to organize ideas and the writing of the text as a whole

-They focus on the primary mechanism of writing

-They balance between content (thoughts) and language

A genre approach to teaching writing

-Different genre: Essay, Poem, Novel, Story etc.

-Different language/time for different form

-Use commercial and academic language

-Genre: specific purpose, structure, linguistic features etc.

- Different time and space understanding form

Explicit teaching about writing

-process approach ~ put learner at the center of the learning process

-meaning is more important than form

-interactive and interesting setting

-how language is used in specific purpose

-Explicit teaching is related to real life use, so that student understand about language- to develop own writing context.

The Curriculum Cycle:

Stage 1: Building field:

Background info, primary content, activities related to writing

Stage 2: Modeling the text:

Get together with purpose, structure, linguistics, and form-function

Stage 3: Joint construction:

Student & teacher writing together

Stage 4: Independent writing:

Student writing

6. Limitations/challenges and remedies

While using the actual process of scaffolding, we mostly encounter with following limitation and challenges:

- a) Large number of students: it is very difficult to interact with each student but group scaffolding is the way out.
- b) Multicultural classroom: Teacher needs more awareness about various cultures and different interactive modes.
- c) Time factor: Scaffolding is a time consuming process; learners demands a lot of time and attention which is impossible in contemporary big classrooms.
- d) Teacher cantered: Scaffolding is slightly teacher centered teaching and learners' needs should not be ignored but taken care off in this process.
- e) Teacher's readiness is very important. Scaffolding is not just depending on teacher's content knowledge but how teacher understands the psychology of the learner, problem solving skills, and student's academic data/observation.

1. Building Field

- Building knowledge of the topic
- Activity to involvement of learner
- Collaboration: Sharing and listening, note-taking, reading .
- Authentic communication
- Learn to use subject-specific language
- Different aspects of the topic
- Research
- Library skills or specific info development
- Technological aspect to topic



1. Modelling the Text

- Build up students understanding to purpose, overall structure and language features
- Model text: commercially produced, teacher-written
- Introduce some Meta-language

4. Independent Writing

- Students will write their own text
- Individually or in pair
- Doing first draft
- Self editing
- Discussing draft with

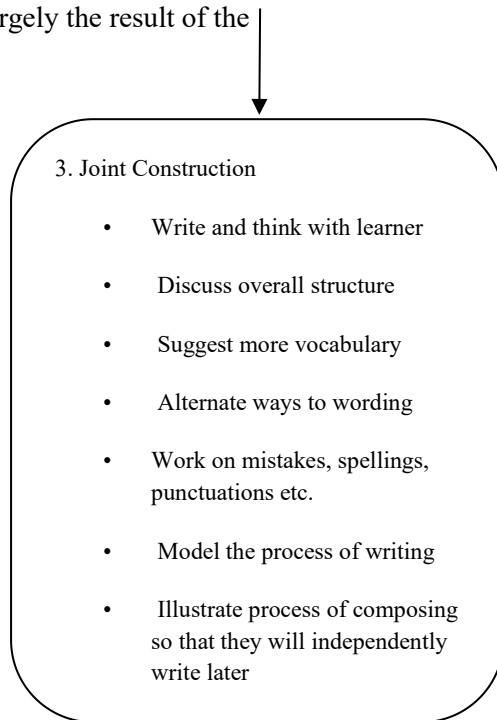


Fig 6.1 : Curriculum Cycle

7. Conclusion:

8. 7.1 Technical aspect

Language learning is not a simple linear process. It involves the ongoing development of skills for a range of purposes. Scaffolding sees this development as largely the result of the



social context and interaction in which learning occurs. Scaffolding is a thinking-hat which basically engages teacher and students both to reconstruct the knowledge not just language learning but any subject area can be taught and learnt by the scaffolding theory. This theory is itself a vista to understand hidden dimension of totality. To understand the total one must understand its hidden aspects; we can see it through the big idea (total)

and its smallest aspects or in their co- relations. Complexity of big idea can be converted (decoded) into many small ideas. Later after decoding of this big idea, teacher and learner collaboratively encode the same idea again with their experience and association with the knowledge.

7.2 Philosophical aspect

Scaffolding is a very powerful teaching technique. It helps teachers to understand what teaching is all about. A complete and humble practice.” understanding about student and scaffolding, proper planning of scaffolding, variations in scaffolding style, mastery over content knowledge and well-designed teaching goals help teachers in this process. All these ideas are possible through theoretical understanding and rigorous practice.

However, we need to understand that “True teaching is not just about techniques.” It is a true urge, passion, love and a social need that shapes/creates a true form (teaching) and it’s an authentic

A strong passion and the understandings of our life's quests, directs us to the right paths on our life journey. True teaching is derived through these mystique inspirations and continues thinking and then naturally teachers touch new horizons of student-learning and student-teacher relationships. Scaffolding, as a technique, never exists alone; it co-exists with learners’ true needs and a humble behavior of a teacher-who *really* wants to teach and leads their students to the mysticism of language learning and knowledge. Scaffolding really helps teachers explore learner’s world and it really transforms the *teaching event* into an intensely spiritual experience.

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CHAPTER 3

“THE POWER OF STORYTELLING: A PARADIGM TO ENHANCE THE HAPPINESS OF THE STUDENTS DURING THE TEACHING-LEARNING PROCESS.”

Mrs. Falguni Anish Shah

Asst. Professor

R.R. Educational Trusts B. Ed College

ABSTRACT:

This research paper explores the impact of storytelling as a powerful pedagogy in enhancing the happiness of the students during the teaching learning process. Storytelling is a powerful tool that has been used and is been used to connect learners of all ages. This paper throws light on the benefits of using storytelling in the teaching-learning process in the classroom such as enhancing imagination, increasing engagement, and improving retention. It mainly examines how the storytelling method can enhance happiness among the students leading to greater academic success. The paper also has practical implications for educators, offering guidelines for incorporating effective storytelling practices in a variety of educational contexts. The study includes both qualitative and quantitative analysis of data collected from the teachers. The findings suggest that the creative use of storytelling during the teaching-learning process significantly enhances the happiness of the students. Thus, by recognizing and harnessing the power of storytelling, this study emphasizes the importance of creating joyful and enriching learning environments that promote students' holistic development and happiness.

Keywords: Story Telling, Enhancing, Happiness, Teaching-Learning process.

1. Introduction

1.1 Background of the Study

*“If you want your students to be happy, **tell** them stories. If you want them to be happier, **teach** them through stories.”*

The present study "The Power of Storytelling: A Paradigm to Enhance the Happiness of Students During the Teaching-Learning Process" is based on the acknowledgment of the importance of student happiness along with creating joyful and enriching learning environments that promote students' holistic development.

In recent years, there has been an increased emphasis on students' holistic development, which involves not only academic accomplishment but also emotional, social, and psychological well-being. Happiness and good emotions have been shown to have a significant impact on students' motivation, engagement, and overall learning outcomes. Educators and academics have been looking for new ways to foster a good and joyful learning environment that boosts student happiness and well-being. Storytelling has long been recognized as a powerful tool for the teaching-learning process.

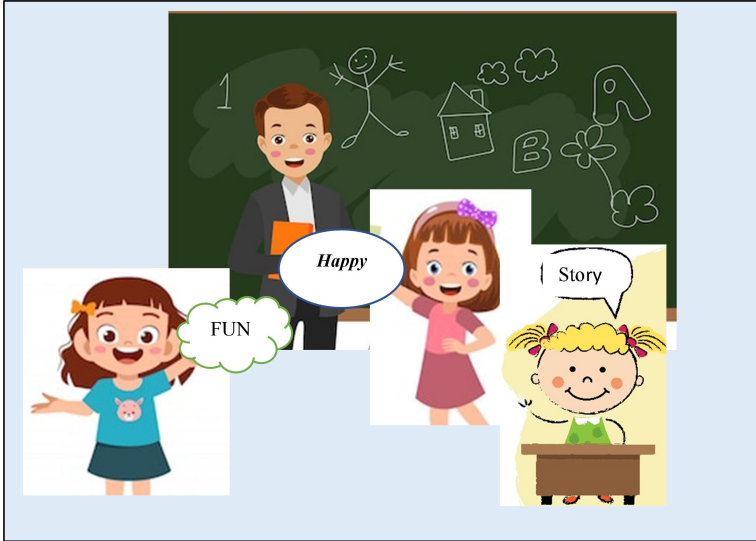
Storytelling is a humanistic art. It is a very old form of art and teaching. But at the same time very effective way of teaching and learning. Storytelling is not only an effective educational tool but also teaches moral values, ethics, traditions, and cultures to the students. It also helps to shape a better citizen of the country by connecting them with many moral-based stories. Storytelling is a powerful teaching-learning tool. Simply put, storytelling is delivering information in a happy and organic form. The teacher, the storyteller, and the performer share a similar purpose: to inform, engage, and entertain their audience and make them happy. All three want to communicate their message in the most captivating and fascinating way possible. After all, as author Gail Goodwin says, "Good teaching is one-fourth preparation and three-fourths theatre!" But this research says that "Teaching is one-fourth preparation and three-fourths theatre but if teaching is done through story-telling then it is full of happiness." Storytelling is one of the strong devices in the repertoire of a good teacher. It is not only a

potent tool to pass information to the teachers, but the magic of storytelling not only nurtures the learning environment but also changes the classroom atmosphere by making it happy and joyful.

However, while personal experiences and educational practices suggest that storytelling has an advantageous impact, there is a need for a scientific investigation to investigate and evaluate its usefulness in boosting students' happiness during the teaching-learning process. The purpose of this study is to bridge that gap by studying the efficacy of storytelling as a paradigm for increasing student happiness. The study aims to build a theoretical framework that supports the use of storytelling in education by diving into the existing literature on storytelling, student well-being, engagement, and positive psychology. The study will look at the relationship between narrative and student happiness, and how it can influence student emotions, motivation, and overall satisfaction with the learning experience. Understanding the power of narrative to improve student happiness can have far-reaching consequences for educational practices. It can provide educators, policymakers, and researchers with useful insights and evidence to help them build effective techniques that foster a good, engaging, and student-centered learning environment. This research adds to the larger goal of holistic education by encouraging student happiness. *In short, stories appeal to the heart of students, and, once the heart is won it makes the students happy and once the students are happy, the mind is open to learn!*

Thus, the researcher hypothesize, that power of storytelling is likely to be a paradigm to enhance the happiness of the students during the teaching-learning process which is depicted in Figure A.

Figure A: Power of Story Telling: A paradigm to enhance happiness amongst students during the teaching-learning process.



1.2 Need and Rationale of the Study:

The rationale behind conducting a study on the power of storytelling to enhance the happiness of students during the teaching-learning process is as follows:

1. Promotion of well-being and happiness: Student well-being is an important aspect of education. According to studies, happy students are more engaged, motivated, and perform better academically. This study aims to contribute to students' well-being and create a positive learning environment by investigating the potential of storytelling to enhance happiness.
2. Emotional intelligence growth: Storytelling has the potential to elicit emotions and foster empathy in students. Educators can design interventions that improve students' social and emotional skills, leading to better relationships, communication, and overall well-being by understanding how storytelling influences
3. Holistic education: Education encompasses students' overall well-being, personal growth, and social development in addition to academic

achievements. This study aligns with the goal of providing a holistic education that nurtures students' emotional and psychological needs alongside academic excellence by focusing on their happiness.

4. Self-experience: The researcher is a teacher educator and uses the narrative method while teaching in the classroom. And it is the self-experience of the researcher that students feel joyful while they learn through the story-telling method.

Overall, the goal of conducting this research on the power of storytelling to increase student happiness is to improve educational practices, promote student well-being, and provide students with a positive and meaningful learning experience. This research can contribute to the field of education by exploring the potential of storytelling and providing valuable insights for educators, policymakers, and researchers seeking to optimize student outcomes and create supportive learning environments.

1.3 Scope of the study:

This study seeks to know the perception of school teachers regarding the power of the storytelling method in enhancing the happiness of the students during the teaching-learning process. This study has focused on the teachers of the school. Especially this study has involved those teachers teaching in English medium schools. This study also throws light to examine the interplay between the impact of the storytelling method and the conventional method during the teaching-learning process.

1.4 Statement of the problem:

“The power of storytelling: A paradigm to enhance the happiness of the students during the teaching-learning process.”

1.5 Operational Definitions:

1. Story Telling: “Storytelling is defined as the intentional and purposeful use of spoken, written, or visual narratives to convey information, engage emotions, and create a meaningful and immersive learning experience for students ultimately enhancing the happiness of the students during the teaching-learning process.”

2. Paradigm: In this study, “the paradigm of storytelling refers to the theoretical and practical framework that recognizes storytelling as a powerful tool for enhancing the happiness of students during the teaching-learning process.”

3. Enhance: “Enhance is defined as to encourage the value of happiness”

4. Happiness: “Happiness is defined as the well-being learner experiences while being taught through storytelling method.”

1.6 Aim of the study:

The purpose of "The Power of Storytelling: A Paradigm to Enhance the Happiness of Students During the Teaching-Learning Process" is to look into the impact of storytelling on student happiness during the teaching-learning process. The study intends to investigate how storytelling can contribute to the creation of a positive and engaging learning environment that promotes student well-being and satisfaction. The study aims to provide valuable insights and evidence to support the integration of storytelling as an effective pedagogical tool by investigating the effects of storytelling on student happiness. Ultimately, the goal is to contribute to the improvement of educational practices by highlighting the power of storytelling in improving student happiness and overall educational outcomes.

1.7 Research Objectives:

1. To explore the potential of storytelling method to enhance students' happiness during the teaching-learning process.
2. To examine the interplay between the impact of storytelling and the conventional method during the teaching-learning process

1.8 Hypothesis of the Study

Null Hypothesis (H₀): There is no significant relationship between the use of storytelling during the teaching-learning process and the happiness of students.

Alternative Hypothesis (H_A): The use of storytelling during the teaching-learning process significantly enhances the happiness of students.

1.9 Limitations

Factors like Individual differences, home environment, peer interactions etc. are beyond the control of the researcher.

1.10 Delimitations

1. Study is limited to school teachers
2. Study is limited to English medium schools situated in Mumbai City.

2 Literature Review:

Nira Dale's article "The Power of Storytelling in the Classroom" was published in Edutopia. This article discusses how storytelling in the classroom can increase engagement and promote learning.

Brian Mull's article "The Role of Storytelling in Effective Online Learning" was published in eLearning Industry. This article investigates how storytelling can be used to improve student engagement and motivation in online learning.

Shadi Nakhjavani and Erik Johnson published "Using Storytelling as a Teaching Tool in Higher Education" in the Journal of Effective Teaching. This study looks at how storytelling can be used as a pedagogical tool to improve student learning outcomes and engagement.

Dana L. Fox and Calvin W. Taylor Jr published "Storytelling as an Instructional Method: Definitions and Research Questions" in Educational Psychology Review. This article provides an overview of the research on storytelling as an instructional method and suggests future research questions.

Sarah Fisenne's article "The Role of Storytelling in Fostering Creativity and Imagination in the Classroom" was published in the Journal of Creativity in Mental Health. This article discusses how storytelling can be used in the classroom to promote creativity and imagination, resulting in increased student engagement and happiness.

3 Research Methodology

The methodology of the study on the power of storytelling to enhance the happiness of students during the teaching-learning process can be outlined as follows:

3.1 Research Design

A mixed-methods research strategy, including quantitative and qualitative methodologies, is used for the study. This enables a thorough grasp of the research issue by combining statistical analysis with in-depth qualitative insights. A survey was conducted with a self-administered questionnaire which was circulated to teachers. This research paper consists of both close-ended and open-ended questions. A descriptive survey method is used to collect the quantitative data and grounded theory is used to collect the qualitative data.

3.2 Sampling and Population

The population of the study comprises of School teachers of Mumbai City and the sample size is 50 teachers. The study adopts random sampling.

3.3 Data Collection:

a. Quantitative Data: Quantitative data was collected using self-administered questionnaires. The questionnaire included 8 closed-ended questions related to happiness, engagement, and the impact of storytelling on teachers' experiences during the teaching-learning process.

b. Qualitative Data: Qualitative data is gathered through open-ended survey questions. This method allowed the teachers to express their experiences, thoughts, and perceptions in more depth. It enables the exploration of storytelling's emotional and subjective aspects and its impact on happiness.

3.4 Variables and Measures:

a. Independent Variable: The independent variable is "storytelling" or the use of storytelling method during the teaching-learning process.

b. **Dependent Variable:** The dependent variable is the "happiness" of students during the teaching-learning process.

c. **Control Variables:** Control variables can be considered to account for potential confounding factors, such as prior academic performance, age, gender, or socio-economic status.

3.5 Data Analysis:

a. **Quantitative Analysis:** Quantitative data is analyzed using percentages. This analysis provided insights into the relationships between storytelling, happiness, and other variables of interest.

b. **Qualitative Analysis:** Qualitative data is analysed using Thematic approach. This involved identifying patterns, themes, and categories within the qualitative responses, and deriving meaningful insights from the data.

3.6 Ethical Considerations:

Throughout the investigation, ethical rules are observed. Participants provide informed consent, and their privacy and confidentiality are safeguarded.

The study can provide a full understanding of the potential of storytelling in boosting students' pleasure during the teaching-learning process by using a mixed-methods approach and utilizing both quantitative and qualitative data.

3.7 The questions asked:

Close-ended Questions

1. Do you believe that storytelling makes the learning process more engaging?

Yes/ No

2. How often do you feel happier when storytelling is incorporated into your lessons?

Rarely or never/ Occasionally/ Sometimes/ Often/ Always

3. Would you say that storytelling helps you remember the information better? Yes/ No

4. In your opinion, does storytelling make the classroom atmosphere more positive and enjoyable? Yes/ No

5. Do you feel more motivated to participate in class activities when storytelling is used? Yes/No

6. How much do you think storytelling contributes to your overall satisfaction with the learning experience?

Not at all/ Slightly/ Moderately/ Significantly/ Very significantly

7. Has storytelling increased your interest in the subject being taught? Yes/No

8. Do you believe that storytelling enhances your overall happiness during the teaching-learning process? Yes/No

Open-ended Questions

1. How do you personally feel storytelling impacts your happiness during the teaching-learning process? Please provide specific examples or experiences.

2. In your opinion, what specific elements or aspects of storytelling contribute to your overall happiness and engagement in the classroom? Please explain your answer in detail.

3.8 Analysis of Data:

Quantitative Analysis

Close Ended Questions

1. Do you believe that storytelling makes the learning process more engaging?

Yes/ No



Explanation:

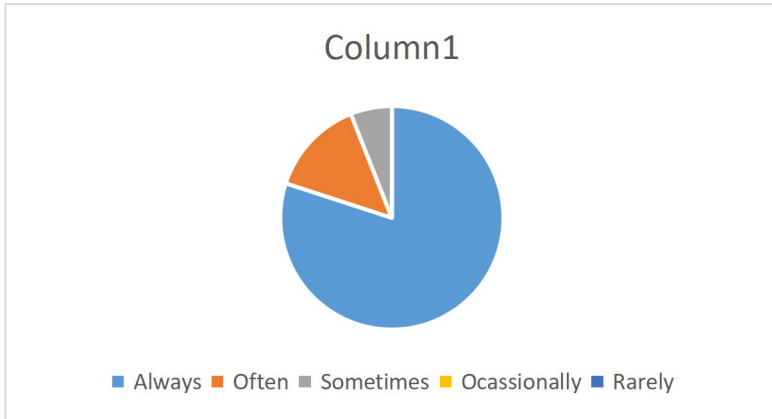
When storytelling is introduced into the learning process, there appears to be a significant boost in student engagement. When compared to typical instructional approaches, students become more active, attentive, and participatory during storytelling sessions. They frequently exhibit greater excitement, interest, and readiness to learn more about the subject. These findings imply that narrative improves learning by making it more engaging for pupils.

Observation:

A close-ended question was asked to the teachers about whether storytelling makes the learning process more engaging. 99 % of teachers are of the opinion that storytelling makes the learning process more engaging.

2. How often do the students feel happier when storytelling is incorporated into your lessons?

Rarely / Occasionally/ Sometimes/ Often/ Always



Explanation:

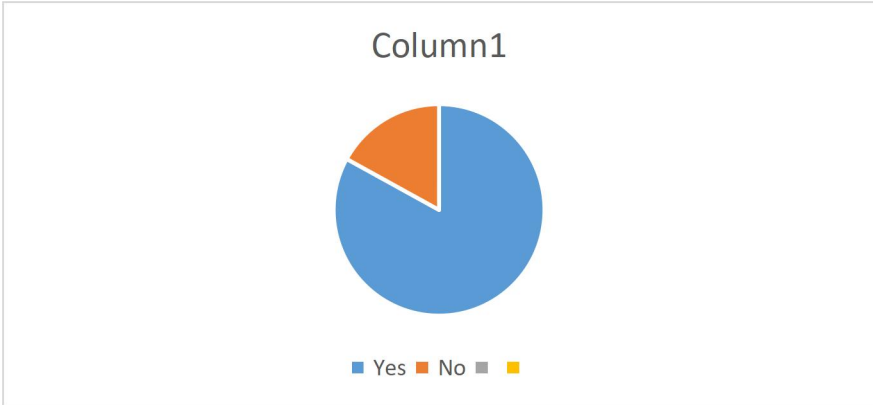
When storytelling is included into their classes, students' levels of involvement, interest, and enjoyment generally increase. During storytelling sessions, they exhibit positive emotional responses such as smiles, laughter, and involvement. When instructed via a story-based technique, pupils display satisfaction in the classroom during the teaching-learning process.

Observation:

80% of teachers are of the opinion students *Always* feel happier when storytelling is incorporated into their lessons. Whereas 14% and 6% of teachers feel *Often* and *Sometimes* feel happier when storytelling is incorporated into their lessons.

3. Would you say that storytelling helps the students to remember the information better?

Yes/ No



Explanation:

Observationally, when storytelling is employed as a teaching tool, pupils' capacity to remember content often improves. When compared to typical educational approaches, students are more involved and engaged during storytelling sessions. They retain more details because the narrative structure allows people to develop mental images, visualize events, and remember the order of information. Storytelling has the ability to boost information retention and long-term memory recall.

Observation:

83% of the teachers are of the opinion that storytelling helps the students to remember the information better.

4. In your opinion, does storytelling make the classroom atmosphere more positive and enjoyable?

Yes/ No



Explanation:

Compared to traditional instructional approaches, students show more enthusiasm, involvement, and enjoyment during storytelling sessions. Furthermore, storytelling frequently fosters a sense of enthusiasm, excitement, and positive energy in the classroom. Students exhibit positive emotions, such as smiles, laughter, and energetic expressions, showing that they are enjoying the narrative experience. The pleasant classroom climate established by storytelling contributes to greater motivation and a more joyful learning environment.

Observation:

100% of teachers are of the opinion that storytelling makes the classroom atmosphere more positive and enjoyable

5. Do you feel that students are more motivated to participate in class activities when storytelling is used?

Yes/No



Explanation:

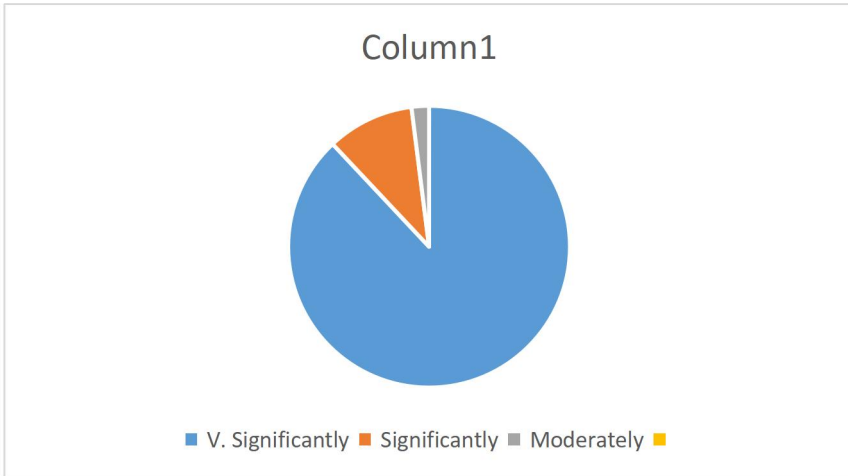
When storytelling is included in class activities, students' motivation to engage often increases. They participate actively by asking questions, sharing their opinions, and proposing creative ideas inspired by the story. Students' intrinsic motivation can be increased by the emotional impact of narrative and a sense of connection to the topic. However, individual reactions may differ, and some students may not display greater motivation despite the use of storytelling.

Observation:

85% of teachers are of the opinion that students are more motivated to participate in class activities when storytelling is used

6. How much do you think storytelling contributes to your overall satisfaction with the learning experience?

Not at all/ Slightly/ Moderately/ Significantly/ Very significantly



Explanation:

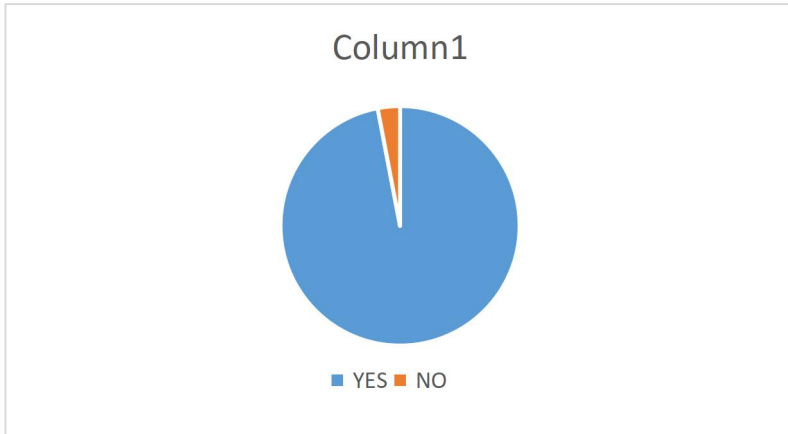
When story is woven into the learning experience, there is frequently an apparent beneficial impact on students' overall satisfaction. Students who find storytelling entertaining and meaningful are more likely to be satisfied with the learning experience. They show excitement, enthusiasm, and a connection to the material and the learning environment.

Observation:

80 % of the teachers are of the opinion that storytelling *very significantly* contributes to your overall satisfaction with the learning experience, whereas 13% opine that storytelling *significantly* contributes to your overall satisfaction with the learning experience

7. Does storytelling increase the interest in the subject being taught to the students?

Yes/No



Explanation:

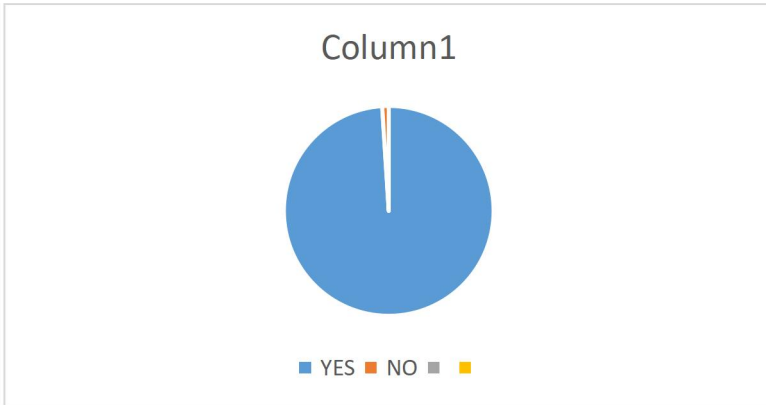
When storytelling is used in the classroom, students' interest in the subject matter being taught often increases noticeably. When compared to traditional methods of instruction, students may exhibit higher levels of interest, curiosity, and active participation during storytelling sessions. They may ask questions, give their opinions, or indicate a wish to learn more about the subject.

Observation:

97% of the teachers are of the opinion that storytelling increases the interest in the subject being taught to the students

8. Do you believe that storytelling enhances your overall happiness during the teaching-learning process?

Yes/No



Explanation:

When storytelling is used in the teaching-learning process, there is generally a noticeable boost in students' overall happiness. During storytelling sessions, students may exhibit positive emotional responses such as smiles, laughter, and expressive faces. The engaging and immersive quality of storytelling may generate a good and joyful learning environment, instilling in students a sense of joy, passion, and fulfilment.

Observation:

99% Of the teachers are of the opinion that storytelling enhances your overall happiness during the teaching-learning process.

Qualitative Analysis

Open Ended Question

1. How do you personally feel storytelling impacts your happiness during the teaching-learning process? Please provide specific examples or experiences.

1. Emotional Engagement and Connection:

- During the teaching-learning process, participants display significant emotional responses to storytelling, such as joy, excitement, or empathy, which contributes to their overall happiness.

- Storytelling allows participants to form personal connections with the characters or events, increasing emotional involvement and happiness.

2. Engagement and Enjoyment:

- When storytelling is woven into the learning process, participants report enhanced engagement and enjoyment.
- Storytelling catches people's attention, stimulates their creativity, and enhances the learning experience, resulting in increased happiness.

3. Relevance and Meaning:

- Storytelling enables participants to see the practical applications and relevance of the subject matter, enhancing the learning experience and adding to their pleasure.
- Relating the story to their own experiences or cultural background increases participants' sense of connection and happiness.

4. Understanding and Retention:

- Participants report that storytelling helps them grasp and remember complicated subjects.
- Storytelling aids comprehension by providing context, examples, or visualizations, resulting in a sense of accomplishment and enjoyment when participants are able to apply their knowledge.

5. Social Interaction and Collaboration:

- Storytelling encourages social contact, conversations, and collaboration among participants, resulting in a more positive school environment and increased pleasure.
- Storytelling creates a sense of community and belonging, increasing participants' overall pleasure and happiness.

2. In your opinion, what specific elements or aspects of storytelling contribute to your overall happiness and engagement in the classroom? Please explain your answer in detail.

1. Emotional resonance and connection:

Participants express how specific parts of storytelling, such as relatable characters, intriguing narratives, or impactful moments, elicit significant emotional responses. These aspects provide emotional resonance and connection with the story, which boosts their general happiness and engagement in the classroom. Vivid descriptions, realistic conflicts or challenges, and meaningful resolutions within the story can all help to increase emotional engagement.

2. Participatory and interactive experiences:

Participants emphasized the significance of interactive elements in storytelling, such as opportunities to actively engage with the story. Role-playing, conversations, or creative activities that stimulate their participation could be included. Interactive storytelling increases enjoyment and engagement in the learning process by giving participants a sense of agency and allowing them to alter the narrative.

3. Imagery and Visualisation:

Participants emphasize the role of vivid images and visualisation in storytelling. When a story creates a vivid mental image, it stimulates participants' imaginations and brings the story to life. The ability to envision and immerse themselves in the story enhances affective and mental engagement, which contributes to their happiness in the classroom.

4. Personal relevance and connection:

Stories that are personally relevant to participants' lives, cultural backgrounds, or hobbies may be valued. It generates a stronger connection and resonance when they can see themselves reflected in the story or when the story links to their real-life situation. This sense of personal relevance increases their involvement since they feel a closer connection to the subject matter and derive happiness from it.

5. Including humour and entertainment:

Participants appreciate humorous, witty, or entertaining storytelling. A well-placed hilarious anecdote or clever dialogue can help to establish a positive and entertaining teaching environment. Humour promotes pleasant emotions, makes learning more enjoyable, and helps general happiness and engagement.

3.9 Findings of the study:

Quantitative Analysis

- ❖ 99 % of teachers are of the opinion that storytelling makes the learning process more engaging.
- ❖ 99% Of the teachers are of the opinion that storytelling enhances your overall happiness during the teaching-learning process.
- ❖ 100% of teachers are of the opinion that storytelling makes the classroom atmosphere more positive and enjoyable
- ❖ 80 % of the teachers are of the opinion that storytelling *very significantly* contributes to your overall satisfaction with the learning experience

Qualitative Analysis

- ❖ Emotional Engagement: When narrative was introduced into the learning process, participants reported feeling more joyous and positive emotions. Storytelling elicited delight, excitement, and passion, resulting in a more emotionally engaging teaching atmosphere.
- ❖ Sense of satisfaction: When participating in storytelling activities, participants consistently felt a sense of satisfaction and pleasure. The tales and imaginative parts of storytelling made learning more fun, which contributed to their overall pleasure.
- ❖ Increased Motivation: When storytelling was used, participants reported feeling more motivated to participate in class activities. The engaging and interactive quality of stories enhanced their intrinsic motivation, resulting in more enjoyment and active participation in the learning process.

- ❖ **Social Interaction and Collaboration:** Storytelling activities encouraged participants to interact as well as work with one another. Group discussions, story-sharing sessions, and joint projects produced a sense of community and camaraderie in the classroom, which contributed to participants' happiness and fulfilment.
- ❖ **Boosted Confidence and Self-expression:** Participants indicated that storytelling boosted their confidence and self-expression. Opportunities to share their own tales or participate in creative storytelling exercises aided in the development of communication skills, assertiveness, and self-confidence, resulting in increased enjoyment and a sense of personal growth.
- ❖ **Positive Learning Environment:** Storytelling helped to establish a positive and supportive learning atmosphere. During the teaching-learning process, participants felt a sense of comfort, acceptance, and encouragement, which contributed to their overall pleasure and well-being.

3.10 Main Conclusion

Story-telling is a powerful tool to enhance the happiness of the students during the teaching-learning process.

3.11 Contribution in the field of education

1. **Pedagogical Approach:** The study demonstrates the effectiveness of storytelling as a pedagogical tool. It highlights the need of infusing narrative elements, imagination, and emotional engagement into the learning experience to improve the learning experience. The study provides educators with a great tool for improving teaching methods and creating more engaging and entertaining classroom environments by demonstrating the positive influence of storytelling.

2. **Student-centered learning:** The study emphasizes the value of personal relevance and connectivity in the learning process, emphasizing the significance of student-centered learning. Educators can tailor lesson plans to students' experiences and interests by adopting storytelling strategies, making it more meaningful and enjoyable. This adds to a student-centered approach that encourages active participation and a love of learning.

3. Emotional Well-being: The study underlines the purpose of storytelling in enhancing emotional well-being in the classroom. Storytelling helps students experience good emotions such as joy, excitement, and empathy by creating a positive and supportive learning environment.

4. Motivation and Engagement: The study emphasises the importance of narrative in motivating and engaging students. Storytelling grabs kids' attention and stimulates their interest by using narratives, interactive activities, and imaginative components. This increases their intrinsic drive and active participation in the learning process, resulting in better results and higher levels of pleasure and happiness.

5. Social Interaction and Collaboration: The study acknowledges the function of storytelling in encouraging social interaction and collaboration among students. Students learn critical social and communication skills through participating in group conversations, cooperative projects, and shared narrative experiences. This develops a sense of community and collaboration, resulting in a happy and inclusive school atmosphere.

6. Creativity and Critical Thinking: The study recognizes the role of storytelling in the development of creativity and critical thinking skills. Students are encouraged to think creatively, problem-solve, and analyze problems from several angles through storytelling. This fosters their creativity and critical thinking abilities, which are vital for lifetime learning and success.

7. Teacher Professional Development: The study provides insights for teacher professional development by highlighting the benefits and strategies of incorporating storytelling in the classroom. It offers educators practical ideas and approaches to enhance their teaching methods and create more positive and engaging learning experiences.

3.12 Suggestions for Further Research:

- ❖ Investigate the effect of various storytelling modalities (e.g., audio, visual, interactive) on classroom happiness and engagement.
- ❖ Examine the effect of cultural storytelling traditions in influencing happiness and learning results in a variety of educational contexts.

- ❖ Investigate the possible therapeutic advantages of storytelling in enhancing student well-being and reducing stress or anxiety levels.
- ❖ Examine the transferability of storytelling skills and their impact on student engagement and pleasure across a variety of academic disciplines.
- ❖ Explore the impact of teacher-student connections and the teacher's storytelling style on student happiness and motivation during the learning process.

3.13 Conclusion

Finally, let the pages of this study to turn, intertwining the exquisite threads of storytelling and the symphony of happiness in the classroom. Educators, like excellent storytellers, have a knack to arouse joy, pique curiosity, and paint rich landscapes of knowledge. We go on a transforming journey by embracing the art of storytelling, in which students become heroes of their own stories and education becomes an amazing tale of growth, connection, and everlasting happiness. So, let us open the door to imagination, for it holds the genuine magic of learning. Overall, the investigation's findings support the premise that storytelling is a valuable educational technique and a powerful tool that contributes to students' happiness, engagement, and overall satisfaction with the teaching-learning process. Educators may create dynamic, relevant, and pleasurable learning environments that encourage student well-being and academic performance by embracing storytelling as a pedagogical technique.

Thus, this study has shed light on the significant impact of storytelling on happiness during the teaching-learning process.

Thus, to sum up with quote, "Within the pages of storytelling lies the key to unlocking the doors to happiness in education, where imagination dances, hearts ignite, and knowledge becomes an enchanting adventure."

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CHAPTER 4

STUDY SKILLS IN HIGHER EDUCATION AS A LEARNING SUPPORT

Dr Mugdha Deshpande

Associate Prof Dept of Commerce

Dayanand

Arya Kanya Mahavidyalaya

Nagpur Maharashtra

Abstract

Higher education not only requires in depth knowledge and skills of a subject but also equips the student with tools he will need to practice his skills for a living. Hence critical thinking, active listening and reading, time management, problem solving, memory techniques, etc are skills that need to be developed not only for retention and recapitulating of knowledge and information as a student but also for professional practice. Hence learning study skills are essential for student pursuing higher education.

Key words : Memory techniques, Active listening and reading, Critical Thinking

Introduction

Higher education provides advanced knowledge and skills, prepares individuals for professional careers, and fosters personal growth. It offers opportunities for critical thinking, research, and exploration of new ideas. Higher education institutions also serve as hubs for innovation, research, and community engagement, contributing to the advancement of knowledge and societal development

Higher education aims at providing in-depth knowledge , development and refining of skills in specific academic disciplines or professional fields. Higher education refers to the educational level beyond secondary education, offered by colleges, universities, and other post-secondary institutions. It

encompasses a wide range of programs and courses that provide in-depth knowledge and skills in specific academic disciplines or professional fields.

Higher education institutions offer various degrees, including undergraduate, graduate, and doctoral degrees. It involves different levels mainly

1. Undergraduate Education: This span three to four years and leads to a bachelor's degree. A broad range of subjects and major or specialization in a particular field is available

2. Post Graduate Education: These programs offer advanced study and specialization in specific disciplines. The most common types of graduate degrees are master's degrees, which can be research-focused (M.A., M.S.) or professional (M.B.A., M.Ed., etc.). These programs typically last one to two years. It also includes professional degrees such as law (J.D.), medicine (M.D.), and others.

3. Doctoral Education: Doctoral programs are the highest level of education and lead to a doctoral degree (Ph.D. or equivalent). These programs are research-intensive and require students to undertake independent research in a specialized area of study. Doctoral education typically takes several years to complete, with students producing a significant original contribution to their field through a dissertation or thesis.

Several learning support services are offered such as Academic Advising, Tutoring Services , Writing Centres , Math Labs, Study Skills Workshops, Disability Services, Counselling Services, Academic Workshops and Seminars, Career Services ,Peer Mentoring Programs are offered to students pursuing higher education.

Study skills : refer to a set of strategies, techniques, and habits that help students effectively learn, organize, retain, and apply information. These skills are essential for academic success they are as follows

1. Time Management: Managing time effectively while studying is crucial to maximize your learning potential and maintain a healthy balance between academic and personal life. It involves creating a study schedule, prioritizing tasks, and allocating sufficient time for studying to ensure that coursework is completed satisfactorily in the stipulated time.

Here are some tips to help you manage your time effectively while studying:

1. **Create a Study Schedule:** Plan your study time by creating a schedule or timetable. Allocate specific blocks of time for studying each subject or topic. This helps establish a routine and ensures that you dedicate sufficient time to each area of study.
2. **Prioritize Tasks:** Identify the most important or challenging tasks and prioritize them accordingly. Some topics of study require more time as compared to others, some may not be as important from examination point of view, considering these factors, focus on tasks that require more concentration or have impending deadlines. Prioritizing helps you allocate your time and energy efficiently.
3. **Set Achievable Goals:** Break down your study goals into smaller, achievable tasks. Study goals must be realistic, stretching oneself too far may not be physically possible or may lead to physical or mental breakdowns and loss of concentration. Setting goals makes it easier to track your progress and stay motivated. Set specific objectives for each study session and celebrate your achievements when you reach them.
4. **Use Active Learning Techniques:** Opt for active learning methods, such as summarizing, self-quizzing, or teaching the material to someone else. Active learning not only enhances understanding but also helps you retain information more effectively, ultimately saving time in the long run.
5. **Eliminate Distractions:** Minimize distractions during your study sessions. Find a quiet and comfortable study environment, turn off notifications on your phone or other devices, and limit access to social media or other time-consuming websites.
6. **Break It Down:** Break your study sessions into manageable chunks of time. Research suggests that studying for shorter periods with regular breaks enhances focus and retention. The Pomodoro Technique is a popular approach: study for 25 minutes, then take a short 5-minute break.
7. **Utilize Productive Study Techniques:** Experiment with different study techniques to find what works best for you. Examples include summarizing key points, creating flashcards, using mnemonic devices, practicing past

exams or sample questions, or forming study groups for collaborative learning.

8. **Avoid Multitasking:** While it may be tempting to multitask, it can actually reduce productivity and hinder learning. Instead, focus on one task at a time and give it your full attention. This allows for better concentration and comprehension.

9. **Take Care of Yourself:** Prioritize self-care and maintain a healthy lifestyle. Get enough sleep, eat well-balanced meals, exercise regularly, and take breaks to recharge your mind and body. Taking care of yourself enhances focus, memory, and overall productivity. Physical well being is essential for concentration the mind cannot work efficiently in an unhealthy body.

10. **Seek Help When Needed:** If you're struggling with a particular subject or topic, don't hesitate to seek help from professors, tutors, or classmates. Addressing challenges early can save time and prevent unnecessary frustration. Its perfectly all right if you need help on a topic that seems easy for others. No shame in asking for help rather than keeping unsolved problems leading to problem multiplication in future.

11. **Review and Revise:** Regularly review your study notes and materials to reinforce learning and prevent cramming before exams. Spaced repetition, where you revisit information at intervals over time, is an effective technique for long-term retention.

12. **Be Flexible:** Allow for some flexibility in your study schedule to accommodate unexpected events or changes. Adapt your plans when necessary but maintain consistency and commitment to your overall study routine.

Remember, effective time management while studying requires discipline, organization, and self-awareness. By implementing these strategies and finding a study routine that suits your needs, you can make the most of your study time and achieve academic success.

2. Note-Taking: Good note-taking involves actively listening or reading, identifying key points, and summarizing information in a way that is easy to

review later. It helps students understand and retain information during lectures, discussions, or while reading textbooks.

This involves organizing information in a structured and meaningful way. Students can use techniques like the Cornell method, mind mapping, or outlining to categorize and connect ideas. This makes it easier to review and understand the material later.

Taking effective notes is crucial for retaining information, organizing your thoughts, and facilitating learning. Here are some tips to help you take notes effectively:

1. **Be Prepared:** Come to your note-taking session with the necessary materials, such as notebooks, pens, highlighters, or digital note-taking tools. Make sure your devices are charged and organized. This also helps you save time and stay focussed.
2. **Actively Listen and Engage:** During lectures, presentations, or reading, actively listen and engage with the material. Focus on understanding key concepts and ideas rather than trying to write everything down verbatim. Ask questions and participate in discussions to deepen your understanding.
3. **Use Abbreviations and Symbols:** Develop your own system of abbreviations, symbols, and shorthand to capture information more quickly. This allows you to jot down main points and key ideas without getting caught up in lengthy note-taking.
4. **Organize Your Notes:** Create a clear and organized structure for your notes. Use headings, subheadings, bullet points, numbering, or mind maps to group related information and make it easier to review later. Organizing your notes helps you see connections and relationships between different concepts.
5. **Summarize and Paraphrase:** Instead of transcribing information word-for-word, practice summarizing and paraphrasing. Capture the main ideas and key details in your own words. This not only saves time but also enhances your understanding and retention of the material.

6. **Use Visual Aids:** Incorporate visual aids, such as diagrams, charts, graphs, or illustrations, to represent complex information. Visual representations can help you grasp and remember concepts more effectively.

7. **Highlight Key Points:** Use highlighting or underlining sparingly to emphasize important points or key details. Highlighting helps you quickly locate and review essential information when reviewing your notes later.

8. **Leave Space for Annotations:** Leave blank spaces or margins in your notes for adding annotations or additional information later. This allows you to expand on ideas, make connections, or include clarifications when reviewing your notes.

9. **Review and Edit:** Regularly review and revise your notes to reinforce learning and improve clarity. Take the time to fill in any gaps, correct errors, or add additional information as needed. This process helps consolidate your understanding of the material.

10. **Use Technology Tools:** Consider using digital note-taking tools or apps that offer features like syncing across devices, searchable text, audio recording, or the ability to insert images. These tools can enhance your note-taking process and make it easier to organize and access your notes.

11. **Combine Note-Taking Methods:** Experiment with different note-taking methods to find what works best for you. For example, you might combine traditional written notes with digital notes, audio recordings, or visual diagrams to capture information from different perspectives.

12. **Regularly Review Your Notes:** Schedule regular review sessions to go over your notes and reinforce your learning. This helps consolidate information in your long-term memory and prepares you for exams or assignments.

Remember, effective note-taking is a skill that improves with practice. Find a note-taking style that suits your learning preferences and adapt it to different contexts. Experiment with different techniques until you find what works best for you.

3. Active Reading: Active reading techniques include previewing the material before reading, highlighting or underlining important information, taking notes, and summarizing key points. These strategies promote engagement with the text and improve comprehension.

Active reading refers to an engaged and intentional approach to reading that involves interacting with the text, critically analyzing its content, and actively seeking to understand and retain the information. It goes beyond passive reading, where the reader simply skims through the text without actively engaging with the material. Active reading techniques help enhance comprehension, retention, and critical thinking skills. Here are some strategies for active reading:

1. **Preview the Text:** Before diving into the reading, take a few moments to preview the material. Read the title, headings, subheadings, and any highlighted or bolded text. Look at the table of contents, introduction, and conclusion to get an overview of the main ideas and structure of the text.
2. **Set a Purpose:** Determine why you are reading the text and what you hope to gain from it. This could be understanding a specific concept, gathering evidence for an argument, or identifying key takeaways. Having a clear purpose helps focus your reading and keeps you actively engaged.
3. **Take Notes:** As you read, take notes to capture important points, key ideas, and supporting details. Summarize sections or paragraphs in your own words, underline or highlight key phrases, or jot down questions or reflections. Note-taking helps reinforce understanding and makes it easier to review and recall information later.
4. **Ask Questions:** Formulate questions as you read to encourage active engagement with the material. Ask yourself questions about the main idea, supporting evidence, author's perspective, or implications of the content. This helps you think critically and deepen your understanding.
5. **Engage in Annotation:** Use annotation techniques to mark up the text. Underline or highlight key passages, circle unfamiliar terms, draw arrows to connect related ideas, or write margin notes to summarize or react to

the text. Annotation helps you actively interact with the material and facilitates later review.

6. **Visualize and Connect:** Create mental images or diagrams to help visualize complex ideas or relationships between concepts. Connect new information to what you already know or make connections between different parts of the text. This helps enhance comprehension and retention.
7. **Pause and Reflect:** Take breaks periodically while reading to pause and reflect on what you have read. Review your notes, summarize key points, and ask yourself if you understand the material. Reflecting on the content helps solidify your understanding and identify areas that may need further exploration.
8. **Discuss and Teach:** Engage in discussions with peers or find opportunities to teach someone else about the material. Explaining concepts in your own words not only reinforces your understanding but also helps identify gaps or areas that need further clarification.
9. **Challenge the Text:** Approach the text critically by questioning the author's arguments, biases, or assumptions. Consider alternative perspectives or seek additional sources to gain a more comprehensive understanding of the topic. This critical approach helps develop analytical thinking skills.
10. **Review and Summarize:** After completing the reading, review your notes and summarize the main ideas and key details. Consolidate your understanding by summarizing the text in your own words or creating a brief outline. This helps reinforce learning and aids in later recall.

Active reading requires focus, engagement, and a proactive mindset. By implementing these strategies, you can extract more meaning from the text, improve comprehension, and enhance your overall reading experience.

4. **Organization:** Effective organization involves keeping track of assignments, deadlines, and study materials. This can be done through the use of calendars, planners, or digital tools. Organized study spaces

also help minimize distractions and create a conducive environment for learning.

5. Memory Techniques: Various memory techniques can enhance retention and recall. These include mnemonic devices (e.g., acronyms or visualization), chunking (grouping information into meaningful units), and spaced repetition (reviewing material at intervals to reinforce learning).

Students can employ various memory-enhancing techniques to improve their retention and recall of information. Here are some effective techniques to consider:

1. **Spaced Repetition:** Instead of cramming all the information at once, spread out your study sessions over time. Review the material at regular intervals, increasing the time between each review session. This technique helps reinforce long-term memory and prevents forgetting.

2. **Active Recall:** Instead of simply re-reading or passively reviewing your notes, actively test yourself on the material. Close your book or notes and try to recall the information from memory. This forces your brain to retrieve and reinforce the information, improving retention.

3. **Mnemonic Devices:** Mnemonics are memory aids that use creative associations to help remember information. Examples include acronyms (e.g., PEMDAS for order of operations), visualization techniques, or creating memorable rhymes or songs. Mnemonics can be particularly helpful for remembering lists, sequences, or complex information.

Chunking: Break down complex information into smaller, more manageable chunks. Group related concepts or ideas together, and try to find patterns or connections. By organizing information into meaningful chunks, you can remember larger amounts of information more effectively.

5. **Mind Maps:** Use visual diagrams, such as mind maps, to represent and connect different ideas or concepts. Start with a central topic and branch out into subtopics, linking related information. The visual nature of mind maps helps stimulate memory and facilitates recall.

6. **Elaborative Encoding:** Engage in deeper processing of information by making it personally meaningful. Relate new information to existing knowledge or create associations and examples that are relevant to you. By connecting new information to what you already know, you enhance encoding and retrieval.
7. **Retrieval Practice:** Regularly practice retrieving information from memory without relying on external cues. Quiz yourself or use flashcards to test your recall. This technique strengthens memory retrieval pathways and improves long-term retention.
8. **Teach Someone Else:** Explaining concepts or teaching someone else what you have learned forces you to organize and articulate the information. Teaching others requires a thorough understanding of the material and enhances your own memory of it.
9. **Physical Exercise and Sleep:** Physical exercise has been shown to improve memory and cognitive function. Incorporate regular physical activity into your routine. Additionally, prioritize adequate sleep as it plays a crucial role in memory consolidation.
10. **Breaks and Interleaving:** Take regular breaks during study sessions to give your brain time to rest and process information. Additionally, practice interleaving, which involves studying different topics or subjects within the same study session. Interleaving helps improve retention by enhancing the ability to differentiate between similar concepts.
11. **Use Multisensory Techniques:** Engage multiple senses while studying to strengthen memory formation. For example, read the material out loud, use color-coded notes, create diagrams, or listen to recordings of the information. The more senses involved, the more connections are formed in the brain.
12. **Reduce Distractions:** Minimize distractions during study sessions to improve focus and concentration. Find a quiet and dedicated study space, turn off notifications on electronic devices, and use apps or browser extensions to block distracting websites.

Remember, different techniques work better for different individuals, so experiment with these strategies and determine which ones are most effective for you. Additionally, maintaining a healthy lifestyle with regular exercise, sufficient sleep, and a balanced diet supports optimal brain function and memory retention.

7. Test Preparation: Effective test preparation involves reviewing material regularly, practicing with past exams or sample questions, and creating study guides or flashcards. It helps students familiarize themselves with the content and format of the test, reducing anxiety and improving performance.

8. Critical Thinking: Critical thinking skills involve analyzing, evaluating, and applying information. Students should learn to ask questions, make connections between concepts, think logically, and develop their own perspectives on the subject matter.

Critical thinking is an essential skill for students to develop as it helps them analyze information, evaluate arguments, solve problems, and make informed decisions. Here are some ways to apply critical thinking in your studies:

1. **Question Assumptions:** Develop a habit of questioning assumptions, both yours and those presented in the material you're studying. Ask yourself why certain information or arguments are being presented and whether there might be alternative viewpoints or interpretations.
2. **Analyze Arguments:** Evaluate the strength and validity of arguments presented in your readings or lectures. Look for evidence, reasoning, and logical consistency. Identify any fallacies or weak points in the arguments and consider counterarguments or alternative perspectives.
3. **Seek Evidence:** When encountering new information, be curious and seek evidence to support or challenge it. Look for credible sources, empirical research, or expert opinions to back up claims. Develop the ability to differentiate between reliable and unreliable sources of information.

4. **Evaluate Sources:** Assess the credibility and bias of the sources you use for your studies. Consider the author's qualifications, the publication's reputation, potential conflicts of interest, and the presence of objective evidence. Be aware of confirmation bias and strive to expose yourself to diverse viewpoints.
5. **Compare and Contrast:** Compare and contrast different theories, concepts, or ideas within your field of study. Identify similarities, differences, and underlying patterns. This helps develop a deeper understanding of the subject matter and encourages critical analysis.
6. **Apply Concepts to Real-Life Situations:** Connect what you are learning to real-life scenarios or examples. Consider how the concepts or theories you are studying apply in practical contexts. This helps you see the relevance and application of the material beyond the classroom.
7. **Engage in Discussions:** Participate in class discussions, study groups, or online forums where you can engage in critical thinking dialogues with peers. Listen to different perspectives, challenge assumptions, and provide evidence-based arguments. Engaging in thoughtful discussions enhances your ability to think critically.
8. **Problem-Solving:** Develop problem-solving skills by actively engaging with complex questions or assignments. Break down problems into smaller components, consider different approaches, and evaluate potential solutions. Use logical reasoning, evidence, and creative thinking to arrive at well-supported conclusions.
9. **Reflect on Your Thinking:** Take time to reflect on your own thinking processes and biases. Be aware of any cognitive biases or preconceived notions that may influence your thinking. Engage in metacognition, which involves thinking about your thinking, to continuously improve your critical thinking skills.
10. **Embrace Ambiguity and Uncertainty:** Recognize that some questions or problems may not have clear-cut answers. Embrace ambiguity and uncertainty as opportunities for exploration and intellectual growth.

Develop a tolerance for complexity and the ability to work with incomplete information.

11. **Practice Active Reading:** Apply critical thinking techniques while reading. Engage in active reading strategies such as asking questions, annotating, summarizing, and evaluating the author's arguments. This helps you develop a deeper understanding of the text and encourages critical analysis.
12. **Emphasize Reasoned Arguments in Writing:** When writing essays or papers, practice presenting reasoned arguments supported by evidence and logical reasoning. Clearly state your claims, provide evidence, address counterarguments, and draw well-supported conclusions. This helps develop your critical thinking and communication skills simultaneously.

Remember that critical thinking is a skill that improves with practice. Be open-minded, persistent, and willing to challenge your own beliefs and assumptions. By applying critical thinking in your studies, you develop a more analytical and thoughtful approach to learning, which benefits you both academically and in various aspects of life.

9. Collaboration: Collaborative study sessions or study groups can be beneficial for discussing and clarifying complex topics, sharing ideas, and teaching each other. Working with peers can provide different perspectives and reinforce understanding.

10. Self-Care: Taking care of physical and mental well-being is crucial for effective studying. This includes getting enough sleep, eating well, exercising regularly, managing stress, and taking breaks when needed. A healthy mind and body support optimal learning.

These study skills are not exhaustive, and different students may find variations or additional strategies that work best for them. It's important for students to experiment with different techniques and adapt their study habits to suit their individual learning styles and preferences.

Role of study skills in effective learning

Study skills play a crucial role in higher education as they are essential for academic success, effective learning, and overall student development. Here are some key roles of study skills in higher education:

1. **Improved Learning Efficiency:** Study skills help students learn more efficiently by providing them with effective techniques to process and retain information. By employing strategies such as active reading, note-taking, and organization, students can optimize their study time and absorb information more effectively.
2. **Enhanced Academic Performance:** Strong study skills contribute to improved academic performance. Effective study techniques, time management, and test preparation strategies can lead to better grades, higher retention of knowledge, and a deeper understanding of the subject matter.
3. **Increased Confidence:** Developing study skills can boost students' confidence in their ability to handle academic challenges. As they become proficient in organizing their studies, managing their time, and comprehending course material, students gain confidence in their abilities, which can positively impact their overall academic experience.
4. **Better Time Management:** Study skills help students prioritize their tasks, manage deadlines, and allocate time effectively. This is especially important in higher education, where students often juggle multiple courses, assignments, and extracurricular activities. Improved time management enables students to balance their responsibilities and reduce stress.
5. **Improved Critical Thinking and Problem-Solving:** Study skills encourage critical thinking, analysis, and synthesis of information. Techniques such as active reading, note-taking, and engaging in discussions or group study sessions enhance students' ability to think critically, evaluate information, and solve problems effectively.
6. **Effective Exam Preparation:** Study skills provide students with strategies for exam preparation, such as creating study guides,

practicing with sample questions, and managing test anxiety. By employing these techniques, students can approach exams with greater confidence and perform better.

7. **Lifelong Learning:** Study skills foster a mindset of lifelong learning by equipping students with effective learning techniques. These skills extend beyond the classroom, enabling students to continue acquiring new knowledge and skills throughout their personal and professional lives.
8. **Adaptability to Different Learning Environments:** Higher education encompasses a variety of learning environments, including lectures, seminars, group discussions, and independent study. Study skills equip students with the ability to adapt and thrive in different learning contexts, making them more versatile learners.
9. **Personal Development:** Developing study skills goes beyond academic success; it also fosters personal development. Skills such as time management, organization, and self-discipline are transferable to various areas of life and contribute to personal growth, responsibility, and self-motivation.
10. **Career Readiness:** Study skills play a role in preparing students for their future careers. Effective study habits, critical thinking, and problem-solving skills acquired in higher education can be valuable in the workplace, supporting lifelong learning, adaptability, and professional growth.

By cultivating and honing study skills, students can maximize their learning potential, achieve academic excellence, and develop essential skills for success in higher education and beyond.

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CHAPTER 5

LEARNING SUPPORT SYSTEM IN EDUCATION 4.0 IN HIGHER EDUCATION

Dr. Sandhya Milind Khedekar

Principal

Gokhale Education Society's College of Education,
Sangamner, Dist: Ahmednagar, Maharashtra, India

In higher education, the concept of Education 4.0 refers to the integration of advanced technologies and digital tools to enhance the learning experience and support students' academic success. Within Education 4.0, a learning support system plays a crucial role in providing personalized learning, improving student engagement, and facilitating effective knowledge acquisition. Here are some key aspects of a learning support system in Education 4.0:

Personalized Learning: A learning support system in Education 4.0 utilizes data-driven insights to deliver personalized learning experiences. It gathers information about students' learning styles, preferences, and progress, and then adapts the content and instructional strategies to meet individual needs. This customization helps students learn at their own pace, focus on their strengths, and address their weaknesses.

Intelligent Tutoring Systems: Intelligent tutoring systems leverage artificial intelligence and machine learning algorithms to provide personalized guidance to students. These systems can analyze students' performance, identify areas of improvement, and offer targeted feedback. They can also simulate one-on-one interactions with instructors by answering questions, providing explanations, and suggesting relevant resources.

Learning Analytics: Learning analytics is an essential component of a learning support system in Education 4.0. It involves collecting and analyzing data related to students' learning behaviors, performance, and engagement. By examining this data, educators and institutions can gain insights into student progress, identify patterns, and make data-informed decisions to enhance teaching methods and support strategies.

Gamification and Interactive Learning: Gamification techniques, such as leaderboards, badges, and rewards, can be incorporated into a learning support system to increase student engagement and motivation. Interactive learning elements, such as virtual simulations, augmented reality, and virtual reality, can also be utilized to create immersive and interactive educational experiences.

Collaborative Learning and Communication: The learning support system should facilitate collaboration among students and enable effective communication between students and instructors. Online discussion forums, video conferencing tools, and collaborative platforms can be integrated into the system to foster peer-to-peer learning, group projects, and real-time interactions with instructors.

Accessible and Mobile Learning: In Education 4.0, a learning support system should be designed to support accessibility and mobile learning. It should ensure that educational materials and resources are accessible to students with disabilities, provide multi-modal content formats, and be compatible with different devices and operating systems to enable learning anytime and anywhere.

Continuous Assessment and Feedback: The learning support system should include mechanisms for continuous assessment and feedback. It can include formative assessments, quizzes, and assignments that provide immediate feedback to students. The system can also enable instructors to monitor student progress and offer timely interventions and support when needed.

Overall, a learning support system in Education 4.0 aims to leverage technology and data to enhance the learning experience, promote student success, and enable lifelong learning in higher education. It combines personalized learning, intelligent tutoring, learning analytics, gamification, collaboration, accessibility, and continuous assessment to create a comprehensive and adaptive learning environment.

INTRODUCTION:

Education 4.0 is a purposeful approach to learning that matches the fourth industrial revolution and about transforming the future of education using advanced technology, Artificial Intelligence, Augmented

Reality and automation. Creativity is the foundation of Education 4.0. It emphasizes the need to prepare students to take on challenges, In order to prepare future graduates for work; teachers must align their teaching and processes with technological advancements.

In the new millennium, technology began to infiltrate the education process, and both students and teachers started to utilize technology in basic ways (otherwise known as Education 2.0). As this technology advanced, including the mass infiltration of a more user-generated internet, Education 3.0 was formed. Students now had their own access to information, the option to learn virtually, and platforms to easily connect with faculty and other students.

Education was no longer cantered upon a back and forth between students and teachers, but instead took on a more networked approach, with students having their own direct connection to a variety of different information sources. This encouraged the development of a more personalized way of learning where the student's independence and unique approach to study was celebrated. However, we're now on the cusp of a new phase; Education 4.0.

The education industry has enormously changed ever since the first industrial revolution took place. With the great findings of Artificial Intelligence (AI), robotics, big data and the internet, the impacts on jobs and industry have increased. During the 1780s, education was not given much importance to no expectations. People learnt on trading and survived. Whereas, during the second revolution, skilled workers were needed in the workforce.

The existence of education played an important role during this period. Students attended school with no prior knowledge and subject was being taught. During this transition of time, teachers played a significant role in transmitting the knowledge to students and evaluated them on the subjects being taught. This fostered a rigid framework of study disciplines, education standards and eventually standardised testing.

Over the years, advancement of technologies has been changing significantly especially in education industry. Teaching methods have

slowly now transformed into a more technology-based teaching. To keep up with the pace, both teachers and students are aimed highly to improve the digital technologies competences across all levels to enhance the use of technology in teaching and active learning. More changes will be taking place in the future and some have been implied by most of the institutions such as posting results online, uploading and marking assessments online, storing data's online, online platforms widely used to communicate with students for announcements or materials posting purposes and many more.

However, Drucker (1997) said that there will be a lot of changes in ways of teaching and learning in future. The content of the teaching, roles of lecturers and students are something that is needed to be looked at. Technology advancements take place every second thus making it very difficult for educators mainly to keep up with that pace with not having the right or proper technical skills. It becomes tough if not being directed to a right direction. Hence, this requires them to be retrained and may not be very susceptible to the changes being applied. They may even see it as a threat to their job security and shun technology altogether.

Haseeb (2018) suggested new educational programmes will have to be developed to meet changing demands in a long run to sustain its competitive advantage since it is constantly a challenge to precisely forecast what lies ahead. Like the industrial revolutions in the past, IR 4.0 will create new jobs, and will also eliminate some of the existing jobs. New educational programmes will have to be developed to meet changing demands. In a global viewpoint, lack of digital culture, training and knowledge will be the challenges faced while implementing industry 4.0 which is in line with the education 4.0.

OPPRUNITIES AND CHALLENGES FOR TEACHERS:

Strengths of Education 4.0 Creates an Opportunity for Educators to Engage in New Technology Tools to make them relevant in the industry. Educators are needed here to play a crucial role in connecting the students and real work life. This requires designing tasks or activities that engages learners to become involved in the thinking and learning process. From the teacher's perspective, with the advancement of technology, the teaching process can be expanded and develop a student's learning through collaborative learning

as mentioned by Hussin (2018) earlier. The technology has always been a supportive part in the teaching and learning environment. However, Johnson et al., (2016) argues that choosing the best technological tools can be the utmost challenge for an educator. Education 4.0 have created an opportunity and a huge platform for all educators to engage in new teaching styles. Teachers all around the globe uses, create, manipulate and share information on computer devices and over computer networks for many years.

It is proven that, an educator with the positive mind-set are most likely the ones that produces a conducive learning environment. Abraham & Reginald (2016) further added that if the technology is to be appropriately used to support student collaboration, inquiry, and interactive learning, teachers' beliefs about teaching and learning must also change. Digitally Connected, Socially Disconnected Our society is rapidly evolving in technology with no doubts. Literally every information is available at our convenient at anytime anywhere. With the amazing advancements of technology, we all get connected all across the globe in a second. In reality, technology is in many situations essentially removing us more and more from each other. Educators are so busy delivering the education to their students using the online educational tools that is accessible 24/7. This has limited the face to face communication between the teachers and students whereby the students hardly share their problems openly to their teachers.

In a way, technology advancements have limited the engagement or involvement of an educator towards its learner. As educators we strive for students to engage with our subject beyond a superficial level. We want them to be active learners, learners who have a thirst for discovery and knowledge. Current digital technologies cannot enable this type of social and collaborative learning as well as a teacher can, since such learning environments are highly dependent on the inter-personal relationship between the teacher and their class. Adding on, some of the assessment designed has some technology involvement but still do not use technology to its full potential to measure a broader range of desired educational outcomes, especially non-cognitive competencies that involves social and emotional learning that requires the educator's involvement purely.

The study found that technology makes learners get disconnected from real world. This study is in line with a research conducted by Kushlef, Proulx & Dunn (2017) which stated that individual nowadays are depend too much on technology instead on other people for any sorts of information and McCrindle and Wolfinger (2010) found that they also take technology for granted at the same time. Sutton (2013) claimed that technologies further disconnect people from practical world and push an individual towards a cybernetic world. This further affect the interpersonal relationship amongst the people around them as it is never the same as before. However, the author commented it is not to say technology is irrelevant in a socially collaborative learning environment but technology can be most effective when used frequently enough to raise the level of understanding from both teacher and student perspectives.

Main Characteristics of Education 4.0

- Demand-driven rather than supply-driven
- Knowledge-based rather than competency-based
- By integrating disruptive technology, skill-based learning can be achieved.
- Emotional Intelligence and the attribute of lifelong learning

The major trends of Education 4.0:

1. A more personalized learning

Education 4.0 appreciates the individuality of every single student and their own pace of learning. Having a personalized way of teaching will have a greater impact on students to achieve their outcomes easily. With Artificial Intelligence and Cloud Computing, there are numerous tools available that tweak the whole teaching process as per the individual learner's needs learning pace. Faculty, on the other hand, will be able to easily identify the strengths and weaknesses of the students and provide instant feedback.

2. More remote learning opportunities

The Active Blended Learning (ABL) concept is picking up, where students get to be actively involved in learning beyond classrooms. This way, they end up mastering both practical and experiential learning.

3. The plethora of education tools

Education 4.0 offers a clear route to students by making tools and techniques handy in their learning environment. This means that the students will be able to choose the tools and techniques through which they want to acquire knowledge. Collaborative and engagement tools flipped learning, and blended learning are a few to mention.

4. Project-based learning

The project-driven approach that Education 4.0 supports helps students learn in a fun and interesting way!

It shuns theoretical knowledge and prompts students to learn time management skills, organizational skills, collaborative skills, time management skills, much needed for their employment for the road ahead.

5. Easy and accurate assessment

A more practical way of assessment comes into place with Education 4.0. There are both online and offline assessments and students get assessed on projects, assignments, and fieldwork.

6. Data at the fingertips

There are greater insights into the students learning journey with data analytics and reporting in Education 4.0. The statistical analysis allows teaching staff to learn where students exactly stand and guide them appropriately.

How industry 4.0 affect the education industry?

The effect of Industry Revolution 4.0 has had on Education can never be ignored. With education 4.0, there's a cultivating peer-to-peer learning

atmosphere with students being able to learn collaboratively and from each other.

The role of teachers is that of facilitators. The curriculum and learning outcomes focus on complex 21st-century skills including problem-solving, critical thinking, creativity, people management, teamwork and collaboration, emotional intelligence, judgment and decision-making, service orientation, negotiation, and cognitive flexibility.

Is 4.0 helping the education industry? Why do education institutions need curriculum 4.0?

Education 4.0 is nothing but the curriculum of the future. It is about evolving with the times, and for higher education institutions, this means understanding what is required of their future graduates. World leaders have laid numerous predictions about the kind of jobs the future would bring up with technology and automation. Updating the content and delivery of the education system should be an urgency. McKinsey and Company's recent analysis of Automation predicts that nearly 51% of the total job would be automated, which is shocking for job seekers and educators. If not addressed on time, the situation could lead to a serious level of unemployment in the coming future. A majority of hiring managers believe that AI will impact the types of skills their companies need.

Remodeling of Curriculum with special stress on futuristic subjects. With digitization and automation, a skill-based curriculum is an order of the day. Employers are running short of skilled workforce and bank on universities and educational institutions to upskill the present workforce.

Building digital skills. Institutions should have modern workplace skills and focus on training their faculty to build digital skills to develop fully able students for their workplace. Soft skills should be made indispensable with a mix of problem-solving, social skills, and process skills.

Digital skills Education 4.0 demands

1. Opt for digital tools for virtual learning (face-to-face) environments (VLEs). This is picking up across the world where students and faculty gain remote access for teaching through LMS. Learning and teaching,

accessing course content, online chat facilities, discussions, collaborations, peer teaching, blended learning, all happen in flexible hours.

2. Tweaking of course delivery. There should be a synchronization between the Faculty and the curriculum taught. Faculty should be open to using technological applications to improve students' cognitive learning abilities.
3. They should adapt to personalized adaptive learning techniques for a smarter learning approach to make the whole process fun and interesting.
4. A robust professional framework with career planning inter disciplines should be included. This aspect will futurize Indian education for building a workforce for enterprise 4.0.
5. Technology built classrooms to be initiated across universities, colleges, and higher education institutions to deliver successful graduates for the cyber-physical systems prevalent across all industries.
6. This means building a technology-rich curriculum, transforming the learning approach, to better the student experience.

Artificial intelligence (AI) is intelligence demonstrated by machines, as opposed to the natural intelligence displayed by humans or animals. Leading AI textbooks define the field as the study of "intelligent agents": any system that perceives its environment and takes actions that maximize its chance of achieving its goals. Some popular accounts use the term "artificial intelligence" to describe machines that mimic "cognitive" functions that humans associate with the human mind, such as "learning" and "problem-solving".

All systems (used by YouTube, Amazon and Netflix), understanding human speech (such as Siri or Alexa), self-driving cars (e.g. Tesla), and competing at the highest level in strategic game systems (such as chess and Go), As machines become increasingly capable, tasks considered to require "intelligence" are often removed from the definition of AI, a phenomenon known as the AI effect. For instance, optical character recognition is

frequently excluded from things considered to be AI, having become a routine technology.

Artificial intelligence was founded as an academic discipline in 1956, and in the years since has experienced several waves of optimism, followed by disappointment and the loss of funding (known as an "AI winter"), followed by new approaches, success and renewed funding. AI research has tried and discarded many different approaches during its lifetime, including simulating the brain, modeling human problem solving, formal logic, large databases of knowledge and imitating animal behavior. In the first decades of the 21st century, highly mathematical statistical machine learning has dominated the field, and this technique has proved highly successful, helping to solve many challenging problems throughout industry and academia.

The various sub-fields of AI research are centered around particular goals and the use of particular tools. The traditional goals of AI research include reasoning, knowledge representation, planning, learning, natural language processing, perception and the ability to move and manipulate objects. General intelligence (the ability to solve an arbitrary problem) is among the field's long-term goals. To solve these problems, AI researchers use versions of search and mathematical optimization, formal logic, artificial neural networks, and methods based on statistics, probability and economics. AI also draws upon computer science, psychology, linguistics, philosophy, and many other fields.

The field was founded on the assumption that human intelligence "can be so precisely described that a machine can be made to simulate it". This raises philosophical arguments about the mind and the ethics of creating artificial beings endowed with human-like intelligence. These issues have been explored by myth, fiction and philosophy since antiquity. Some people also consider AI to be a danger to humanity if it progresses unabated. Others believe that AI, unlike previous technological revolutions, will create a risk of mass unemployment

CONCLUSION:

This education industrial revolution 4.0 focuses on modern and smart technology, AI, robotics, all of which influence our everyday lives.

Hence universities and colleges should gear up to this massive transformation of bringing technology-driven design into the curricula with the assistance of educationists and other visionaries.

Giving today's workforce the right tools will help create a more multifaceted society where everyone plays their part well, adding to a self-sustainable model of education.

Technology in education has its own strength and weaknesses, but proper implementation might help keep the drawbacks to a minimum. Better planning is necessary. In line with the industry revolution 4.0, Education 4.0 helps a learner to further understand the learning contexts effectively compared practicing those traditional approach. Therefore, every educator needs to change a step forward in making this positive since the students are more favour towards using technology. To practise able to assist private higher education universities in the use of technology-based teaching and learning more effectively and efficiently. Technology is necessary for now and future. Educators to be more involved in the use of technology based in teaching and learning This might limit the understanding on readers if different industries are being looked at. Besides, this research is emphasizing more on the viewpoints of the educators from the private higher institution. For the population and sampling method, questions to be distributed should include a higher number of respondents that the author may want to look at the respondent's category that includes the students, lecturers and top managements who are preparing the strategies for education 4.0.

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CHAPTER 6

LEARNING SUPPORT SERVICE IN HIGHER EDUCATION

Prof. Sunita Magre

Department of Education
University of Mumbai

Dr. Ganapathi Subramaniam Iyer

Supervisor,
ISC Section Mumbai

Service-learning is an insightful, interactive, pedagogy that combines community or public service with organized breaks for learning. Service-learning is premised on empirical education as the substance for intellectual, ethical, and civic development. This awareness of the shared effect of the intellectual, moral, and civic magnitudes of learning discriminates service-learning from other forms of experiential education. Rather than directing on preparing students for a specific occupation, service prepares students for real-world community-based problem solving. It offers pupils an occasion to discover the connections between the theoretical territory of the classroom and the hands-on needs of the community. As such, service-learning is integrally linked to a civic drive strengthening the skills of critical thinking, public discourse, collective activity, and community building. Furthermore, because service is occurring in the background of an educational setting, faculty can ask students to reflect upon their service experience in relation to particular community principles, civic standards, worldwide qualities, and their association to course content. Perhaps the most important advantage of service-learning is the drive and opportunity it can provide for students to connect to a community and detect their civic role in that community. Service-learning instruction tests faculty to reconceptualize not only their course, but also their disciplinary exercise and their role as educators. Initially, many faculties relate that it was difficult to relinquish the comfortable and predictable nature of classroom work and they found service-learning unpredictable and as such, uncomfortable. But inevitably faculty report that the unpredictable nature

of service created a more authentic learning environment, one that was both energizing and motivating to students and faculty. Service challenges faculty and students on multiple levels as it incorporates shifting dialogues, and actively engage issues of equity, difference, inclusion, access, justice, and power. Adopting service-learning pedagogy often surfaces issues related to faculty roles and rewards and the connection of the faculty role to that of the institutional mission and the needs of the wider society. Surveys indicate that faculty identified the following as the three greatest obstacles to incorporating service into their coursework:

- Time and burdens (inflexibility) of teaching load.
- Resistance from faculty (and discipline) to curricular changes.
- Want of support for faculty at the institutional level.

In the context of increasing demands on faculty and the limitations of their institutional role defined by disciplinary boundaries, departmental fragmentation, reward structures narrowly biased toward scholarship, and academic professionalism that is increasingly insular, many faculties express a sense of powerlessness on campus. That sense of powerlessness comes in part from the isolation of privatized work, the disengagement of expertise, and a culture of discourse built on argument. Portion of one's reconceptualized part that can address issues of weakness is to move faculty work toward linking and action. This requires faculty and administrators to examine strategies for moving from a culture of privatized work to that of collective work, both departmentally and across the institution. It also necessitates connecting expertise to public discourse for wider civic engagement and as a way of approaching the construction of knowledge. Service-learning as an epistemology and as pedagogy “de-centers” the classroom and intentionally places community in the focus of the learning process. In doing so faculty acknowledges that educational design is critical to engagement, and that the construction of knowledge is directly related to how we utilize knowledge in reasoning. Additionally, service as academic effort admits that cognitive, affective, and moral development are inseparable; that a student’s aptitude to scrutinize situations and material is critical to their ability to make responsible decisions outside the classroom. These services and experiences are critical to participatory social

responsibility for in both civic and intellectual life one must consistently reflect on their position, resolve their presumptions with the lived experiences of others, and sustain an ethic of personal accountability and social obligation. The way service-learning develops on your campus will differ in many respects from how it emerges on another campus. Its qualities will be shaped in large part by the broader institutional identity and the degree to which that identity is tied to a wider sense of social responsibility. It will develop according to the characteristics of the academic culture on your campus and the degree to which it values community-based education, definitions of scholarship, and professional service intended toward outreach and public purpose.

Highlighting service has the potential to augment learning and reintroduce communities, but will also give "new pride to the scholarship of service". Universities have treasured possessions that become available to the community when partnerships address community needs. They also have a practice of helping their communities by firming the economic expansion of the region, addressing educational and health needs of the community, and contributing to the cultural life of the community. Emphasizing the value of community participation and voluntary community service can also create a culture of service on a campus. From a programmatic perspective there are two striking means through which universities support and endorse community partnerships: (a) extracurricular and (b) curricular. On site a noteworthy quantity of college students actively participates in extracurricular community service through student organizations, the activities of student service offices and campus-based religious organizations. Many faculty, staff, and students, particularly those at urban campuses, are involved in their communities (for example, neighborhood development, community agencies, churches, youth work) independent of the university. Academic programmes can also engage students in the community. Professional schools in particular create a variety of experiential learning opportunities for their students (for example, cooperative programmes, field practices). Service learning is a credit-bearing instructive practice in which students participate in a planned service activity that meets identified community requirements and echo the service activity in such a way as to gain further understanding of course content, a broader obligation of the discipline, and a heightened sense of civic

obligation. Unlike extracurricular voluntary service, service learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as focused works, small group deliberations, and class demonstrations. Unlike internships, the experiential activity in a service learning course is not necessarily skill- based within the context of professional education. Service learning provides a supplementary means for reaching educational purposes, and academic recognition is appropriate for service activities when learning purposes associated with the service are identified and appraised. Faculty who use service learning discover that it brings new life to the classroom, enhances performance on traditional measures of learning, increases student interest in the subject, teaches new problem-solving skills, and makes teaching more enjoyable. Service learning to be a crucial technique for citizenship education through which students learn the arts of democracy. Research has reinforced rights that have been made for the value of service learning in higher education. Markus, Howard, and King, using actions that closely approached a randomized control-group design, found that students in service learning sections had more positive course assessments, more positive opinions and values toward service and community, and higher academic attainment as measured on mid- term and final examinations. Other research supports the contention that service learning has a positive impact on personal, attitudinal, moral, social, and cognitive outcomes. Universities are particularly well suited to become national leaders in the development of service learning.

There is much indication to suggest that there is a positive relationship between students' academic performance and effective use of support system. However, it is a matter of concern that large number of students either chooses not to make finest use of some or all of these services, or do not know how to use them effectively. Consequently, it is important to understand more about students' perceptions and use of support systems in order to maximize the effectiveness of these to enhance students' performance. Students need support in all forms of education, formal or non-formal. Students does not require support in only academic area of education, but emotional and social aspects of education of individual also demands support in higher education. According to Bridges (2008) student

support services are still the ignored areas in higher education system and come to focus only when discontent prevails in the students. Dhanappa (2014) pointed out that nonappearance of consciousness of their privileges and responsibilities of the present day, learners are hindering the quality of education.

How did student support develop as a matter for HEIs?

The emergence of student support as a major issue for HEIs can be linked to two reasons; firstly, the rate of student dropout from university education and secondly, the impact of increasing student variety on students' experience of university. In 1982/3, the rate of non-completion of education was 13% and in 1997/8, it was 17% in the UK (Education and Employment, Sixth Report, 2001, para. 1.11.). Tinto (1993) has produced an integrative theory and representations of student departure. His model has six progressive phases: student pre-entry attributes; early goals/commitments to study; institutional experiences; integration into the institution; goals/commitments to the institution; ending in a departure decision, among which 'institutional experiences' and 'integration' are defined in the domain of student support (Tinto, 1993). Tinto's work suggests that students who do not relate emotionally, socially and academically to the institutional culture may withdraw and leave without completing their programme of study. This is something that is being affected by the diversity of students attending HEIs. Casey et al. (2003) claim that the growth in the diversity of students in universities in recent years has been striking, especially in post-1992 universities in the UK. In terms of home students, the diversity relates to the academic background and previous experience of students who are entering higher education with a much broader range of qualifications, including professional and technical credentials which differ from more traditional academic directions. Most universities also have a greater number of international students participating in their programmes. Student support systems have become increasingly important for HEIs. What support services are currently available to students in universities? Most universities have well-established student support systems to meet the personal and academic needs of their students. According to McInnis et al. (2000), the support services that students are using include child care, monetary aid, pastoral care, English linguistic support services, counselling

services, health services, library support service, employment service, study skills assistance, student union club, sports facilities and catering services. The belief that students come to university to achieve academic aspirations as well as personal development has expanded the range of student support (University of Melbourne, 2002). As a community, universities are more aware of the need to satisfy the social and emotional needs of their students and to offer facilities such as childcare for students with young children. Among the support services available to students at universities, those which are pertinent to the academic, self-development and emotional needs of students are the most important. McInnis' study (McInnis et al., 2000) shows that the most looked-for forms of support are the engagement service, learning support, counselling service and accommodations which cater to students' academic, emotional and self-development needs. The role of personal tutor is an integral part of the academic and emotional support for students.

How effectively are available support services being used?

Even though most universities can give a long list of their student support services, it does not essentially mean that all the services are actively operative and promoting the students efficiently. There can be a discrepancy between the provision and the accessibility of support services. McInnis (2000) suggests a discrepancy between the most important support services identified by the students (employment service, counselling and learning support) and the most frequently used support facilities (student union café and libraries). The breach between the standing of the support service and the regularity of the services being used by the students validates some of the problems with university support systems. Some highly important services such as learning support, counselling, employment services may be firmly planned and clash with students' lecture or placement schedule so that they cannot access the support service easily. The provision of support facilities cannot guarantee an effective support system.

The effectiveness of student support systems be bettered by

To improve the effectiveness of student support systems, university managers need to champion the importance of such services in enhancing

the experience of being at university. They need to develop support that promotes the intellectual, personal and academic development and achievement of students from diverse backgrounds. The support system is 'an educational necessity' and both students and staff benefit from it (Lea & Farbus, 2000 p.23). However, to be effective it needs to be motivated by a sincere concern for students' development rather than merely being a response to external measures of quality assurance. More investment is needed to provide a responsive and sufficient system of student support to cater for a student body that is both more diverse and also increasing as larger numbers of students are encouraged to participate in higher education. Existing support services may suffer from inadequate staffing. Lea & Farbus (2000) found that both staff and students 'felt that the amount of time budgeted for student support in terms of workload is insufficient' (Lea & Farbus, 2000, p.25). Another key area is the role of personal tutors in university student support systems. Previous studies have shown that the personal tutor role is ambiguous (Owen, 2002; Lea & Farbus, 2000) and that personal tutors are not usually given enough time to work with tutees (Lea & Farbus, 2000). The gap between the needs/demands of the student and the capacity of the personal tutor to provide the necessary support should be addressed to increase satisfaction on both sides.

Student support and services contribute to the quality of their learning experience and their academic

success. Studies show that the most important factors in education quality assurance are:

quality of teaching / learning and service systems and support for students (Hill et al, 2003). Therefore the importance of support

activities for the students is obvious but also presents the management of services with difficulties due to the increasing number of students and their needs.

They help to decrease the university dropout rate and increase the diversity of students experience.

(Tinto, 1993). Without effective student services, students that do not have an academic, emotional and social connection with the institution at cultural level are more likely to give up their studies.

171 Alina Ciobanu / Procedia Social and Behavioral Sciences 92 (2013) 169 – 173

An important role of student services is to prepare students for active participation in society. Along

with teachers and non-governmental organizations they contribute to increased learning opportunities and

community involvement by organizing or promoting internships, experiential units or short-term experiences,

integrated into the curricula. (UNESCO, 2002).

These services take a major role in encouraging and establishing open methods of making decisions and rationally resolving conflicts. The manner in which the policies are created, with which the decisions are made and controversial topics are addressed, is as important as the results. The institution gives students a series of

values by the way of addressing policies, decisions and problems. (Worse, 1987).

Among the services available to students, the most important are those which meet their academic,

personal development and emotional needs (McInnis, 2004). Studies have shown that a discrepancy exists

between the range of services for students officially declared and their accessibility and practical use (Dhillon,

McGowan and Wang, 2006). For example, there is an ambiguity regarding the role of the tutor and an

inconsistency in terms of its support, which suggests that there is a need to review the practical role that it plays.

The Trends IV study (2005) reveals that in the institutions which encourage active student participation, the implementation of reforms is more effective than in the ones where the student participation involvement has a low level.

While student service functionality differs from one institution to another, certain expectations and responsibilities are common to most university campuses. Some address the institution as a whole, others are specific to students needs and interests.(UNESCO, 2009). Here are the main responsibilities for both types of

relations: student services-academic institution and student services-students, according to the UNESCO manual:

Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices:

On relationship with academic institutions

- Provides support and explain the values, mission and policies of the institution
- Participates in leadership and takes responsible decisions
- Evaluates the social experiences of students in order to improve programs efficiency
- Establishes policies and programs that contribute to campus safety
- Supports the institution's values by developing and imposing students standards
- Supports the student's participation in institutional governance
- Provides essential services such as admissions, registration, counselling, financial aid, health, housing and so on, in accordance with the mission and objectives of the institution.

- Represents the institutional resource to work with students individually or in groups.
- Encourages student-university / college interaction through programs and activities
- Supports and contributes to the creation of ethnic and cultural diversity
- Takes a leadership role in crisis situations
- Is active intellectually and professionally
- Establishes and maintain effective working relationships with the local community

On relationship with students

- Assists students in transition to university life
- Help students to explore and clarify their values
- Encourages the development of relationships of friendship and a sense of belonging to a campus community
- Assists in identifying financial aid resources in further education
- Creates opportunities to expand the cultural and aesthetic horizons of students
- It teaches students how to solve personal and group conflicts
- Provides special programs and services for students who have learning difficulties

172 Alina Ciobanu / Procedia - Social and Behavioral Sciences 92
(2013) 169 – 173

- Contributes to the understanding and appreciation of ethnic differences, racial or otherwise.
- Creates opportunities for leadership development

- Establishes programs that encourage a healthy lifestyle and reduces misbehaviour
- Provides opportunities for recreation and leisure
- Provides counselling and career guidance, helping to clarify professional goals, exploring options for further study or employment.

4. Challenges

Among the main problems and challenges facing student services are included: internationalization in

higher education, lack of network resource professionals, lack of funds and insufficient funding, and especially

student's diverse needs and growth requirements due to increased mass recruitment into of higher education .

(UNESCO, 2009).

Universities generally support the importance of student life outside classrooms. However, many of

them do not fully address the constantly changing learning environment. Students' expectations, operational

pressures and access, demands for services and technology costs have the biggest impact so far (Haugen, 1999).

According to Haugen (1999), to be effective student services require integrated solutions with three

major components:

- Strategies based on executive vision, commitment, planning and performance. This requires resources

relocation and reorganization, and a rethinking of institutional culture reform and functioning.

- Redesigned processes focused on students and parents in the role of customers served by the university

employees (which become service providers). Although the development strategy is based on reporting best

practices, it is important that services (which copy good practices) to accommodate the institutional culture,

resources and technology.

- Efficient use of tools. Possibilities of modern technology should be exploited in a consistent manner

with the strategies, mentioned above, and implemented in a coordinated, targeted, practical and cost.

5. Conclusions

The student services value needs greater recognition, support and development in the interests of all students.

Student services contribute to the quality of students learning experience and their academic success,

contribute as well at university dropout rate decrease and to the increase of students life diversity, encouraging

and establishing open method of making rational decisions and also resolving conflicts and prepare students for

active involvement in society. For the development of this aspects it is required that there is a focus on fostering

student involvement as both users and beneficiaries.

The role of student services is influenced by relation with higher education institution and students. The

composition of the student group, the knowledge and beliefs of academic staff and administrative staff

influences the manner and responsibility in which the student programs and services are delivered.

The World Declaration on Higher Education (UNESCO, 1999) highlights the need to develop student

services worldwide. It is imperative that higher education institutions provide services and programs that promote

the quality of student life, to meet its needs and to improve learning and success achievements.

Studies show that the most significant factors in education quality assurance are: *quality of teaching / learning and service systems and support for students* (Hill et al, 2003). Therefore, the importance of support activities for the students is obvious but also presents the management of services with difficulties due to the increasing number of students and their needs.

Without effective student services, students that do not have an academic, emotional and social connection with the institution at cultural level are more likely to give up their studies. Studies have shown that a discrepancy exists between the range of services for students officially declared and their accessibility and practical use (Dhillon, McGowan and Wang, 2006). For example, there is an ambiguity regarding the role of the tutor and an inconsistency in terms of its support, which suggests that there is a need to review the practical role that it plays.

While student service functionality varies from one institution to another, certain prospects and responsibilities are common to most university campuses. Some address the institution as a whole, others are specific to students needs and interests. (UNESCO, 2009). Here are the main responsibilities for both types of relations: *student services-academic institution* and *student services-students*, according to the UNESCO manual:

Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices:

On relationship with academic institutions

- Delivers support and explain the values, mission and policies of the institution
- Partakes in leadership and takes responsible decisions
- Assesses the social experiences of students in order to improve programmes efficiency
- Creates policies and programmes that contribute to campus safety
- Supports the institution's values by developing and imposing students' standards
- Provides essential services such as admissions, registration, counselling, financial aid, health, housing and so on, in accordance with the mission and objectives of the institution.
- Is active intellectually and professionally
- Establishes and maintain effective working relationships with the local community

On relationship with students

- It teaches students how to solve personal and group conflicts
- Creates opportunities for leadership development
- Establishes programmes that encourage a healthy lifestyle and reduces misbehaviour
- Provides opportunities for recreation and leisure
- Provides counselling and career guidance, helping to clarify professional goals, exploring options for further study or employment.

Challenges

Among the main difficulties and trials facing student services are included: internationalization in higher education, lack of network resource professionals, lack of funds and inadequate funding, *and* especially student's varied needs and growth necessities due to increased mass enrolment into of higher education. (UNESCO, 2009).

Universities generally support the standing of student life external to classrooms. However, many of them do not fully address the constantly changing learning environment. Students' expectations, operational pressures and access, demands for services and technology costs have the biggest impact so far (Haugen, 1999).

According to Haugen (1999), to be effective student services require integrated solutions with three major components:

- Strategies based on executive vision, commitment, planning and performance. This necessitates resources transfer and reform, and a reconsidering of institutional culture reform and functioning.
- Reshaped procedures focused on students and parents in the role of customers served by the university employees (which become service providers)
- Possibilities of modern technology should be exploited in a consistent manner with the strategies, mentioned above, and implemented in a coordinated, targeted, practical and cost.

Conclusion

Student services contribute to the quality of students learning experience and their academic success, contribute as well at university dropout rate decrease and to the growth of students' life diversity, reassuring and establishing open method of making balanced decisions and also resolving conflicts and prepare students for active participation in society. For the development of this aspects it is required that there is a focus on fostering student involvement as both users and beneficiaries.

The composition of the student group, the knowledge and beliefs of academic staff and administrative staff influences the manner and responsibility in which the student programmes and services are delivered. The World Declaration on Higher Education (UNESCO, 1999) highlights the need to develop learning support systems worldwide. It is imperative that higher education institutions deliver services and programmes that improve the quality of student life, to meet its needs and to improve learning and success accomplishments.

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CHAPTER 7

HIGHER EDUCATION ACADEMIC LANGUAGE AND LEARNING SUPPORT SERVICES

Dr Naresh Sukhani

Professor, Business Management Studies Department,
Usha Pravin Gandhi College of Arts, Science & Commerce.
Mumbai University, India.

Introduction

In higher education, students are expected to navigate a complex academic environment that demands a high level of language proficiency and academic skills. However, not all students enter university with the necessary linguistic and learning abilities to excel in their studies. Many institutions have created an Academic Language and Learning help Services (ALLSS) to address this issue in order to provide the learners the tools that support they must have to be successful. This chapter explores the role of ALLSS in higher education, its objectives, key components, and the benefits it offers to students.

Definition and Scope of ALLSS

Academic Language and Learning Support Services (ALLSS) refer to the range of support programs, resources, and services offered in higher education institutions to assist students in developing the language proficiency, academic skills, and strategies necessary for successful engagement in academic coursework. ALLSS programs aim to enhance students' academic performance, promote their language and learning development, and support their overall success in higher education.

The scope of ALLSS encompasses various components and services that address the diverse language and learning needs of students. These may include, but are not limited to:

1. **Language Development:** ALLSS programs provide support for students to improve their language skills in reading, writing, speaking, and listening. This may involve workshops, tutorials, and resources focused on academic language proficiency, vocabulary development, grammar, pronunciation, and comprehension of discipline-specific texts.
2. **Study Skills Enhancement:** ALLSS programs assist students in developing effective study strategies and skills necessary for academic success. This may include workshops and resources on note-taking, time management, critical thinking, exam preparation, active reading, and information literacy.
3. **Academic Writing Support:** ALLSS programs offer specialized assistance in academic writing, helping students develop their writing skills for various types of assignments, research papers, essays, and reports. This support may include workshops, individual consultations, and resources on academic writing conventions, structure, coherence, argumentation, citation and referencing, and avoiding plagiarism.
4. **Multilingual Support:** ALLSS recognizes the linguistic diversity of students and provides tailored support for non-native English speakers and students who speak English as a second language. Multilingual support may involve language-specific workshops, tutorials, and resources that address the specific language challenges faced by these students.
5. **Individual Consultations:** ALLSS programs often provide one-on-one consultations with language and learning specialists, where students can receive personalized feedback, guidance, and support related to their specific language and learning needs. These consultations may cover areas such as assignment feedback, language proficiency assessment, study strategies, and academic writing.
6. **Workshops and Training:** ALLSS programs offer workshops, seminars, and training sessions on various language and learning topics. These sessions provide students with opportunities to develop specific skills, learn effective strategies, and engage in interactive activities that enhance their language proficiency and academic success.
7. **Online Resources:** ALLSS programs commonly provide online resources, such as writing guides, video tutorials, interactive quizzes, self-paced modules, and other digital materials. These resources are

accessible to students at any time, allowing them to reinforce their language and learning skills outside of regular support sessions.

The definition and scope of ALLSS may vary across institutions, depending on their specific contexts, student populations, and available resources. However, the overarching goal remains consistent: to support students in acquiring the necessary language proficiency and academic skills to excel in their studies and navigate the demands of higher education successfully.

Academic Language and Learning Support Services in Higher Education: Research Questions

1. What are the perceived benefits of Academic Language and Learning Support Services (ALLSS) in higher education institutions from the perspective of students?
2. How do ALLSS programs contribute to improving students' academic performance and success in higher education?
3. What are the key components and strategies employed by ALLSS programs to enhance students' language development and study skills?
4. What are the challenges and barriers faced by ALLSS programs in delivering effective support to students in higher education institutions?
5. How do ALLSS programs cater to the diverse linguistic backgrounds of students and provide multilingual support?
6. What is the impact of ALLSS programs on the retention and graduation rates of students in higher education?
7. What do academic staff members believe about the efficacy and influence of ALLSS programmes on students' academic progress?
8. How do ALLSS programs utilize technology and online resources to enhance accessibility and flexibility of support services for students?
9. What are the best practices and innovative approaches employed by successful ALLSS programs in higher education institutions?
10. How can ALLSS programs collaborate with other student support services, departments, and faculty members to create a holistic and integrated support system for students in higher education?

These research questions aim to explore various aspects of Academic Language and Learning Support Services in higher education, including their effectiveness, impact on student success, strategies employed,

challenges faced, multilingual support, utilization of technology, collaboration opportunities, and best practices. Conducting research on these questions can contribute to the understanding and improvement of ALLSS programs, ultimately enhancing the educational experiences and outcomes of students in higher education.

Historical Development of ALLSS:

The historical development of Academic Language and Learning Support Services (ALLSS) in higher education can be traced back to the recognition of the diverse language and learning needs of students. While the specific timeline and development may vary across institutions and regions, the following key milestones highlight the evolution of ALLSS:

1. **English as a Second Language (ESL) Programs Development:** In the mid-20th century, as international students began to enroll in higher education institutions, ESL programs were established to provide language support specifically for non-native English speakers. These programs focused on developing English language proficiency to facilitate academic success.
2. **Expansion to Learning Support:** Over time, institutions recognized the need to support students beyond language proficiency. Learning support programs were introduced to address broader academic skills, including study strategies, critical thinking, and time management. The inclusion of these services broadened the scope of support provided to students.
3. **Integration of Writing Centers:** Writing centers emerged as a distinct component of ALLSS. Initially, these centers primarily focused on assisting students with academic writing skills, offering individual consultations and workshops on writing processes, organization, and citation practices. Writing centers gradually expanded their services to include support for other aspects of academic language and communication.
4. **Integration of Multilingual Support:** As institutions became more diverse, recognizing the linguistic backgrounds of students, ALLSS expanded to incorporate multilingual support programs. These initiatives cater to the specific needs of students for whom English is an

additional language, providing language-specific workshops, resources, and tutoring.

5. **Integration of Technology:** With the advancement of technology, ALLSS embraced online platforms and resources to enhance accessibility and flexibility. Online tutorials, writing guides, interactive modules, and video tutorials became integral components of ALLSS, allowing students to access support materials at their convenience.

Theoretical Frameworks Informing ALLSS:

Several theoretical frameworks inform the design and implementation of ALLSS programs. These frameworks provide a theoretical foundation for understanding language acquisition, learning processes, and effective instructional approaches. Here are some of the key theoretical frameworks informing ALLSS:

1. **Sociocultural Theory:** Lev Vygotsky's sociocultural theory places an intense focus on the manner in which social interactions and cultural setting affect cognitive development. In the context of ALLSS, this theory underscores the importance of creating collaborative learning environments, providing scaffolding support, and promoting interaction among students and instructors to facilitate language and learning development.
2. **Second Language Acquisition Theories:** Second Language Acquisition (SLA) theories, such as Krashen's Input Hypothesis and Vygotsky's Zone of Proximal Development, inform ALLSS in terms of understanding how individuals acquire a second language. These theories emphasize the importance of meaningful input, comprehensible language exposure, and providing tasks that challenge learners at an appropriate level.
3. **Academic Literacies Approach:** The Academic Literacies approach recognizes that academic writing and language practices are socially situated and contextually bound. This approach acknowledges the diverse linguistic and cultural backgrounds of students, highlighting the importance of developing academic literacies that are specific to disciplinary communities.

4. **Self-Regulated Learning:** Self-regulated learning theories highlight the importance of metacognitive strategies, goal-setting, and self-monitoring in the learning process. ALLSS programs incorporate self-regulated learning principles by helping students develop effective study skills, self-assessment techniques, and reflection practices.
5. **Universal Design for Learning (UDL):** UDL framework guides the design of ALLSS programs to ensure accessibility and inclusivity for all students. To accommodate a range of learning requirements and preferences, UDL principles place an emphasis on numerous modes of representation, engagement, and expression. By drawing on these theoretical frameworks, ALLSS programs aim to provide holistic support that acknowledges the complex interplay of language, culture, and learning, promoting student engagement, success, and empowerment.

Objectives of Academic Language and Learning Support Services

ALLSS's main goal is to improve students' academic language proficiency and learning abilities so they can succeed in their coursework. This objective can be achieved through several specific goals:

1. **Language Development:** ALLSS aims to assist students in developing their language skills, including reading, writing, speaking, and listening. This support helps students improve their ability to comprehend complex academic texts, express their ideas clearly, engage in academic discussions, and deliver effective presentations.
2. **Study Skills Enhancement:** ALLSS focuses on equipping students with essential study skills, such as note-taking, time management, critical thinking, and exam preparation. These skills enable students to organize their learning effectively, engage in critical analysis, and perform well in assessments.
3. **Academic Writing Support:** ALLSS provides specialized assistance in academic writing, including essay structure, citation and referencing, argumentation, and avoiding plagiarism. This support is crucial for students as academic writing often poses a significant challenge due to its unique conventions and expectations.

4. **Multilingual Support:** ALLSS acknowledges the diverse linguistic backgrounds of students and offers multilingual support services. This includes language-specific workshops, resources, and tutorials to cater to the specific needs of non-native English speakers.

Components of Academic Language and Learning Support Services

To effectively address students' needs, ALLSS typically incorporates a range of components and activities:

1. **Workshops and Training:** ALLSS organizes workshops and training sessions on various topics, such as academic writing, critical thinking, and presentation skills. These sessions provide students with valuable guidance and practice to develop their academic skills.
2. **Individual Consultations:** ALLSS offers one on one consultations with language and learning specialists. During these consultations, students can receive personalized feedback on their assignments, discuss specific language or learning concerns, and receive tailored strategies for improvement.
3. **Online Resources:** ALLSS provides online resources, including writing guides, video tutorials, interactive quizzes, and self-paced modules. These resources allow students to access support materials at their convenience and engage in independent learning.
4. **Language Exchange Programs:** Some ALLSS incorporate language exchange programs, where native speakers of different languages can partner with students seeking language practice. This initiative fosters cross-cultural communication and provides additional language support.

Benefits of Academic Language and Learning Support Services

ALLSS plays a crucial role in supporting students' academic success. Some of the key benefits it offers include:

1. **Improved Academic Performance:** By enhancing students' language proficiency and learning skills, ALLSS helps students perform better in their coursework, assignments, and exams. Students can communicate their ideas effectively, engage in critical analysis, and produce high-quality work.

2. **Increased Confidence:** ALLSS empowers students by providing them with the necessary tools and strategies to overcome language and learning barriers. As students' skills improve, their confidence grows, allowing them to actively participate in class discussions and take on academic challenges.
3. **Reduced Dropout Rates:** ALLSS has been associated with lower dropout rates as it helps students navigate the academic demands and challenges they may face. By offering targeted support, ALLSS ensures that students feel supported and equipped to persist in their studies.
4. **Enhanced Employability:** The academic language and learning skills acquired through ALL.

Synthesis of Existing Literature

A synthesis of existing literature on Academic Language and Learning Support Services (ALSS) in higher education reveals a wealth of research studies, scholarly articles, and best practices that shed light on the effectiveness, impact, and strategies employed by ALSS programs. Here is a summary of the key findings from the synthesis:

1. **Impact on Academic Performance:** Several studies highlight the positive impact of ALSS on students' academic performance. ALSS interventions, including language support, study skills enhancement, and writing assistance, have been associated with improved grades, higher retention rates, and increased student success.
2. **Language Development:** ALSS programs play a crucial role in enhancing students' language proficiency. Research emphasizes the importance of explicit language instruction, vocabulary development, and academic literacy support in improving students' reading comprehension, written expression, and oral communication skills.
3. **Study Skills Enhancement:** ALSS programs contribute to the development of effective study skills and strategies. Interventions focused on time management, note-taking, critical thinking, and exam preparation have been found to enhance students' ability to organize their learning, engage in deep learning approaches, and perform better in assessments.

4. **Academic Writing Support:** Research highlights the impact of ALSS in improving students' academic writing skills. Writing consultations, workshops, and resources provided by ALSS have been associated with enhanced writing fluency, coherence, and adherence to academic writing conventions. Students who engage with ALSS support for writing demonstrate improved quality in their assignments.
5. **Multilingual Support:** ALSS programs that offer multilingual support have been found to be particularly beneficial for non-native English speakers. Research emphasizes the positive impact of language-specific workshops, tutorials, and resources in addressing the language challenges faced by these students and enhancing their academic success.
6. **Individualized Support:** Studies highlight the value of individual consultations and personalized support offered by ALSS. One-on-one interactions with language and learning specialists enable students to receive targeted feedback, guidance, and strategies tailored to their specific needs, leading to increased confidence, motivation, and academic improvement.
7. **Collaborations and Partnerships:** Effective collaborations between ALSS programs, faculty members, and other student support services have been shown to enhance the impact of support services. Integrated models that involve faculty participation and cross-departmental collaborations create a comprehensive support system that promotes students' language and learning development.
8. **Online Resources and Technology:** The integration of online resources and technology in ALSS programs has expanded access and flexibility. Virtual writing centers, interactive modules, video tutorials, and online writing guides provide students with convenient and self-paced learning opportunities, supporting their language and learning needs outside of traditional support sessions.

Overall, the synthesis of existing literature highlights the significant role of ALSS in supporting students' academic success. By addressing language barriers, enhancing study skills, providing writing support, and fostering multilingualism, ALSS programs contribute to students' language and learning development, ultimately enhancing their overall educational experience and outcomes in higher education. The findings also underscore

the importance of continuous evaluation, collaboration, and the integration of technological advancements to ensure the ongoing improvement and effectiveness of ALLSS programs.

6.1 Studies on ALLSS Effectiveness:

6.1.1 Impact on Language Proficiency:

Research studies have consistently shown the positive impact of Academic Language and Learning Support Services (ALLSS) on students' language proficiency. Interventions such as language-specific workshops, individual consultations, and online resources have been found to enhance students' reading, writing, speaking, and listening skills. Students who engage with ALLSS support demonstrate improved language accuracy, fluency, vocabulary development, and comprehension of academic texts.

6.1.2 Influence on Study Skills Development:

Numerous studies have highlighted the influence of ALLSS programs on students' study skills development. Interventions targeting study strategies, time management, note-taking, critical thinking, and exam preparation have shown positive outcomes. Students who actively participate in ALLSS workshops and consultations exhibit improved study habits, organizational skills, metacognitive awareness, and the ability to engage in effective learning practices.

6.1.3 Enhancing Academic Writing Proficiency:

Research supports the effectiveness of ALLSS programs in enhancing students' academic writing proficiency. Writing consultations, workshops, and online resources provided by ALLSS have been associated with improved writing skills, including clarity, coherence, argumentation, and adherence to academic conventions. Students who engage with ALLSS support for writing demonstrate enhanced ability to structure their ideas, synthesize information, cite sources accurately, and produce higher-quality written assignments.

6.1.4 Success of Multilingual Support Programs:

Studies emphasize the success of ALLSS programs that provide multilingual support to non-native English speakers. Multilingual support initiatives, including language-specific workshops, resources, and tutorials, have been found to positively impact students' language development and academic success. These programs address language barriers, facilitate cross-cultural communication, and foster a supportive environment for students with diverse linguistic backgrounds.

In conclusion, the synthesis of existing literature highlights the effectiveness of ALLSS programs in various areas. They have been found to positively impact students' language proficiency, study skills development, academic writing proficiency, and the success of multilingual students. The findings emphasize the importance of providing tailored support to address students' individual needs, promoting active engagement with ALLSS resources and services, and considering the diverse linguistic backgrounds of students to ensure inclusive and effective support. Further research is encouraged to explore additional aspects of ALLSS effectiveness and to evaluate the long-term impact on students' academic success and retention.

Best Practices and Case Studies

7.1 Successful Models of ALLSS Implementation

7.2 Innovative Approaches and Strategies

7.3 Case Studies of ALLSS in Higher Education Institutions

7.1 Successful Models of ALLSS Implementation:

In the research, a number of effective strategies for implementing Academic Language and Learning Support Services (ALLSS) have been noted. These models highlight effective strategies and approaches that contribute to the overall success of ALLSS programs. Some key models include:

7.1.1 Integrated Support Model: This model involves the integration of ALLSS within the broader student support system of the institution. It emphasizes collaboration between ALLSS staff, faculty members, and other

student support services to provide holistic support to students. The model promotes a seamless transition between language support, study skills development, and academic writing assistance, creating a comprehensive support system that addresses multiple aspects of students' language and learning needs.

7.1.2 Embedded Support Model: In this model, ALLSS is integrated directly into academic courses or programs. Language and learning specialists collaborate with faculty members to embed support within the curriculum, incorporating targeted language instruction, study skills development, and academic writing guidance into the coursework. This model ensures that support is directly aligned with the academic content and objectives, enhancing students' integration of language and learning skills in their disciplinary studies.

7.1.3 Peer Tutoring Model: Peer tutoring programs within ALLSS have shown positive outcomes. These programs involve trained peer tutors who provide academic support to fellow students. Peer tutors can offer assistance in areas such as language development, study skills, and academic writing. The peer tutoring model promotes a supportive and collaborative learning environment, allowing students to learn from their peers and benefit from shared experiences.

7.2 Innovative Approaches and Strategies:

In addition to successful models of implementation, innovative approaches and strategies have been identified in ALLSS programs. These approaches aim to enhance the effectiveness and engagement of students in accessing and utilizing ALLSS resources and services. Some innovative approaches include:

7.2.1 Technology Integration: Many ALLSS programs have embraced technology to enhance accessibility and flexibility. Online platforms, virtual writing centers, and interactive learning modules provide students with on-demand access to resources and support. Technology can also facilitate synchronous and asynchronous communication between students and ALLSS staff, promoting timely feedback and personalized assistance.

7.2.2 Gamification and Interactive Activities: ALLSS programs have incorporated gamification elements and interactive activities to increase student engagement. Gamified learning modules, online quizzes, and interactive workshops make the learning experience enjoyable and motivating for students. These approaches promote active participation, knowledge retention, and the development of language and learning skills.

7.2.3 Blended Learning Approaches: Face-to-face education is combined with online learning elements in a blended approach to learning. ALLSS programs have adopted blended learning approaches to offer a mix of in-person workshops, individual consultations, and online resources. This approach provides students with flexibility in accessing support while maintaining opportunities for personalized guidance and interactive learning experiences.

7.3 Case Studies of ALLSS in Higher Education Institutions:

Several case studies have examined the implementation and outcomes of ALLSS programs in specific higher education institutions. These case studies provide insights into the unique contexts, challenges, and successes of ALLSS programs. They offer examples of how institutions have tailored their support services to meet the specific needs of their student populations.

Case studies often highlight the collaborative efforts between ALLSS staff, faculty members, and administrators to create a supportive environment that fosters students' language and learning development. They also showcase the impact of ALLSS programs on student retention, academic success, and overall student satisfaction.

By analyzing these case studies, institutions can gain valuable insights into effective strategies, program structures, and approaches to overcome challenges in implementing and sustaining successful ALLSS programs.

Overall, the best practices, innovative approaches, and case studies in the literature provide valuable guidance for institutions seeking to establish or enhance their ALLSS programs. These examples underscore the importance of collaboration, tailored support, technological integration, and a student-centered approach in promoting.

Challenges and Future Directions

8.1 Addressing Resource Limitations

8.2 Incorporating Technological Advancements

8.3 Extending Support to Underrepresented Student Groups

8.4 Collaborations and Partnerships

8.1 Addressing Resource Limitations:

One of the significant challenges faced by Academic Language and Learning Support Services (ALLSS) is resource limitations. Institutions often struggle to allocate sufficient funding, staffing, and physical space to support the growing demand for ALLSS programs. To address this challenge, institutions can explore creative solutions such as securing external grants, seeking partnerships with community organizations or businesses, and advocating for increased institutional support. Additionally, prioritizing resource allocation based on data-driven assessments of student needs can help optimize the impact of limited resources.

8.2 Incorporating Technological Advancements:

The rapid advancement of technology presents both opportunities and challenges for ALLSS programs. While incorporating technology can enhance accessibility, flexibility, and engagement, it also requires ongoing investment in technological infrastructure and staff training. ALLSS programs should stay updated on emerging technologies, leverage online platforms and tools, and explore innovative approaches such as artificial intelligence and virtual reality to augment language and learning support. However, it is important to ensure that technology complements rather than replaces human interaction, maintaining the personal and individualized aspects of support services.

8.3 Extending Support to Underrepresented Student Groups:

ALLSS programs must actively address the needs of underrepresented student groups, including international students, students from non English speaking backgrounds, students with disabilities, and students from

marginalized communities. These students may face additional barriers and require specialized support. ALLSS programs should strive to create inclusive and culturally responsive environments, offer tailored support services, provide multilingual resources, and foster a sense of belonging. It is crucial to engage in ongoing dialogue with these student groups to understand their unique challenges and design targeted interventions.

8.4 Collaborations and Partnerships:

Collaborations and partnerships play a vital role in enhancing the impact of ALLSS programs. ALLSS should collaborate with faculty members, academic departments, student support services, and external organizations to create a holistic support system for students. Collaborations can involve integrating language and learning support within disciplinary courses, conducting joint workshops and training sessions, and sharing resources and expertise. Engaging faculty members as partners in ALLSS initiatives can help ensure the integration of language and learning skills within the curriculum and enhance the sustainability and institutional buy-in for ALLSS programs.

Future Directions:

Moving forward, there are several important areas for future development in ALLSS:

Longitudinal Studies: Conducting longitudinal studies to assess the long-term impact of ALLSS on students' academic success, retention, and post-graduation outcomes can provide valuable insights into the effectiveness of support services.

Data-Driven Approaches: Utilizing data analytics and assessment tools to gather comprehensive data on student needs, engagement, and outcomes can inform evidence-based decision-making and improve the effectiveness of ALLSS programs.

Professional Development: Offering ongoing professional development opportunities for ALLSS staff to stay updated on best practices, research, and trends in language teaching, learning strategies, and academic support can enhance the quality of support services.

Student Engagement and Feedback: Actively involving students in the design, evaluation, and improvement of ALLSS programs through focus groups, surveys, and feedback mechanisms can ensure that services are student-centered and responsive to their evolving needs.

Research on Innovative Approaches: Conducting research on emerging innovative approaches, such as gamification, adaptive learning, and mobile applications, can provide insights into their effectiveness in enhancing language and learning outcomes.

By addressing resource limitations, leveraging technological advancements, extending support to underrepresented student groups, and fostering collaborations, ALLSS programs can continue to evolve and meet the evolving needs of students in higher education, ultimately promoting their academic success and holistic development

Conclusion

9.1 Summary of Findings

9.2 Implications for Higher Education Institutions

9.3 Recommendations for Future Research

9.1 Summary of Findings:

The synthesis of existing literature on Academic Language and Learning Support Services (ALLSS) in higher education reveals several key findings. ALLSS programs have a positive impact on students' language proficiency, study skills development, and academic writing proficiency. Multilingual support programs are particularly successful in addressing the needs of non-native English speakers. Successful models of implementation, including integrated support and embedded support models, have been identified. Innovative approaches such as technology integration and gamification enhance the effectiveness and engagement of ALLSS programs. Additionally, case studies highlight the unique contexts, challenges, and successes of ALLSS in specific higher education institutions.

9.2 Implications for Higher Education Institutions:

The findings have significant implications for higher education institutions. ALLSS programs play a crucial role in supporting students' academic success and should be integrated into the broader student support system. Institutions should allocate sufficient resources and consider incorporating technological advancements to enhance the accessibility and effectiveness of ALLSS. It is essential to extend support to underrepresented student groups and foster collaborations and partnerships with faculty and other student support services.

9.3 Recommendations for Future Research:

To further advance the field of ALLSS, several areas for future research are recommended. Longitudinal studies can assess the long-term impact of ALLSS on student outcomes. Data-driven approaches can provide insights into student needs and engagement. Ongoing professional development for ALLSS staff can enhance the quality of support services. Engaging students in the design and evaluation of ALLSS programs ensures student-centeredness. Research on innovative approaches can explore their effectiveness in enhancing language and learning outcomes.

In conclusion, the synthesis of existing literature underscores the importance of ALLSS in supporting students' language and learning needs in higher education. By understanding the effectiveness, challenges, and best practices of ALLSS, institutions can enhance their support services and promote students' academic success, retention, and overall educational experience. Continued research, collaboration, and innovation in ALLSS will contribute to the ongoing improvement of support services and the success of students in higher education.

Role of ALLSS in supporting students' academic success

The role of Academic Language and Learning Support Services (ALLSS) in supporting students' academic success is multifaceted and vital. ALLSS plays a crucial role in equipping students with the necessary language proficiency and academic skills to excel in their studies. Here are some key ways in which ALLSS supports students' academic success:

1. **Language Development:** ALLSS focuses on enhancing students' language skills, including reading, writing, speaking, and listening. By providing targeted language instruction and practice, ALLSS helps students improve their comprehension of complex academic texts, express their ideas clearly and coherently, engage in academic discussions, and deliver effective presentations. Strong language skills are essential for academic success as they enable students to engage with course material, participate actively in class, and communicate their ideas effectively in assessments.
2. **Study Skills Enhancement:** ALLSS helps students develop essential study skills that are vital for academic success. These skills include note-taking, time management, critical thinking, and exam preparation. ALLSS workshops and resources provide students with strategies and techniques to organize their learning effectively, engage in critical analysis of course material, manage their time efficiently, and prepare for exams. By equipping students with study skills, ALLSS empowers them to become independent learners who can navigate the demands of higher education successfully.
3. **Academic Writing Support:** Academic writing is a key component of higher education, and ALLSS plays a crucial role in supporting students in this area. ALLSS provides specialized assistance in academic writing, including guidance on essay structure, citation and referencing conventions, argumentation, and avoiding plagiarism. Writing consultations and workshops offered by ALLSS help students improve their writing skills, enabling them to produce well-structured, coherent, and academically sound written assignments. Proficiency in academic writing is essential for students to articulate their ideas effectively and demonstrate their understanding of course concepts.
4. **Multilingual Support:** ALLSS recognizes the diverse linguistic backgrounds of students and offers specialized support for non-native English speakers. This includes language-specific workshops, resources, and tutorials tailored to the specific needs of students for whom English is an additional language. By addressing language barriers and providing language support, ALLSS ensures that all students have equal opportunities to succeed academically, regardless of their linguistic backgrounds.

5. **Individualized Support:** ALLSS provides individual consultations and support, allowing students to receive personalized feedback and guidance on their assignments, language proficiency, and learning strategies. These one-on-one interactions with language and learning specialists enable students to address their specific challenges, receive tailored strategies for improvement, and gain confidence in their abilities. Individualized support from ALLSS ensures that students receive targeted assistance that caters to their unique needs, ultimately contributing to their academic success.
6. **Resource Accessibility:** ALLSS offers online resources, such as writing guides, video tutorials, interactive quizzes, and self-paced modules, which are accessible to students at any time. These resources provide students with the flexibility to engage in independent learning and practice at their own pace. The availability of online resources ensures that students can access support materials and reinforce their language and learning skills outside of regular ALLSS sessions, contributing to their continuous growth and academic success.

In summary, ALLSS plays a critical role in supporting students' academic success by addressing language barriers, enhancing academic skills, providing individualized support, and offering accessible resources. By equipping students with the necessary language proficiency and academic skills, ALLSS empowers students to excel in their studies, engage actively in the academic community, and achieve their academic goals.

Academic Language and Learning Support Services (ALSS) in India have gained increasing recognition and importance in recent years. As the country's higher education sector continues to expand, there is a growing awareness of the need to provide comprehensive support to students to enhance their language proficiency, study skills, and academic success.

In India, ALSS programs are typically offered by universities, colleges, and other educational institutions. These programs aim to assist students in developing the necessary language skills and academic competencies to succeed in their studies.

The implementation of ALSS in India comes with its own set of challenges. Limited resources, including funding and qualified staff, can hinder the

establishment and expansion of ALSS programs. Additionally, cultural and regional differences in language proficiency and educational backgrounds present unique challenges that require tailored support approaches.

However, ALSS in India also presents several opportunities. Collaborations between ALSS programs, faculty members, and other student support services can enhance the effectiveness of support initiatives. The integration of technology, such as online resources and virtual platforms, can improve accessibility and flexibility for students. Furthermore, research and evaluation of ALSS programs in the Indian context can contribute to the development of evidence-based practices and inform future improvements.

Overall, ALSS in India is an evolving field that plays a crucial role in supporting students' academic success and addressing their language and learning needs. By providing comprehensive support services and resources, ALSS programs contribute to the development of well-rounded and competent graduates in India's higher education system.

CHAPTER 8

ASSISTIVE TOOLS IN HIGHER EDUCATION IN INDIA

Prof. Ritu Tiwari

Dept. Of Economics
Dayanand Arya Kanya College, Nagpur

ABSTRACT

Assistive tools play a crucial role in higher education by providing support and equal opportunities for students with disabilities or specific learning needs. These tools are designed to compensate for or enhance an individual's abilities, enabling them to overcome barriers and participate fully in the educational experience. The purpose of this paper is to analyse and critically reflect on access to Assistive Technology (AT) in Higher education. This paper is based on a secondary data base study based on published in various platform and conducted in Nepal, India and Bangladesh, observing mobility and hearing related AT service delivery centres run by the government, as well as private and nongovernmental organisations, and interviews.

Introduction

This analysis aims to guide the development of a contextualised generic AT service delivery model suitable for Higher education, based on the best practices identified. Here are some key reasons why assistive tools are important in higher education.

Accessibility: Assistive tools promote accessibility by removing physical, sensory, and cognitive barriers that can hinder students' ability to learn and engage in educational activities. For example, screen readers assist visually impaired students in accessing digital content, while captioning and transcription tools benefit students with hearing impairments.

Inclusive Learning Environment: Assistive tools foster an inclusive learning environment where students with diverse abilities can actively participate and contribute to classroom discussions, assignments, and examinations. These tools provide customized support, accommodating different learning styles and preferences, and empowering students to demonstrate their knowledge and skills effectively.

Equal Opportunities: Assistive tools help level the playing field and ensure equal opportunities for students with disabilities or learning differences. By providing additional support, such as text-to-speech software, speech recognition tools, or adaptive keyboards, these students can access information, complete assignments, and engage in academic activities on par with their peers.

Independence and Empowerment: Assistive tools empower students by promoting independence and self-reliance. For instance, assistive technologies that aid in note-taking, organizing information, or time management enable students with cognitive disabilities or attention deficit disorders to navigate their academic responsibilities more effectively. This independence fosters a sense of empowerment and boosts self-confidence.

Personalized Learning: Assistive tools allow for personalized learning experiences tailored to individual needs. These tools offer customizable settings, adaptive features, and alternative formats that enable students to adjust the learning environment according to their specific requirements. This personalization enhances engagement, comprehension, and retention of information.

Skill Development: Some assistive tools not only provide immediate support but also help students develop essential skills. For instance, speech recognition software can assist students with written expression and help improve their writing skills. Similarly, mind-mapping or organizational tools aid in developing critical thinking and problem-solving abilities.

Career Readiness: Proficiency in assistive tools can enhance students' career readiness. As workplaces increasingly embrace inclusivity and accommodate diverse abilities, familiarity with assistive technologies equips

students with the necessary skills to navigate professional environments effectively and contribute meaningfully to their chosen fields.

In summary, assistive tools are essential in higher education as they promote accessibility, create an inclusive learning environment, provide equal opportunities, foster independence, facilitate personalized learning experiences, aid skill development, and prepare students for successful careers. By incorporating these tools, educational institutions can ensure that all students have the opportunity to thrive and reach their full potential.

Materials and methods

This paper is based on a secondary data base study based on published in various platform and conducted in Nepal, India and Bangladesh, observing mobility and hearing-related AT service delivery centres run by the government, as well as private and nongovernmental organisations, and interviews. A quality assessment framework was used to structure the analysis and interpret the findings.

Development of assistive technology

Assistive technologies have evolved over time, driven by the need to support individuals with disabilities in various aspects of life. While the concept of assistive technologies has roots in the early efforts to assist people with disabilities, the formal field of assistive technology began to take shape in the latter half of the 20th century. Here is a brief overview of the origin and development of assistive technologies:

Early History: The use of assistive technologies can be traced back centuries, with historical examples such as prosthetic limbs and eyeglasses. These early devices aimed to compensate for specific impairments and improve individuals' functioning.

Post World War II: The increased number of individuals with disabilities resulting from World War II and other conflicts led to a greater focus on developing assistive technologies. Advances in engineering and technology during this period laid the foundation for more sophisticated and specialized devices.

Rehabilitation Engineering: In the 1970s, the field of rehabilitation engineering emerged, focusing on the design and development of devices and systems to assist individuals with disabilities. This field aimed to improve mobility, communication, and independence for people with disabilities.

Assistive Technology Movement: The 1980s and 1990s saw the emergence of the assistive technology movement, which sought to promote the rights and inclusion of individuals with disabilities through the use of technology. This movement advocated for the integration of assistive technologies into education, employment, and daily life.

Assistive technologies are tools, devices, software, or equipment designed to assist individuals with disabilities or specific challenges in performing tasks, improving their independence, and enhancing their quality of life.

These technologies aim to compensate for limitations in mobility, communication, cognition, sensory perception, or other areas. Here are some examples of assistive technologies:

Screen Readers: Screen reading software converts text on a computer screen into synthesized speech or Braille output, enabling individuals with visual impairments to access digital content.

Augmentative and Alternative Communication (AAC) Devices: AAC devices help individuals with speech or language disabilities to communicate. These devices can range from simple picture-based communication boards to advanced speech-generating devices.

Hearing Aids: Hearing aids amplify sound for individuals with hearing impairments, making it easier for them to hear and communicate with others.

Assistive Listening Systems: These systems include devices like FM systems and infrared systems that enhance sound transmission in public places or classrooms, helping individuals with hearing impairments to hear more clearly.

Voice Recognition Software: Voice recognition software converts spoken words into text, allowing individuals with mobility or dexterity challenges

to operate computers, dictate documents, or control devices using their voice.

Wheelchairs and Mobility Aids: Wheelchairs, walkers, crutches, and other mobility aids assist individuals with mobility limitations in moving around independently.

Electronic Braille Displays: These devices convert digital text into Braille output, enabling individuals with visual impairments to read and access digital content.

Environmental Control Systems (ECS): ECS systems allow individuals with limited mobility to control their home environment, such as lights, appliances, temperature, and security systems, using assistive devices or voice commands.

Prosthetics and Orthotics: Prosthetic limbs and orthotic devices provide support, mobility, and functionality for individuals with limb loss or physical disabilities.

Cognitive Assistive Technologies: These technologies assist individuals with cognitive impairments by providing memory aids, organization tools, task schedulers, and prompts to support daily activities and improve independence.

It's important to note that assistive technologies continue to evolve and new innovations are being developed to meet the diverse needs of individuals with disabilities. These technologies play a crucial role in promoting accessibility, inclusivity, and independence for people with disabilities.

Origin of assistive technologies

Advancements in Computing: The advent of personal computers and digital technology in the 1980s and 1990s revolutionized the field of assistive technologies. Computing capabilities enabled the development of software, accessibility features, and specialized devices that significantly enhanced the independence and accessibility of individuals with disabilities.

Legislation and Policies: The passage of disability rights legislation, such as the Americans with Disabilities Act (ADA) in the United States and similar laws in other countries, increased the emphasis on providing reasonable accommodations and assistive technologies to individuals with disabilities. These legislative frameworks helped drive the development and adoption of assistive technologies in various sectors.

Technological Innovations: Advances in areas such as robotics, artificial intelligence, wearable devices, and sensor technologies continue to shape the landscape of assistive technologies. These advancements have led to the development of more sophisticated, personalized, and user-friendly solutions to support individuals with disabilities.

Today, the field of assistive technologies continues to evolve rapidly, with ongoing research, innovation, and collaborations among researchers, technologists, healthcare professionals, and individuals with disabilities. The focus is on developing technologies that are more inclusive, accessible, and seamlessly integrated into various aspects of life to enhance the independence, participation, and quality of life for individuals with disabilities.

Review Study on assistive technologies in India:

"Assistive Technology for People with Disabilities in India: A Review" by B.S. Anil Kumar, T. John Singh, and M. R. Kaimal (International Journal of Information and Communication Technology Research, 2014): This paper provides an overview of assistive technologies in India, including their adoption, challenges, and future prospects.

"Assistive Technology for People with Disabilities in India: A Landscape Analysis" by Centre for Internet and Society (CIS), India (2014): This report examines the landscape of assistive technologies in India, focusing on policy frameworks, availability, affordability, and the potential impact of these technologies.

"The State of Assistive Technology Adoption in India: A Case Study of Mobile Screen Readers" by Anupam Das, AkashBaid, and Lea Chizhik (Proceedings of the 2016 CHI Conference Extended Abstracts on Human

Factors in Computing Systems, 2016): This study investigates the adoption and usage patterns of mobile screen readers among visually impaired individuals in India.

"Assistive Technology for Persons with Disabilities in India: Policies and Practices" by ShanthaLiyanage and Raman Preet Kaur (Information Technology for Development, 2020): This paper examines the policy framework and practices related to assistive technologies in India, highlighting the role of government initiatives and challenges faced in their implementation.

"Exploring the Potential of Assistive Technologies for Students with Disabilities in India" by MadhumitaPuri, Jayshree Srivastava, and UshaManjunath (International Journal of Special Education, 2018): This study explores the potential of assistive technologies in enhancing the educational experiences and outcomes for students with disabilities in India. the use of assistive tools in higher education in India based on the information available up until that point.

Assistive tools refer to various technologies, devices, or software that help individuals with disabilities overcome barriers and enhance their learning experience. In the context of higher education in India, the use of assistive tools aims to create an inclusive learning environment for students with disabilities and provide them with equal opportunities for education. The Indian government, through the Rights of Persons with Disabilities Act, 2016, recognizes the importance of inclusive education and encourages the use of assistive tools to support students with disabilities. Several universities and colleges in India have also taken initiatives to incorporate assistive technologies and tools into their academic programs.

Common assistive tools used in higher education in India include:

Screen readers: Software programs that convert text into speech or braille, enabling visually impaired students to access digital content. Optical Character Recognition (OCR): OCR technology allows printed text to be scanned and converted into editable and accessible digital formats, benefiting students with visual impairments. Speech to text software: This

software converts spoken words into written text, supporting students with hearing impairments or those who may have difficulty in writing.

Text to speech software: Text-to-speech tools convert written text into spoken words, aiding students with reading difficulties or learning disabilities.

Assistive listening devices: These devices amplify sound, making it easier for students with hearing impairments to follow lectures and participate in classroom discussions.

Electronic magnifiers: These devices help individuals with low vision to enlarge and enhance printed materials, making them more readable.

Mind mapping software: Mind mapping tools assist in organizing and visualizing ideas, which can benefit students with cognitive disabilities or difficulties in structuring their thoughts.

It is important to note that the effectiveness of assistive tools in higher education may vary depending on the specific needs of the students and the context in which they are implemented. Hence, individualized assessments and support from accessibility experts are crucial to ensure that the appropriate assistive tools are selected and utilized effectively.

Challenges with Use and operations

Assistive technologies, like any other form of technology, may present certain challenges or potential threads. Here are some considerations:

Accessibility: While assistive technologies aim to enhance accessibility, there may still be limitations or barriers for individuals with specific disabilities. It is essential to ensure that the technology is designed and implemented in a way that addresses the diverse needs of users.

Cost: Some assistive technologies can be costly, making them inaccessible to individuals who may benefit from them. Affordability and availability can be significant barriers, particularly in regions with limited resources or inadequate support systems.

Technical Compatibility: Compatibility issues may arise when integrating assistive technologies with existing devices, software, or infrastructure. Ensuring compatibility and seamless integration can be crucial for individuals to fully utilize the assistive technology.

Training and Support: Adequate training and ongoing support are essential for individuals to effectively use assistive technologies. Lack of training opportunities or technical support can hinder users' ability to benefit from the technology.

Privacy and Data Security: Some assistive technologies may collect or store personal data to enhance their functionality. It is crucial to address privacy concerns and implement robust data security measures to protect users' sensitive information.

Dependence and Independence: While assistive technologies can empower individuals with disabilities, there is a risk of fostering dependence if not appropriately managed. It is important to promote independence and ensure that users have opportunities to develop skills beyond the technology itself.

User Experience and Design: User interface and design considerations are vital for assistive technologies to be intuitive, user-friendly, and cater to diverse user needs. Poorly designed interfaces or complex user experiences can impede the effectiveness and adoption of assistive technologies.

Stigma and Social Acceptance: Societal attitudes and perceptions may impact the acceptance and adoption of assistive technologies. It is crucial to promote inclusivity, reduce stigma, and educate communities to foster a more supportive and accepting environment.

Addressing these potential challenges and threats requires collaboration among technology developers, accessibility experts, policymakers, and user communities. By continuously improving the design, affordability, accessibility, and usability of assistive technologies, we can enhance their effectiveness and positively impact the lives of individuals with disabilities.

Advantage of Assistive tools

Assistive technologies offer several advantages and benefits for individuals with disabilities. Here are some of the key advantages:

Increased Independence: Assistive technologies empower individuals with disabilities to perform tasks and engage in activities that might otherwise be challenging or impossible. These technologies help individuals regain or enhance their independence in areas such as communication, mobility, education, and daily living.

Accessibility: Assistive technologies promote accessibility by removing barriers and providing equal opportunities for individuals with disabilities to access information, education, employment, and social participation. They help bridge the accessibility gap and promote inclusivity.

Improved Communication: Many assistive technologies, such as AAC devices and speech-to-text software, facilitate communication for individuals with speech or language disabilities. These technologies enable individuals to express their thoughts, needs, and emotions, promoting social interaction and participation.

Enhanced Learning and Education: Assistive technologies in educational settings support students with disabilities in their learning journey. They provide alternative learning modalities, adaptive tools, and personalized support, helping students overcome challenges, access educational materials, and participate more actively in the learning process.

Increased Employment Opportunities: Assistive technologies can open up employment opportunities for individuals with disabilities. These technologies enable individuals to overcome limitations and perform job-related tasks, making the workplace more accessible and inclusive.

Improved Quality of Life: By increasing independence, participation, and access to essential services and activities, assistive technologies contribute to an improved overall quality of life for individuals with disabilities. They enhance social connections, personal fulfillment, and overall well-being.

Customizability and Personalization: Assistive technologies often offer customizable settings to meet individual needs. Users can adjust preferences, adapt features, and tailor the technology to their specific requirements, enhancing its effectiveness and usability.

Empowerment and Self-Advocacy: Assistive technologies empower individuals with disabilities to advocate for themselves, express their needs, and actively participate in decision-making processes. These technologies promote self-determination and autonomy.

Improved Health and Safety: Assistive technologies can contribute to improved health and safety outcomes. For example, wearable devices can monitor vital signs or provide alerts in case of emergencies, ensuring individuals' well-being.

Innovations and Advancements: The field of assistive technologies continues to evolve and advance rapidly. Ongoing innovations in areas such as robotics, artificial intelligence, and sensor technologies hold the potential for even more effective and sophisticated solutions to support individuals with disabilities.

Overall, assistive technologies have the potential to transform the lives of individuals with disabilities, promoting independence, inclusion, and equal opportunities.

Scope in India

The scope for assistive technologies in India is significant due to the large population and the diverse range of disabilities present in the country. Here are some aspects of the scope for assistive technologies in India:

India has a population of over 1.3 billion people, and it is estimated that around 26.8 million people in India have disabilities. This sizable population provides a substantial user base and market for assistive technologies. India faces various accessibility challenges, including limited infrastructure, lack of inclusive educational facilities, and inadequate accessibility provisions in public spaces. Assistive technologies can play a crucial role in addressing these challenges and promoting accessibility and inclusivity.

The Indian government has initiated several programs and policies to promote the adoption of assistive technologies and support individuals with disabilities. These include schemes such as the Accessible India Campaign and the Rights of Persons with Disabilities Act, which emphasize accessibility and equal opportunities for people with disabilities. Assistive technologies can significantly benefit students with disabilities in the Indian education system. With appropriate integration and support, these technologies can enhance the learning experience, improve access to educational materials, and facilitate inclusive education.

Employment Opportunities: Assisted technologies can help individuals with disabilities overcome barriers to employment and enhance their productivity in the workplace. The Indian government has also introduced policies such as the Skill India initiative, which focuses on skilling and employability for persons with disabilities. India has a thriving technology sector and a growing ecosystem of startups focusing on assistive technologies. These startups are developing innovative solutions to address the specific needs and challenges of individuals with disabilities in India.

There is an increasing awareness and advocacy for the rights and inclusion of persons with disabilities in India. This creates opportunities for promoting and implementing assistive technologies as part of a larger movement towards inclusivity. While the scope for assistive technologies in India is promising, there are also challenges to be addressed. These include affordability, accessibility in rural areas, awareness among users and professionals, and ensuring sustainable support systems for maintenance and training. However, with the right policies, collaborations, and support, assistive technologies have significant scope in India to empower individuals with disabilities, promote accessibility, and foster inclusivity in various aspects of life, including education, employment, and social participation.

Conclusion: SWOT analysis of assistive technologies

Strengths:

Enhance Accessibility: Assistive technologies provide individuals with disabilities access to information, communication, education, employment,

and various aspects of daily life, promoting inclusivity and equal opportunities.

Foster Independence: These technologies empower individuals to perform tasks independently, promoting self-reliance and boosting their confidence and overall well being.

Customizability: Assistive technologies often offer customizable features, allowing users to adapt the technology to their specific needs and preferences.

Innovations and Advancements: Constant advancements in technology continue to improve the effectiveness, efficiency, and user experience of assistive technologies, offering a wide range of solutions to meet diverse needs.

Weaknesses:

Affordability: Many assistive technologies can be expensive, making them inaccessible to individuals with limited financial resources.

Technical Complexity: Some assistive technologies may have a learning curve or require technical expertise, which can pose challenges for certain users who may struggle to operate or maintain the technology effectively.

Limited Awareness and Training: Lack of awareness among individuals with disabilities, caregivers, and professionals, coupled with limited training opportunities, can hinder the adoption and effective utilization of assistive technologies.

Opportunities:

Policy Support: Governments and organizations can create supportive policies and initiatives to promote the development, affordability, and accessibility of assistive technologies.

Collaborations and Partnerships: Stakeholders, including technology developers, healthcare professionals, educators, and advocacy groups, can collaborate to foster innovation, share knowledge, and address the specific needs of individuals with disabilities.

Increasing Demand: The growing recognition of the rights and inclusion of persons with disabilities creates an opportunity for the wider adoption and integration of assistive technologies in various sectors.

Threats:

Limited Resources: Lack of funding, infrastructure, and support systems can pose challenges in developing, distributing, and maintaining assistive technologies, particularly in resource-constrained settings.

Stigma and Social Acceptance: Societal attitudes, misconceptions, and stigma around disabilities can hinder the acceptance and adoption of assistive technologies, limiting their potential impact.

Rapid Technological Advancements: While advancements bring new opportunities, they can also lead to disparities, with some individuals struggling to keep up with the pace of change or access the latest technologies.

It's important to note that the SWOT analysis may vary depending on the specific context, region, and target user group. Conducting a more detailed analysis considering these factors would provide a more accurate assessment of the strengths, weaknesses, opportunities, and threats of assistive technologies in a given setting.

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CHAPTER 9

PROVIDING LEARNING SUPPORT TO STUDENTS IN BEING AN ATMA NIRBHAR SHIKSHAK – SELF-RELIANT TEACHERS

Dr. Reni Francis

Principal

MES's Pillai College of Education and Research, Chembur

“It is the mark of an educated mind to be able to entertain a thought without accepting it.” – Aristotle

Introduction:

Education is a lifelong journey. The learning never stops. There are new ways to discover, new plans to improve ourselves, and new challenges to face. Updating oneself in the dynamic world has become the need of the hour. Students need to be provided with support and this can be done easily in the teaching-learning process.

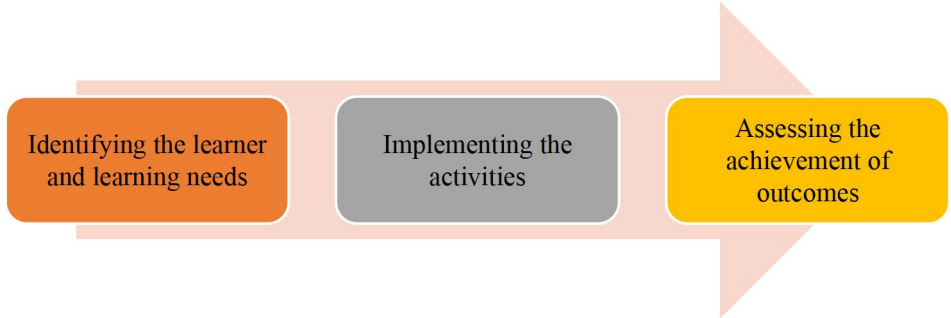
This article highlights on the learning and academic support provided to the B.Ed students of PCER, Chembur during their teacher training programme.

It is vital to understand the ethos of every institution to gauge the learning outcomes and achievement of objectives. PCER, Chembur focuses in nurturing self-reliance among student teachers by harnessing skills of professional development, work ethics, pedagogical skills, life skills and imbining value based transaction.

It is important to make the students understand their role in the classroom, efforts to be taken to make them feel confident, exhilarated, and positive about teaching. Teaching is not telling and learning is not listening is about feeling the work assigned to you with zeal and enthusiasm. How effective can a teacher be if they are overwhelmed and stressed?

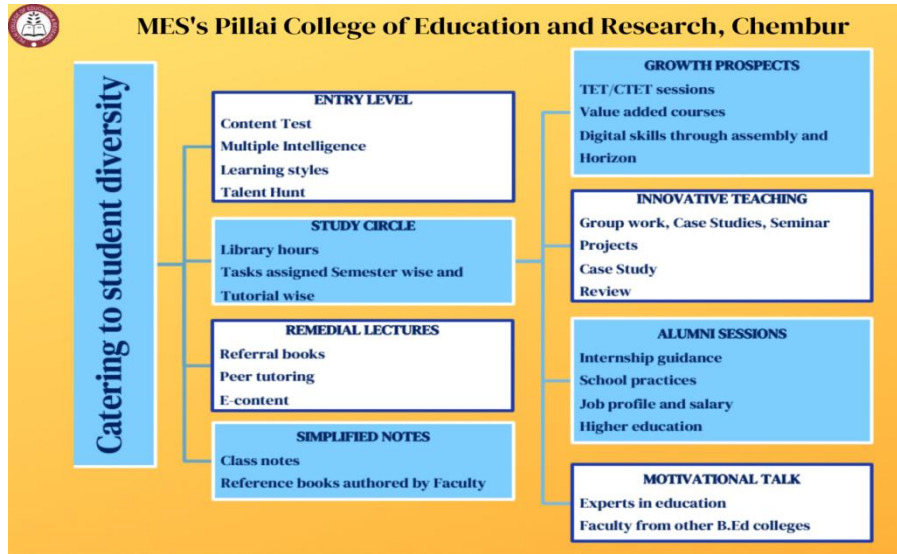
Method:

PCER follows the IIA process



Identification :

PCER, Chembur has initiated this method by identifying the learner needs of slow or advanced learners through the following methods:



PCER takes continued efforts in holistic development of students. Located in Suburban Mumbai, well connected and accessible to the students, students are from different strata - economic, social, faculty, level of education enrol for the B.Ed programme. There is a widespread diversity in the classroom due to the nature of the programme. Readiness to the course

in terms of communication, interest, talents, harnessing innate abilities is given prime importance. Mentoring is vital as students belong to different age groups. One-on-one interaction with respect to career counselling, academic enrichment, internship is done regularly.

Entry level Pre-Test consisting of details on qualifications, experience, hobbies, strength, weakness, opportunities, challenges, socio-economic status, medical history. Content test and personal interview is part of pre-test. Identifying the learner through Multiple Intelligence Test and Learning styles test.

Study circle is created, students are divided in groups and are assigned a teacher in-charge with the objective that students clear their doubts and get additional guidance from the in-charge teacher and complete all their work by collaborating with their group members.

Remedial lectures are provided for students needing academic support. The students are identified based on their essay and class test marks, additional support through referral books, peer mentoring and e-content is provided. Extended library hours assist in the same.

Simplified notes are provided to all the students along with other learning resources thus providing academic support to all learners.

Alumni sessions include annual alumni meets and special expert talks guiding the students on school practices, expectation, job profile and salary expectations. Learning Q-EST has been a remarkable success of alumni contribution.

Peer learning is encouraged, by way of peer teaching with another student teacher during the internship. This gives them a practice to collaborate with their colleagues in the future.

Motivational talks are organized for the students at regular intervals. Career guidance sessions are also arranged for the B.Ed students to orient them of job opportunities, life skills, communication skills, expert sessions, classroom management, role of a teacher.

Coaching for TET is provided for our students seeking guidance in the TET examination.

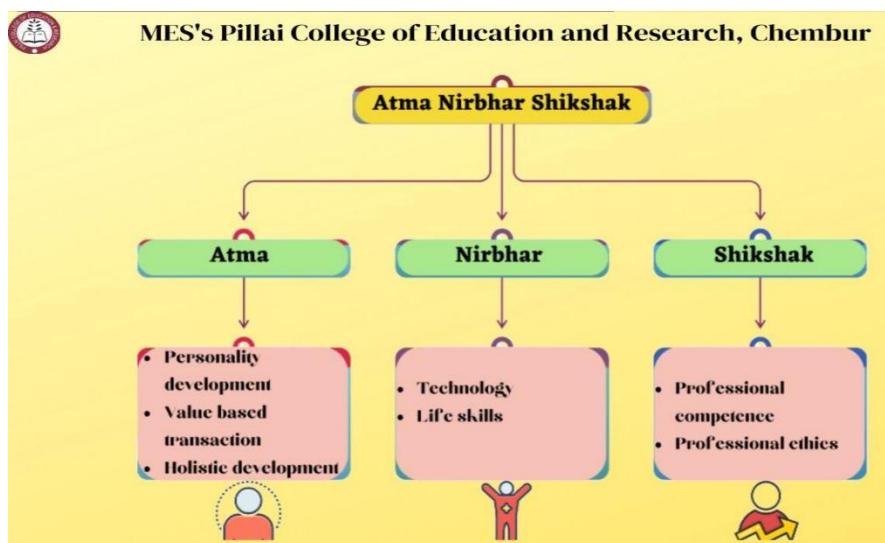
Project method/ Problem solving/ Case study/ Movie review are encouraged to self-learning by doing projects and presenting them to the class. Seminars are also conducted on a wide range of topics for the student teachers and experts from their different fields are invited to give an exposure towards different opportunities to our students.

Students are encouraged to participate in National, University level competitions. Intra and Inter collegiate competition are organised.

Value added courses are designed. Courses are offered offline and online. Resources are provided to the students to help them complete the course successfully.

Implementation:

After the identification of the learner and learning needs are done, PCER focuses on Atma Nirbhar Shikshak. It is important to nurture positivity and confidence among student teachers. The ideology of Atma Nirbhar Shikshak is the ethos of PCER, Chembur clearly seen in its vision and mission.



Atma:

- **Personality development,**
- **Value based transactions,**
- **Holistic development.**

As a part of Atma, PCER develops among its student teachers the development of self through various initiatives and activities.

Personality development is done through value added courses on personality development consisting of understanding the self, grooming, yoga and wellness session and various self-help sessions. Continued mentoring and guidance by the teachers and counsellor helps student teachers to come out of their shy attitude and groom themselves to be confident. Wellbeing sessions help them to nurture their shortcomings. Student teachers begin their learning by doing a SWOC this helps them in understanding the Strengths, Weakness and overcome their challenges and nurture their opportunities.

Nirbhar (reliance)

- Technology
- Life skills

To be reliant it is important to be aware of one's weakness and challenges then turn them to be strengths and opportunities. Technology integration has gained a lot of prominence in classrooms today. Interactive lessons and technology enabled classrooms has become the need of the hour, value added course on connecting classrooms through technology and introduction to google apps has been of immense use to the student teachers. Sessions on Life Skills is vital in understanding every student teachers innate abilities and weakness. It enable social development, holistic development. Life skills education helps student teachers build confidence in both communication and cooperative and collaborative skills, provide them with tools important for development, find new ways of thinking and problem-solving and provide methods on how to socialize, make new friends and recognize the impact of their actions and behaviours.

Shikshak

- **Professional Competence**

Teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. This process helps teachers to bridge the gap between theory and practice, to step into the professional teaching environment by sharing, cooperating, and collaborating with their more experienced peers, and to observe seasoned teachers in the classroom. Development of professional competence is a dynamic process of incorporation and modernization of professional experience leading to the development of individual competencies, the accumulation of professional experience, involving ongoing development and self-improvement through various perspectives such as:

- the management aspect: as a teacher analyses, plans, organizes, supervises and regulates the relationship with the educational process of students;
- the psychological aspect: in what way the identity of teachers influences to students as the teacher takes into consideration the individual abilities of students;
- the pedagogical aspect: in what forms and methods the teacher is teaching students. The professional competence of teachers is a set of skills to structure scientific and practical knowledge for better decisions of pedagogical and educational goals.

- **Professional ethics**

A professional code of ethics outlines teachers' primary responsibilities to their students and defines their role in a student's life. Educators must demonstrate impartiality, integrity, and ethical behaviour in the classroom, and in their conduct with parents and co-workers. Sessions included five major areas of professional activities that encompass the work of a teacher.

1. Teacher in Relation to Students
2. Teacher in Relation to Parents/ Guardians
3. Teacher in Relation to Society and the Nation

4. Teacher in Relation to Profession, colleagues and other Professional Organisation
5. Teacher in Relation to Management/ Administration

Assessment: PCER follows the assessment through the TEST approach

T – through formative evaluation

E – evidence of outcomes

S – skills achieved

T – through summative evaluation

Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review.

Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation , group discussion, leadership skills, ICT skills, personality development, soft skills.

Summative evaluation is done through University exams.

Evaluation process is made explicit to students through orientation. Result analysis is done after every Test and the performance of the students is monitored and necessary feedback is given to the concerned faculty members and the students. Remedial Classes are conducted for the struggling learners to update their subject knowledge and help them to catch up with their peers.

Regular class tests are conducted each semester which helps them to be well prepared for the university exams. Written assignments on a variety of topics are given to the students which helps in developing their writing skills and overall promotes better language skills. Practice teaching lessons are conducted to develop essential knowledge and competencies to deliver effective learning experiences. Group work is conducted on various topics

to enable collaborative learning and encourage team work. All students are encouraged for participation in Cocurricular activities to develop their talents and abilities, their confidence and creativity. Community service programmes are frequently organised and students are motivated to participate and provide services towards these outreach activities. Students have to prepare learning resources for different topics in their school pedagogies as it is an essential aspect of providing meaningful learning experiences. Seminar Presentations on various topics are organised that enables them to do in depth research on different aspects of a topic thus develop their knowledge, confidence speaking skills and technological skills. Through online learning a variety of courses and sessions on a range of topics are provided to the students to keep them updated on different issues. Students participate in Teaching aids presentations wherein they have to prepare and present on teaching aids related to their pedagogy and catering to inclusive needs. Book Reviews are conducted to encourage students to develop reading habits and think critically on the books they have covered. Feedback is provided after each activity to enable the students to understand their level of performance and to make improvements where needed. The feedback given is constructive to motivate the students to continue a positive learning path.

Outcomes:

- Mapping of the learning outcomes based on the entry level behaviour and exit meeting thus including achievement of Programme outcomes and Course Learning Outcomes.
- Incorporation of NEP-2020 perspective among teachers.
- Meeting the diverse learning needs of the learner as identified during the entry level.

Conclusion:

The holistic development of the student teacher is a primary goal of the institution which it strives to fulfil through a wide range of academic and non- academic activities that are conducted. Through all these activities students are encouraged to use innovative teaching learning strategies, through B. Ed syllabus students are trained towards professionalism with respect to effective teaching learning strategies.

CHAPTER 10

RURAL EMPLOYABILITY & SKILL DEVELOPMENT: A NEW DIMENSION IN TEACHING LEARNING

Dr. Hassan Sanadi

Lecturer-Business Studies
University of Technology and Applied Science
Muscat-Sultanate of Oman

Abstract

India has made a remarkable performance after adopting the concepts of Liberalisation, Privatization & Globalization. In the global Knowledge Economy India enjoys a very important and an influential place. The astounding progress made in last 20 years has made us one of the most promising nations of the world. However to be a superpower, we need to correct certain critical macroeconomic fundamentals of our nation that has led to the slowdown. One such area, worthy of our attention and action would be the growing unemployment of the educated labour in the economy. It is an ironical situation that so many core sectors and sub sectors of the economy are facing severe shortages of skilled personnel on one hand. And on the other hand our country is battling with high scale of unemployment. Census 2011 reveals 9.4% or 94 people out of 1000 persons are unemployed in India. The obvious reason for this contradictory situation is the lack of employability in graduates passing year on year basis from our Higher Educational Institutions. The employers have often complained about the quality of graduates passing out who score well academically and obtain the desired degrees but are not industrially equipped. Such graduates are unable to meet industry expectations in today's extremely competitive global environment.

Keywords: Employability, Rural, Skills.

Introduction

Higher education can be recognized as an instrument of personal development. It helps in growing an individual's intellectual ability as well as overall personality. With the promotion of economic reform policies, the role of higher education is reinterpreted. Education can be an input not only for economic development but also for inner strength and need for higher education for women especially in rural areas is overwhelming. Approximately one third of India's population cannot read, making largest adult illiterate population. In the past, several studies have been conducted to trace this gap. A recent incident of N.R. Narayana Murthy criticizing the IIT Graduates might have not gone well with many, but has indeed brought the reality in open. These graduates do not possess the right mix of hard and soft skills to make them employable. So this poses an added challenge for Industry as well as Educational Institutions. The Educational Institutions are already under pressure to meet the rising demand of quality education, work force needs, the relevance of their programmes the employability of their graduates and overall personality development of the students. Preparing young people to enter the labour market has therefore become a critical responsibility for universities.

Objectives of the Study

The study has been undertaken with the following objectives:-

1. To understand the meaning of employability skills.
2. To understand the importance of skills.

Review of Literature

Neither UGC Nor Universities discriminate rural and urban colleges with respect to educational conditions. The set of rules and regulations governing rural and urban colleges are also common. Therefore industry also expect same set of skills from rural students as pointed out by Mr. M.R. Kurup in his article on accreditation of colleges with special reference to rural colleges.

Many people have defined villages as well as employability. Rural India suffers from lack of employability due to reasons such as poor communication skills, organizing skills etc.

India's heart resides in its village and just like a doctor whose work begins with the diagnosis of the heart beat, the planning and execution of any policy for the nation of a billion, has to begin with the learning derived from its six lakh villages says Dr. APJ Abdul kalam our former president.(Kalam & Srijanpal Singh 2011)

There are five reasons cited for the drop out in schools in rural India:-

1. The schools do not have any quality from class rooms ,to benches and desks and teachers.
2. Curriculum is obsolete which cannot provide any skill development.
3. Massive inflation has made life miserable for poor people.
4. Conditions in schools are not improving.
5. Exploitation by politicians due to illiteracy.

According to George Joseph, a Yale University expert on Asia, who declared that 'India will become the largest education market in the world in the next decade' on the sidelines of a US- India Higher Education Summit in Washington in October 2011.

A recent report published by the World Economic Forum revealed that only 25% of Indian professionals are employable by the organised sector.

Employability Skills

University of Mumbai has carried out a survey to check the employability of undergraduates in rural colleges which revealed that of the 5000 students appeared for the employability test only 50 could be placed. The Pro-VC said that university is planning to conduct personality development programmes for students to enhance the employability.

Employability can be defined as “the capability of getting and keeping satisfactory work.”

Gone are the days where employers were very particular with technical skills ALONE. Now HR recruiters are searching for all talents from the employees including IQ as well as EQ. HR People are interested in evaluating soft skills to see if candidates can contribute towards the company's objectives positively along with ability to build cordial and cohesive relationship with rest of the team members. Employability skills have been defined as "A set of achievements understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations". (Peter Knight & Mantz Yorke). These skills can be called as transferable skills or personal skills. The important soft skills expected from a candidate are communication skills, leadership skills, presentation skills, time management skills, job interview skills, and team skills. It is therefore imperative to develop soft skills notably with good etiquette, communication, presentation etc. There are various organisations which gives training in soft skills as programmes, or soft skill courses running as 3months, one month programme etc in all cities. Employability skills are good communication skills, learning skills, organizing and planning skills, problem solving skills etc.

Soft skills are mainly required for our students due to the following reasons:-

- To increase the chances of employability
- To exhibit professionalism
- To increase the chances of placement and promotion
- To ensure job flexibility & rotation
- To face competition
- To adjust with the global culture.

Quality in Skill Development

In Maharashtra enrolment of children in school has risen tremendously but the quality of students has suffered like anything. The Annual Status Education Report (ASER 2012) by the NGO Pratham reveals that in 2010 29% of children in class V could not solve 2 digit subtraction problem without seeking help which has gone upto 39% in 2011 and 46.5% in 2012. Barring AP, Karnataka and Kerala nearly every state showed a decline

in mathematical skills when we have celebrated 2012 as year of mathematics. Only 58% of standard V can read standard II text and only 22% can read paragraph without understanding the meaning. This shows the deterioration in communication and reading skills of school students in Maharashtra. From the school level if we are not taking quality seriously, Colleges cannot contribute towards this.

Quality of education is very important while developing skills of a student. The teachers should possess updated information regarding all subjects so that any doubts of the students can be clarified. There is a close relation between the quality and research done by the teachers. Quality of teaching can be improved only with the help of research. India invests very little in research activities. In China about 17 % is spend towards research by higher education institutions where as in India it is only 4%. The major setbacks in quality improvement in higher education system are corruption in various ways, nepotism, reservation system and political interference. India's demand for higher learning can be seen in the increasing enrolment of Indian students abroad. More Indians study abroad than any other nation including china (Arvind Panagariya on higher education) . This shows lack of quality in Indian education system. According to BBC India spends 11% of its GDP on education whereas China 16%.

Skills are also expected in relation with time management, problem solving, business communication, corporate etiquette, and stress management. The overall personality of the student including personal grooming and body language are to be taken care of while developing the skills of an individual. The overall objective of skill development is to make the individual ready to face the corporate world. Towards this development the quality of teaching is very important. The teachers should impart high quality educational standards by giving examples from real life situations, case studies as well as from classics in English literature.

Conclusion

The demographic dividend of India is getting negated because of lack of employable skills. Education continues have the primary responsibility of supporting people's employability. The budget proposal to give Rs. 10,000 to every person availing a certain standard of job readiness through

government registered entities addresses critical shortcomings of skilling eco system. This could be an incentive as well as game changer for skill development. Vocational certification can bring a huge change if the rural students cannot acquire a degree. Even railway ministry is preparing a multi- disciplinary training institute which will impart rail related electronics technologies and fill up 1.52 lakh vacancies in future. Instead of NREGA if villages are provided with right skills to enhance farm income and increase job eligibility we can generate more income. India has set an ambitious target of providing skill based training to 500 million people by 2022.

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CHAPTER 11

CHANGING HORIZONS OF HIGHER EDUCATION IN CHINA: LESSONS FOR INDIA

Professor Badruddin

Department of Political Science, PES's SRSN College,
Goa University, Ponda, Goa, India

Abstract: *China with over 1400 million inhabitants now has become the global center of hi-tech education and attracts a large number of students, teachers, professionals and entrepreneurs. China dramatically emerged as a global power through acquiring Information and Communication Technologies culture and international business. With its modern educational system, China became a model for having some of the best universities in the world resulting in enhancing the number of international students. Academic programmes, once mainly dominated by the USA and the UK, is now gradually being challenged and replaced by China. No longer solely relying on public universities, private and minban (people run), the educational institutions in China are becoming more popular globally. No doubt, China has produced a model of Higher Education that can be one of the best examples in the world. There were some setbacks of during Covid-19 but China regained the same status after the pandemic. The paper also examines as how China's hi-tech knowledge power through education proved its dominance around the world, which is arguably much better than India and most countries.*

Key Words: Higher Education, China, India, World, MoU

Introduction: Chinese Education in Historical Dimensions

The knowledge system in China was made known to the world during the first Opium War in 1840. But the system of higher education was rather vague and very slow during pre-revolutionary China (*Mingyuan* 1984: 141-148). During the phase of Mao Zedong (1893-1976), the founder of Chinese

Communist Party (CCP) and the highest leader and transformer of the traditional face of China. During the Mao regime, the Soviet Model of text, syllabus and instructions were incorporated in 1950s. Mao's technique of "walking on two legs" by taking a balanced approach of western education and Confucianism that addressed the love for humanity, ancestor worship and harmony in thought and conduct. Soon, it became outdated and was no longer taught in China. Interestingly, English language at the primary level was introduced in China and reflected the western culture. It was a new communist system that created a wide access but lacked global character. Education was traditionally aligned with the state authority and directly controlled by the public organizations in China. Education in China was soon coordinate with large number of public originations with greater autonomy that included: The Ministry of Machine Building, the Ministry of Agriculture, the Ministry of Forestry, the Ministry of Water Conservation and Power, the Ministry of Justice and the Ministry of Metallurgy with active support of provincial bodies. It was a phased period so called 'Loosely Confederated and Disorganized Management' which did not suit the reforming organizations in China.

The Cultural Revolution (1967-1976) – formally called the Great Proletarian Revolution, was a social-political movement that took place in the People's Republic of China (PRC). It was a sign of first pro-democracy that went against the interest of Mao who wanted to crush such liberal forces due to monopoly of state power under authoritarian rule. It affected all walks of life: social system, education, political developments and history. The adverse situation was a direct consequence when number of enrolments in higher education dropped by 90% (674,00 to 47,800). But the dynamic leadership of Deng Xiaoping (1904-1977), the first generation of communist party leader who held prominent position who was visionary and with futuristic plans related to the value of education and social development. But several initiatives did not favor China's development programme. It was a major setback to democratically controlled system of education and thereby giving the birth of new phase of reforms in China.

Deng's rallying cry became the "Four Modernizations," articulated by Zhou Enlai in 1975, which entailed the development of industry, education, agriculture, defense and science and technology. Deng tactfully decided to

implement National Higher Education Entrance Examination (*Gao Kao*) which brought some reforms for the higher education (Lucenta 2012: 76-77). The system was based on new educational provisions, better management, investment opportunities, recruitment, job placement and inner institutional management. Implementation of Provisional Regulation for Management of Higher Education Learning, implemented in 1986 by the State Council brought major reforms. These were implemented through teaching plans and curricula, scientific research and development with interdisciplinary character, appointment of key posts, capital construction, fund allocation and international exchange.

Autonomy of Higher Education in China: National and International Programmes

Decentralization of Education in China is a reflection on meanings, experiences and possibilities. Many countries are experimenting with or contemplating some form of education decentralization. The process transfers the decision-making powers from central to state and local levels that goes to very roots of masses. The autonomy of Educational Reform and Development implemented in 1993, focused on two key sectors: education and science. Initiatives focused on administrative expansion, diversification of funding sources and maximum autonomy to universities-colleges. Regarding admission policies, specialization of subject and disciplines, methods of recruitment and training, professional development and compensation standard were marked as great achievements in Chinese Higher Education Programmes. There were major changes during the year 1995 when 'Education Law for the Republic of China' followed the establishment of Action Plan for Vitalizing Education (APVE) and started working from 1998 on a 'Vision for 21st Century'. Provincial bodies agreed to undertake overall coordination in their own administrative regions to conduct R&D in the field of science, technology, literature, artistic creation and financial accounting where APVE did help in boosting higher educational enrolments. By a conservative estimate, the enrolment earned 10 to 15 percent appreciation compared to previous corresponding years from 2005 in major Chinese universities.

It is duly noted that China the fastest growing country in Asia in educational standards. As per available data, there were only 1552 higher educational institutions, 725000 teachers and 11 million students in 2003 but by that time China itself reached on the height of education due to its well-planned educational infrastructure. By the end of 2008, higher educational streams of various disciplines managed to publish 184080 research papers and soon China became the top destinations of international students in Asia. There were 9.39 million students taking the China's National Higher Education Entrance Examination in June 2014. Investment in education accounts for about 4% of total GDP in China which is much higher than any Asian country. Today, the Ministry of Education estimates that 99.7 percent of the population has achieved universal nine-year basic education (National Higher Education). According to Global Academic Survey (2013), China ranks the third country in the world in terms of higher education enrolments. According to a survey, there was a total of 292611 international students in China during 2011 and there was an increase in 2012 to 328,000 international students.

Large number of international students and research scholars through various exchange programmes and Memorandum of Understanding (MoU) visit China for Chinese language Programme, Summer Courses, English Taught Degree Programme and Business Management. By the end of 2013, there were 690 diverse categories of enrolment programmes where students came from 194 countries. That includes: Undergraduate programmes (19.74%), Post Graduate programmes (5.83%), Non-Degree (59.39%) and only 2% for doctorate programmes (PhDs). The Ministry of Education continues to play a crucial role for 'Study in China Plan' as long-term reform management. China has a long history of providing education to international students studying in high schools and universities in China. Over the past few years, the number of international students who study abroad in China has significantly increased every year. By the end of 2014, International students have enrolled in over 775 higher education institutions in China which is much higher than the UK and USA. In fact, English taught program in China has successfully attracted large number of international students worldwide. China Government Scholarship (CGS) is set up by the MOE, implemented in order to strengthen mutual understanding and friendship between China and the rest of the world. CGS

endeavors to enhance cooperation and exchanges in the various of fields like education, science and technology, culture, economics and trade and so on between China and other countries. There are series of China Government Scholarships to sponsor international students with studies in 252 Chinese host universities including specialties such as academic programs of Science, Engineering, Agriculture, Medicine, Economics, Law, Management, Education, History, Literature, Philosophy and Arts, and other non-academic streams (Chinese Government Scholarship 2013). A considerable number of countries have signed educational pacts with China. For example, the U.S.-China Fulbright Program is an official educational exchange between the People's Republic of China and the United States "to provide opportunities for cooperation and exchange in educational fields based on equality, reciprocity and mutual benefit" (MoU with HE). UK China Higher Education Forum through the British Council is a joint collaborative initiative. The University of Nottingham Ningbo China offers a comprehensive and expanding range of full and partial scholarships to international students. The programme is open for those having scholarship ability and interest in coming to China. Many prospective students are unaware that Non-Chinese no longer need to be fluent in Chinese language to study in a bachelor or a master program in China. International students can receive education with a medium of instruction in English and explore potential avenues in China for the future. Thanks to MoU and collaborative initiatives for large number of universities that recruited resource persons and professors from the USA, the UK, Australia, India and some South East Asian countries who can instruct through the English language. But the choices in English Medium remain limited. It is therefore important for international students to obtain the most updated admission information in order to choose the right program. Selected international universities in China have their own infrastructure and value-added instructional methods that operate in China with excellent reputation. The local higher educational bodies with coordination of interaction system therefore focus on standard management, quality of education and infrastructure. It is predicted that China is likely to become the hub of higher education destination similar to the USA, the UK and Australia. Like BRICS (Brazil, Russia, India, China and South Africa), China is seriously concerned to focus on global recruitment policy—both in academic as well as professional fields. The

Students opt for Chinese universities that have high ranking. For example, Beijing Foreign Studies University (4th rank), Fudan University (5th), Nanjing University (6th), Shanghai Jiao Tong University (8th), Zhejiang University (11th), Beijing Normal University (14th) and Xi'an Jiaotong University (19th) are top choices for international students.

Chinese universities have emphasized the importance of international collaboration to improve quality and improving the capabilities and quality of programs, staff and students. For example, East China Normal University (ECNU) has established MoU with worldwide 150 universities in USA, UK, France, Germany, Japan, Australia, Korea and Russia. It has established credibility in having fully fledged resource centers, un-conventional colleges, advance research institutes, key laboratories, joint research centers with highly qualified staffs, disciplined students and well-maintained alumni associations. In a nutshell, higher education in China with highly decentralized networking with global contacts offer the unique example in the world. China once believed to be the neglected country in the field of higher education, has now become a model for the whole world.

Highest Ranking Universities in China

There is always a controversial debate about the highest ranked universities in China. Peking University is the first formally established modern national university of China. It was founded as the Imperial Capital University in 1898 at Beijing, formerly Peking. The List of institutes with higher education status and selected available courses can be briefly shown in the following table:

Table: I Top Ranking Universities in China

Name of the Institute/University	Total Enrolments/Year of Est.	Average Rank	Year of Establishment/ Motto	Major Courses/Departments
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Peking University	32,777 (Dec. 2012)	1	1898"Yan Yuan" (the Garden of Yan)	Physics, Life Sciences, Electronics Engineering, History, Archeology, Management, International Studies, Software, Micro Electronics, Environmental Sc.
Tsinghua University (Beijing)	43,112 (Dec 2013)	2	1895 Social Commitment	Life Sciences, Economics & Management, Journalism & Mass Communication.
Shanghai Jiaotong University	42,881 (2011)	3	1896 Love-Your Motherland	International Education (Business & Finance), Media design, Foreign Languages (Japanese, German & English), Civil Engineering, Microelectronics, etc
Fudan University Shanghai	31900	4	1905 Classic History	History, law, Journalism, Management, Microelectronics, Philosophy, Tourism, Macromolecular and Material Science

Wuhan University, Hubei	54,434 (2010)	5	1893 Seek Truth and Make Innovations	Philosophy, Journalism, history, Communication, Education, political Science, WTO Studies, Law, Molecular Science, Life Sciences, Material Science, Electronic Information, Nursing, Public Health, etc.
Zhejiang University	46,000	6	1897 Seeking the Truth and Pioneering New Trails	Medicine, Architecture, philosophy, economics, law, education, literature, history, art, science, engineering, agriculture, etc.
Renmin University of China, Beijing	23999 (2012)	7	1937 Seeking Truth from	Agricultural Economics & Rural Development Continuing Education, Finance, International Studies, Journalism, Labor & Human Resource, Literary Studies, Statistics, Education & Training

Nanjing University		8	1902 Sincerity with Aspiration	Chinese Language and Linguistics; Literature; Philology; Drama Arts, English; Russian; Japanese; French; German; Spanish; Korean, Business management, Chemical Engineering, etc.
Jilin University		9	1946: Motivation and Commitment	Philosophy, international relations, economics, law, literature, education, history, science, engineering, agriculture, medicine, management, and military science.
Zhongshan University (Sun Yat-sen University)	83,000 (2013)	10	1924 Study Extensively	Entrepreneurship, Psychology, English Education, Liberal Arts, Applied Economics, Finance, Management. Communication & Design, Pharmaceutical Sciences, Public Health, Tourism Management

Other prominent universities that have already completed 100 years of existence include: School of Combined Learning (1862), Zhejiang University (1897), Nanjing University (1902), Tongji University (1907) and Tsinghua University (1911) and Jiao Tong University (Eastern MIT).

The other criteria of higher education in China is based on miscellaneous ranking system that include: comprehensive overall, reputation, academic resources and achievements, student ability, honor professors and reserved funds. These academic indicators determine the overall performance of graduate schools, universities, colleges, professional training and short-term vocational courses. It is therefore important to highlight various category of institutions leading to Doctorates, Masters, Baccalaureates, and associate colleges in diverse fields like medicine, dental, engineering, management, bio sciences humanities and social sciences. Unlike large number of western nations, some disciplines like medical and engineering course in China are less popular due to the language barriers and local conditions.

The popularity of discipline and professional relevance depend on academic projects and successful formulation of polices. A major reform in this direction is being done at a wider scale such as the large number of projects like Project 211 - a project of National Key universities and colleges initiated in 1995 by the Ministry of Education of the People's Republic of China. The key objective of the project is to raise research standards of high-level universities and cultivating strategies for socio-economic development. It is now the most successful example in promoting higher education (Project 211). While Project 985 is a rich resource management covering 39 Universities (including East China Normal University). It was announced by CCP General Secretary and President Jiang Zemin at the 100th anniversary of Peking University on May 4, 1998 to promote the development and reputation of the higher education by founding world-class universities in the 21st century (Project 985). The project remains confined to a limited number of universities only either due to scarcity of fund or some political reasons. Finally, the 'Project Hope' under the supervision of Chinese Academy of Sciences, Medical, Engineering, Social Sciences and Management in coordination with Ministry of Education and China Open Resource Education are important projects. Wuhan University HOPE School of Nursing have graduated more

than 350 nurses since 2002. Its HIV/AIDS Health Professional Education Programme and China Diabetes Education Program and Shanghai Children's Medical Center remains an ideal example (Health Index, China).

Other academic indicators like National Higher Education Entrance Examination, National Key Discipline, College English Test and Academic Grading in China are accountable for better transparency in China’s educational streams. There are also host of popular courses (both in English and Chinese languages), most demanding and market-oriented professions and friendly universities as shown in the following table are important parameters.

Table: II: Recommended, English Medium, Demanding Subjects and Friendly Partners

*Highly Recommended Universities/institutes	*English Medium Courses	*Most Demanding Subjects	Some Friendly Partners **
Wuhan University	Communication Engineering	Medicine programs	Lanzhou Jiaotong University, Chinese Language Programme
University of International Business and Economics	Business administration	Science and Engineering programs	Shanghai University of Chinese Medicine
Xidian University	Computer Science and Technology	Economics and Management Programs	North China University of Technology-Architecture

Northwestern Polytechnic University	Civil Engineering	Accounting and Finance programs	Beijing Institute of Technology
Capital University of Economics and Business	International Economy and Trade	Education programs	Marbin Institute of Technology, Civil Engineering
Xiamen University	Mechanical Engineering	Law programs	China Agricultural University Beijing & Southwestern University of Finance and Economics, Sichuan, China
Hubei University of Technology	Art and design	Agronomy programs	
Xi'an Shiyou University	Pharmacy	Sociology programs	
Hubei Normal University		Art and Design programs	

Several universities in China enjoy global reputation. For example, Peking University is ranked highly among BRICS (Britain, Russia, India, China, South Africa) institutes. By the end of 2025, China is likely to have large number of English Medium Universities to attract students from across the world.

Lessons for India

The question as how far Indian higher education system has been influenced by China, is a subject of major academic debate. India's higher education is still conventional in exception of few universities, colleges and research

institutes. Higher education sectors in India is undergoing rapid transformation. Since Independence this sector has grown remarkably. For varied reasons, India since ancient to modern days, has been a center of excellence in the field of higher education. IT based, Management, Professionals, Academic Universities and foreign universities find India as a fertile ground (Manorama Yearbook 2015: 875-77).

India is the third largest higher education system in the world (followed by USA and China). In terms of number of institutions, it holds the third largest place in terms of student enrollment (followed by USA and China). There are 965 universities, 37204 colleges (including private ones) by the end of 2020. Presently there are diverse categories of universities and college which briefly include: Central Universities (15), State Universities (321), Deemed Universities (129), Private Universities (500+ by end of 2022). Besides, there are also large number of medical, engineering, Management colleges and NGOs. Some top universities that attract international crowd include: IITs, IIM, JNU, AMU, BHU, Jadavapur, Osmnia, Madras and Pune. These universities are based on ranking criteria reviewed by National Assessment and Accreditation Council (NAAC) that award grade and stars. Presently government run institutes and their rank as per 2014 data include: Indian School of Science, Bangalore has highest score 451.11 out of 500 while universities of similar ranks are Delhi University (372.2), All India Institute of Medical Sciences (364.1), Punjab University (362), BHU (313.3) and other of equal ranks are Jadavapur, JNU, Calcutta, Aligarh, Madras, Allahabad, Pondicherry, Mysore and Mumbai. Besides, there are also large number of private in status with higher grade include: Vellore, Birla, Manipal, Amity, Sharda and Banasthali are rank holders and some way, India is considered a Knowledge Hub for producing large number of doctors, engineers, management consultants and professionals of diverse who are working in different capacities and serving all over the world including China.

However, despite these impressive statistics, there are still many inadequacies in the higher education system. India's GER (Gross Enrollment Ratio) not only significantly lags behind compared to that of developed nations such as the USA, Switzerland, Japan and the UK but also that of developing countries including China, Brazil, Malaysia and

Philippines. Rising commodification, substandard quality, inappropriate measures of assessment, lack of focus on quality research and development, poor infrastructure, contractual appointments and faculty shortages are some of the serious issues that the education sector is currently grappling with. The challenges ahead are multifaceted and multidimensional. Though the data show a massive growth in the number of students' enrollment in colleges/universities, holistic view reveals that still only a meager of the total population has access to higher education. Globalization and privatization are imposing new challenges but the nation is still entangled in solving the basic problems of accessibility to higher education for all. In the wake of the transition from elitist to mass education, universities worldwide are under pressure to enhance access and equity and to maintain high standards of quality and excellence. Today the notion of equity not only implies greater access to higher education, but also opportunities for progress. In recent debates on higher education, the notions of equity and access go beyond minority to diversity.

While comparing with China's higher education system, India lags far behind in terms of infrastructure, quality of students (70% rural based), poor standard of living, unsatisfactory placement in case of academic institutes due to tough competition, personal influence and politics of reservation. In terms of ICT, Wi-Fi connectivity and online services, India is rated very poor. In terms of international students and MoU, India is comparatively close to China. In short, the higher education in China has tremendous progress in a very short span of time which India could not compete with due to rampant public corruption, unaccountability, poor transparency in educational streams, social backwardness and challenging economic conditions. In a nutshell, Chinese system of higher education is more demanding for the single reason that China is already an economic super power.

Conclusion

There is no doubt that higher education in China has improved dramatically in the last twenty-five years. Strategically, China now concentrates on a small number of elite universities while encouraging off-track institutes to mobilize local resources through income generating activities. Hence, a

large number of higher educational institutes in China are no longer dependent or confined to state funding and governance. Universities are free to access and generate funding through own sources and are free to have independent curriculum development, specialization in technical and professional fields and even allowed to change the names, designations and holograms of the universities. Peking University formerly Imperial Capital University is a leading example. Higher Education Reforms in China since 1990's have brought profound socio-economic changes and helped to meet the demands of new conditions in China. Chinese higher education is flexible, transforming and not isolated from global forces. The World Bank and UNESCO are the examples that have offered commendable suggestions for China's ongoing educational reforms. China is a role model of economic globalization and competitive liberalization that have generated the new pattern of life through ICT based interdisciplinary education of new social life. World class universities in Beijing and Shanghai, and host of initiatives like Project 211, Project 985, Project Hope and Open Course Ware are increasingly relevant. Several initiatives like International Academic Ranking Methods, Chinese University Ranking (Net big) and resource rich library management at Shanghai, Nanjing, National Library System and Archives in China have played a crucial role in higher education improvement.

Within the broader parameter of education, China has set an example in professional courses like business management, civil engineering, law, architecture, electronics, and dozens of programmes of miscellaneous interest. China's global selected programmes: *Universitas 21*, World Wide University Network, Global U8 Consortium, Association of East Asian Universities and Pacific Rim Universities are neo-classical examples. There is no exaggeration of the fact that despite disastrous historical experiences and periodical political upheavals that brought setbacks to educational programmes, China has set an example. Today, almost every district, province and region of China, there are universities of higher excellence. Some of them include: Beijing Normal University, Shanghai University, Tianjin Medical University, Hefei University of Technology, Sun Yat-Sen University, Xiamen University, Harbin Engineering University, Wuhan University, Hunan University, Nanjin Agricultural University, Northeast Normal University, Dalian Maritime University, Xia'n Jiaotong University,

Sichuan University and Xinjiang University. No doubt the concept of World Class University Project with MoU of 1000 Global University, China has distinction of having coordination with 121 countries. China's Education & Research Network and information system have helped to establish nationwide expansion of China Academic Library System (CALIS) and Global Internet Services. China's 300+ million users, 31 provinces, 200+cities, 1400+ universities and colleges are now connected with digital research resources (both Chinese and English Language), digital conference papers, budget and maintenance. Infrastructure wise, the connectivity of higher education with office, classrooms, dormitories and in general campus network have almost touched 99% peripherals of China. Besides, China's learning management system, online libraries, student information and research information are comparable and best featured model in the world. The system has access with vast area of socio-economic coverage enhancing the pedagogical approach with directly applicable knowledge.

Insistence for elite education to mass education, private investment, focus on quality and professional inclinations are being given due consideration for better access and delivery services. According to China Statistics Yearbook Analysis, Chinese Higher Education Market gradually increasing but the per capita income still lags far behind compared to Singapore, USA, UK, Spain and Thailand. The major challenge has been highly qualified professionals and academic education form those Chinese nationals who graduated from the USA, the UK and Australia. Some young graduates do not see better prospects in China and hence find the west as more prospective in terms of salary structure and other benefits. Around 60% Chinese students do not return back to their home country. Consequently, China is losing highly qualified citizens. Most Western Model based universities play greater role by partnering with Chinese in host countries. It is important to note that large number of Chinese who move to Europe and America are among the best and brightest.

Findings

Today, transnational higher education is a rapidly growing phenomenon that is under-researched and often even misunderstood. As the world's most promising market, China has the potential to dwarf all traditional offshore

markets and business policies. Unfortunately, however, poorly circulated literature on China's higher education programme, domination of western media and minds have been responsible factors which the world has come to realize more recently. But a sound understanding of the Chinese situation facilitates improvement of future provision of higher education by Australian and British universities, presently the most dominant force in China. Some sensible critiques suggest that China needs to form effective regulatory frameworks to govern this new development in higher education, especially in terms of quality assurance to ensure cultural appropriateness of the joint programs. For better understanding and high pace of enrolment in higher education, China needs pro-active engagement for international students without affecting its local culture. The Chinese government and leading Chinese universities have been making an extensive effort to boost China's soft power through the enhancement of international student education objectives and creative programme of action. In a nutshell, education in India and China have played an important role in the economic construction, progress of science and social development by bringing up large scale of advanced talents and experts for the construction of socialist modernization.

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