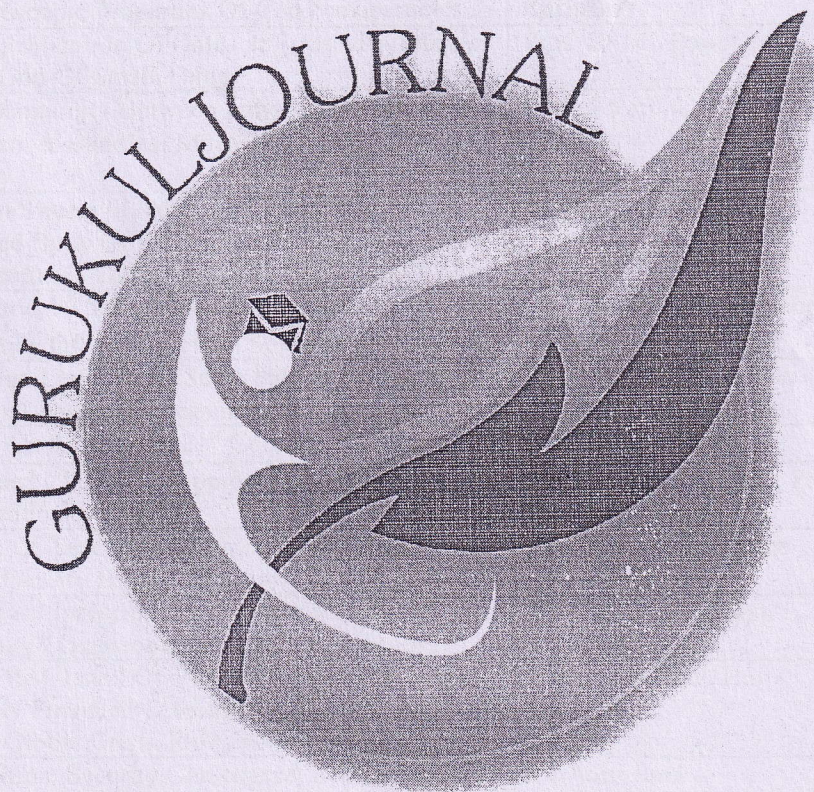


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## Role of Teaching, Learning and Evaluation in the Quality Higher Education

Dr. Shriram G. Gahane,  
Assist. Prof. in English,  
Adarsh Arts and Commerce College,  
Desaiganj (Wadsa), Dist- Gadchiroli. M.S.

### Abstract:-

Higher education plays an essential role in the development of society. Teaching, Learning and Evaluation are the essence of this whole education system. They define the quality of education. The certified students today are not able to handle the problems of their lives, nor are they capable enough to earn on their own. They are also not satisfied with the way they are taught and evaluated. The role of teacher in the class room is to inspire and facilitate discussions. True learning can only take place in a constructive and healthy atmosphere. Teachers should help learners to relate new content to the previous knowledge. Examination and evaluation are perhaps the most important and crucial components of the whole education system. We need to introduce new ways of evaluation or, at least, modify the existing evaluation system to reduce the existing levels of dissatisfaction among students. This paper highlights the current ways of teaching, learning and evaluation process and suggests some possible ways out.

### Introduction:-

Teaching profession has been considered as the noblest profession in India having a long heritage of quality education. In ancient India, Sages and Gurus used to have the most reverential status among the kings and emperors. They advised and guided all in need and paved the way out. People obeyed teachers and followed their instructions without hesitation. This was because the ancient Gurus were supposed to be the emblem of knowledge as a perfect solution to every problem in life and were ready to impart it to all. They had no feelings of selfishness and no personal interests while spreading the light of knowledge in the society which in return took care of them. This mutual relationship between the teachers and society strengthened and sustained the bond of faith. Every parent in ancient India was happy to hand over his/her ward to the Guru as they felt that the pupil and his future both were not only safe but also bright in the company of the Guru. Of course, the teachers then also were bound by the unwritten moral obligations. They maintained and observed in practice the code of conduct prepared by themselves. They dedicated their lives in enlightening their pupils' lives; taught them, trained them, examined them and certified them accordingly. Nobody had any doubt about their teaching, training, and certifying the pupils. These Gurus prepared their pupils to fulfill the needs of their society, and the trained and successful pupils did perform accordingly. There were no fixed syllabi, no any fixed method of teaching and no set pattern of testing the students in this system. Still this pattern of teaching, learning and evaluation was successful.

With the advent of industrial revolution, liberalization, privatization, and globalization the education system changed its course. It became more diversified, complicated and sensitive. The governments directed the system and made policies, employed trained teachers to teach the set syllabi to the students, examine and certify them. However, it is found that the prescribed syllabus justifies the needs of the society in general only; it does not focus on any specific quality development among the students. The certified students today are not able to handle the problems of their lives, nor are they capable enough to earn on their own. They are also not satisfied with



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ASST. PROFESSOR

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the way they are taught and evaluated. They have qualifying certificates in their hands, but no necessary knowledge and skills. This sorry state of affairs pervades everywhere, and we, the teachers, need to brood over it seriously and see what flaws are there in the present process of teaching, learning and evaluation so that we may come out with some workable findings.

#### Teaching:-

As teachers, our first and foremost duty is to teach. The policy makers provide us the framed syllabi to teach it to the students. Teachers are bound to teach what has been fixed by the policy makers in a given period of time. On the other hand, the society expects the teachers to imbibe such qualities among the students that will enable them to earn their livelihood and make them noble citizens. Thus, our teachers find themselves caught in a duel situation, whether to complete the syllabus or to empower the students with various skills.

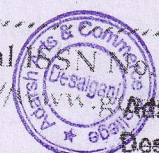
If we have a close look at the syllabi of many of the subjects taught in our Universities, we will come to know that we teach such outdated things to our students which have no relevance in their practical lives. Even after having exhaustive deliberations over the issue, many of the Boards are not ready to modify their syllabi. In today's changed circumstances, we need to update our syllabi and try to relate it to the real life situations and challenges posed by the modern technological world.

The outdated methods of teaching employed by many of our fraternity also create problems for our students. The age-old lecture method is still used by many. Teachers are not the dictators; they are the facilitators, the change agents. The role of a teacher in the class room is to inspire and facilitate discussions. His/her main focus should be on guiding students by asking questions that will lead them to develop their own ways of analyzing things. Instead of applying various theoretical teaching methods suggested by the experts, the teachers should work on their own student-centric teaching methods which are suitable and effectively applicable in local conditions. The teachers need to join self, subject and students in the class. They should impart knowledge to their students related to the subject, and should not have only exam-oriented approach while teaching.

Nevertheless, there is a need to have professional development programmes for the teachers for improving their knowledge, competence, innovativeness, skills and effectiveness. There is a need to keep teachers alive and fresh through in-service education and training. Innovations are needed to generate ideas among youths. A new enterprising society is being created in the world and hence the teachers must be ready and competent enough to sharpen the innovation potential of students. Higher education is a very crucial sector for the growth and development of human resource and teachers are the medium to do it. Hence he/she must be competent, knowledgeable and dedicated to their profession and to the development of their students. Teacher must be a transformed individual who has to enable students through his/her teaching to know their power to reach higher levels and lead a decent and dignified human life.

#### Learning:-

As teaching should not be exam-oriented, so learning should not be result-oriented. Many students today have become so specific in their studies that they don't even bother to study text books or refer to the reference books seriously. Instead, they prefer to refer to the digests and



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readymade notes to pass the examinations. It seems that they do not study to get knowledge but to get marks and get passed.

True learning can only take place in a constructive and healthy atmosphere. Teachers should help learners to relate new content to the previous knowledge they already possess. Thus, by correlating new content with the previous knowledge, the learners can move forward to acquire new vistas of knowledge. The teachers should help learners to construct usable knowledge by encouraging sense of enquiry, problem solving attitude, reflective thinking and group activity among them. The factors like stress, anger, low self-esteem, negative identity, uncertainty and disappointment affect the behavior and academic performance of the students. To cope up with these problems they need to learn effective ways to communicate with others and develop self-esteem. If they could do this, the process of learning would become easy and enjoyable. For this they need to maintain their physical and mental health, and inculcate good habits in their lives. As it is wisely said, learning is simply the process of adjusting our mental models to accommodate new experiences.

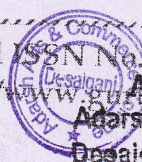
To make learning more authentic, real and meaningful we need to understand that every learner is a unique individual and a knowledge constructor. Discovering these talents, we can enable our learners learn skills which will enable them to develop and stand on their own legs to earn and support their families and nation. Gaining knowledge should be the goal of our students; marks will be scored. They should study their subjects as learners, not as examinees. They have many sources of information at their hands' reach; the need is to inculcate among them the skill to transform this information into knowledge.

#### Evaluation:-

Examination is one of the most important and crucial components of the whole education system. The practice of promoting students to the next grade takes place mainly through examination system. During the period of exams students restrict themselves only to study, passing sleepless nights. Whatever students learn throughout the year, they try to recollect and put it down in their answer papers. However, many students are found dissatisfied when results are declared. They do not get expected grades/marks. Naturally, many students suffer from mental harassment and apply for reevaluation. In short, present evaluation system is not apt enough to fulfill students' expectations.

Basically, through evaluation the evaluators check whether the learner has acquired the necessary knowledge of the subject. Students write answers to the questions as per their understanding and as taught by their teachers while the evaluator evaluates the answers according to his understanding. This process of teaching, learning, deliberating and evaluating the deliberations involves very complicated reflections. Due to the lack of model answers to the questions, no two evaluators can allot same marks to a same answer. This is why those students who secure large number of marks as well as those who fail together long for more marks and question the evaluation process.

We need to introduce new ways of evaluation or, at least, modify the existing evaluation system to reduce the existing levels of dissatisfaction among students towards examination and evaluation processes. As was recommended by the Kothari Commission, reforms in examination






and evaluation should be aimed to improve the reliability and validity of examination rather than certifying the performance of students. We need to bring more accuracy and transparency in our evaluation process by making it more objective and acceptable. The practice of two-tier evaluation in which two different evaluators check the same answer paper independent of each other, and average marks are given to the examinee, can be ideal, if implemented strictly.

**Conclusion:-**

Higher education plays an essential role in the development of society by creating new knowledge, transmitting it to students and aspiring for innovations. Teaching, Learning and Evaluation are the essence of this whole education system. They define the quality of education imparted to the students. The need is to maintain quality in these three components to make higher education more effective and useful. The Internal Quality Assurance Cell (IQAC) can improve the academic performance of the institution by keeping close watch on the process of teaching and learning. The IQAC should function as a nodal agency of the institution for coordination of quality-related activities and practices in teaching and learning.

  
**ASST. PROFESSOR**  
Adarsh Art's & Commerce College  
Desaiganj (Wadsa) Dist-Gadchiroli



  
**PRINCIPAL**  
Adarsh Arts & Commerce College,  
Desaiganj (Wadsa) Dist. Gadchiroli