REVIEWED INTERNATIONAL JOURNAL

AAYUSHI INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (AIIRJ)

MONTHLY PUBLISH JOURNAL

VOL-I ISSUE-III AUG 2014

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

STUDENTS' DEVELOPMENT PRACTICES IN HIGHER EDUCATION

Prof. Ramesh S. Joshi,

Dayanand College of Commerce, Latur.

(Maharashtra)

Introduction :-

Holistic development of the students is the destination of entire educational Endeavour. In the ancient period, our great ancestors emphasized four-fold development of the student's viz. **Body, intellect, mind & soul**. Such holistic development resoled in awakening of all energies, skills, potentialities to achieve everything in the world. Developing the students just for making them good servants and materialistic producers is one of the dimensions of development, with which 'complete man' can't be made. Swami Vivekananda said **'Education is man-making process'** which is fundamental human resource development. According to Shri yogi Arbindo, "**The ultimate aim of education is the evolution of total humanity**". J. Krishnamurti said, "**Students' development process through education cultivates their 'whole being', the totality of mind and gives their heart and mind a depth of understanding and beauty**".

Whether today, such achievements can be gained through higher education? A survey has been conducted, in the colleges affiliated to S.R.T.M. University Nanded and some of the major development practices brought to the light, in this study.

- **Objectives :**
  → To know the nature & effectiveness of the students' development practices.
  → To know whether the objectives of higher education are accomplished through development practices adopted.
  → To understand the students' responses to practices and impact on shaping their personalities.
  → To know the impact of education on students' behavioral patterns.

- **Scope & Limitations :**
  → The study is restricted to students in the jurisdiction of SRTM University, Nanded only.
  → Class-room teaching & informal educational efforts are considered.
  → Several categories of students viz. Urban-rural, boys-girls, advance learners-weak learners etc. considered.

- ▪ **Research Methodology**

- **Sampling** :
  - → Fourteen colleges out of 140 colleges in the jurisdiction of SRTM University,Nanded from all four districts of the jurisdiction.
  - → 30 students from each college selected for feed-back.
- **Primary Data** :
  - → Feed-back from students and dialogue with them.
  - → Informal dialogue with teachers and administrators.
  - → Discussion with eminent academicians in the university region.
- **Secondary Data** :
  - → Academic result-sheets
  - → Students' Journals
  - → Reports of college programmes
  - → NAAC accreditation reports of the colleges.

- ▪ **Interpretation of data** : students' development practices.
  With the extensive survey of the colleges, it was found that, the following major practices for the students' development are exercised :

1) **Different effective methodologies of students centric teaching :**
Irrespective of talent and study of the teacher, proper effective methodology to deliver the contents is imperative. Teaching style & methodology must be students oriented and the center of all teaching techniques must be the 'student'. Teachers are expected to develop and use verities of teaching methodologies according to contents and students' level, e.g. lecture, dialogue, experiments, demo, tours, experiential, practical etc.

2) **I.T. Orientation of Students :**
Now a day, only text and reference books, class-room teaching are not sufficient learning resources. The vast field of I.T. i.e. internet is open for students, which can expand the horizons of students. Students must be inspired to use all I.T. sources for their learning. Enough interest is to be created within the students for using I.T. sources in their learning process.

3) **Special efforts for advanced learners & Weak Learners :**
The same content with uniform teaching methodology for all categories of students is not scientific way of teaching. Highly talented, advanced learners must be dealt with special methodologies and advanced study material should be provided. Additional time also to be devoted for such students. Special emphasis is to be given for academically weaker. Special extra classes to be arranged for weakers and they should be taught with the simplest methods and easier topics should be prepared properly. Mainly, enough confidence building within the weaker is necessary for bringing them into the main stream.

4) **Personal counseling/mentoring -**

Teachers can perceive only $1/10^{th}$ of the student and remaining $9/10^{th}$ portion of the students' personality remain hidden and unknown. Personal counseling and mentoring are the psychological and cognitive process to know the unknown. Teachers must be well trained for the adaptation of such practices, which may result in the holistic development of the students, professional experts may be invited for this purpose.

5) **Guest lectures on current issues by eminent academicians :**

Students should not remain restricted to their prescribed syllabus and selected subjects. Important issues emerged in several walks of life at national and global level must be known by them. For this purpose eminent scholers should be invited from different fields for the orientation of students.

6) **Special efforts for women empowerment :**

To large extent, women power of the nation remains idle due to lack of sufficient educational awareness. Now a days special emphasis is given to upliftment of women in each walk of life. Special programmes and activities for women students must be arranged through specially formed women empowerment cell.

7) **Special efforts for development of differently able students :**

Differently able handicapped students are the weaker section of the society. Extra-ordinary sparks and potentialities are found in such types of students. Enough confidence and support is essential for their upliftment. Such weaker section of the students must be brought into the main stream and equally recognized with all other students. Special facilities to be provided and special coaching arrangement is also essential for such students. This is a part of institutions scared social responsibility.

8) **Behavioral evaluation of students and feed back :**

How knowledge reflects through behavior is very important criterion of students' development. How students speak, read and write is secondary but how they behave is the basic parameter of their progression. Formal and informal methodologies to evaluate behavioural patterns of students in different circumstances should be structured. Feed back of behavior to be provided to students and their parents. This mechanism must be well-established by involving senior and expert faculty.

9) **Development of competitive strengths :**

Today, in the age of cut-throat competition, not just competition but a race, students must have enough competitive strengths. With a view to become successful in further life and profession they should possess competitive skills. The colleges must arrange special programmes to impart such skills within the students.

10) **Encouragement for participation in research activities :**

Involvement in research activities improves the students' creativity standard. The colleges are expected to arrange research activities and programmes for the mass involvement of the students in it e.g. research projects, research papers, participation in seminars and research festivals etc. senior teachers are expected to take proper initiative in the arrangement of research activities and encourage the students for participation.

11) **Encouragement for Self-Learning & Life-long Learning**

'Teacher should teach how to learn?' formal and structured teaching can't make students creative. Students should become interested in learning, that interest leads to self-learning. Teachers' thirst point while teaching must be 'Creation of interest within the students'. With the adaptation of this practice 'Self generating' personalities can be built and irrespective of teachers' initiatives, students can learn more fruitfully. Formal education is restricted to particular degree course, but real education is unending process, there is no fullstop. Students should be oriented for such unending learning beyond degree courses and structured curriculum. Teachers should not just preach this issue, but they are expected to set an example before the students. This practice can't be adapted in class-rooms but can be transmitted within the students only through teachers' examples, who are always thirsty for knowledge till and even after their retirement.

12) **Efforts to develop intelligence quotient (I.Q.) and emotional quotient (E.Q.)**

Intelligence quotient can be developed with thought provoking speeches and discussions, normally, efforts to develop I.Q. is routine practice. Efforts to develop E.Q. is different issue, this is psychological and emotional issue. Today, young generation is found with very low sensitivity, which influences behavior patterns. Sensitivity about weaker and deprived classes, handicapped, economically weaker section, and family problems should be created within the students through proper perceptions. Particular telefilms, VDO cossets on sensitive issues may be useful to develop emotional quotient within the students. Teachers themselves must be enough sensitive in respect of thee issues.

13) **Efforts to inculcate desired values through value education :**

Inculcation of noble values within the students should be aim of education. Today, in the age of value crisis, value education is not incorporated in any syllabus of the higher education. Students with academic intelligence but having no any noble value can't contribute to nation and society. Special syllabus on value education should be framed and the students should be oriented with great values. The personalities living great values must be presented before the students. With the adaptation of this practice, students with noble character and enough morality can be developed.

14) **Experiential Learning -**

Class room teaching as per structured curriculum cannot prepare students with expected abilities. Experiences of the text matter should be provided to the students with which, they can be well-prepared to face all probable challenges. Experiential learning can be provided through students participation in exhibition and sale, industrial visits, earn and learn, marketing, on job training, assignment of challenging responsibilities, event management etc.

15) **Development in students' inter-personal, inter-group and intra-group relations-**

Students' progression also depends up on their relations with fellow students. Like-minded students' friend circle results in better progression. Teachers should cultivate the atmosphere of friendly relations among students' different groups and between the students. Melodious atmosphere creates positive enthusiasm and optimism within the students, so conflicts free atmosphere can be maintained by the teachers and administration.

- **Conclusions :**
  → Students are well-aware about career-orientedness but equally unaware about their holistic development.
  → Deliberate and adequate efforts are not taken for the application of knowledge and reflections of values through behavioural patterns.
  → Weak learners, handicapped and women students are speedily making their places in the main stream and enough confidence perceived within them.
  → Adequate efforts are not taken for students' personal counseling, development of I.Q. &E.Q.

- **Suggestions :**
  → Some of the proper teachers must be oriented for inculcation of noble values within the students.
  → Professional experts to be invited for personal counseling of peculiar students and development of I.Q. &E.Q.
  → Special peer teams of gents & ladies teachers for keen observations and evaluation of boys' and girls' behavioural patterns. Feed-back of evaluation to be provided to students and parents.
  → More efforts are expected to build **competitive strengths** and to develop **self-esteem** within the students.