



DEI-DEP NEWS

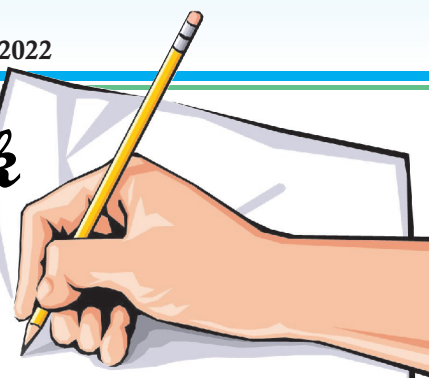
A good teacher is like a Candle - It consumes itself to light the way for others. Ideal Teachers are those who use themselves as bridges over which they invite their students to cross. Then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.

- Dr.Sarvepalli Radhakrishnan

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From the Coordinator's desk



In previous issues of the Newsletter, we presented in this column the concern voiced by some educationists about the loss of interest in learning by students when traditional methods of teaching-learning are used, mainly due to decrease in the attention span of the students. It became clear that for better learning, the student must do more than just listen in order to learn. They may, for example, write, discuss and be engaged in solving problems. The use of project-based learning, question-answer sessions, blended learning, flipped classrooms, etc. has been discussed in this context in earlier editions of the newsletter.

More recently, Diana El – Azar, Senior Director, Strategic Communications and Thought Leadership, World Economic Forum has emphasized that educational institutes must move towards active learning and teaching skills that will endure in a changing world. According to her, 'lectures are an effective way of teaching and an ineffective way of learning. Universities and colleges have been using them for centuries as cost-effective methods for professors to impart their knowledge to students.' She then proceeds to voice her concern that the learning outcome through this process is meager and the little information we learn that way is easily forgotten (as shown by the 'Ebbinghaus Forgetting Curve'). And then to make higher education more meaningful by becoming learning outcome-oriented, she suggests that 'Lectures must be replaced by Active Learning'.

A small publication on Ebbinghaus Forgetting Curve (Praveen Shrestha, Psychestudy, November 17, 2017) led me to the discovery of common ground between the 'Forgetting Curve' and 'Daily Home Assignment (DHA)' scheme of continuous evaluation adopted at DEI a few years ago. For, according to Ebbinghaus, unless the learned knowledge is consciously reviewed time and again, there is a decrease in the ability of the brain to retain memory over time in a matter of days or weeks. The memory, according to Herman Ebbinghaus, decreases exponentially with time and the forgetting curve is very steep in the first two days or so. It may be recalled that [Annie Murphy Pau](#) published a paper entitled 'Researchers Find That Frequent Tests Can Boost Learning' in the August 2015 issue of Scientific American. Taking tests as well as engaging in well-designed activities before and after tests can produce better recall of facts – and deeper and more complex understanding – than education without exams. Thus if learning is backed by relevant activity, the retrieval strengthens the memory and retains it for a long period.

As per Wikipedia, "Active Learning is a method of learning in which students are actively or experientially involved in the learning process".

A UGC Committee comprising two distinguished educationists visited DEI on 30th April and 1st

May, 2022 to study innovative features of the DEI education framework with reference to NEP 2020. One of them – Prof. T. Kumar, Vice-Chancellor, Central University of Haryana, Mahendragarh, made the following observation in the Visitors' Book:

DEI is doing excellent work. Activity is key to every course. Students, staff and all associated with DEI are involved in community services from infant to senior citizens of every class from poorest to high-class people. Such activity is rare in HEI. Teaching-learning through practical / activity is really amazing.

That the courses of DEI are activity-oriented is a feather on its cap and a tribute to the foresight of our Revered Visionary Leaders.

(Prof. V.B. Gupta)

Some Thoughts on Quality of Higher Education in India

Any attempt to gain an insight into the quality of higher education in India must first try to fix the benchmark for quality. For those of us who received our higher education fifty to sixty years back, academic content or subject knowledge was the main indicator of quality. Around forty years ago, while interacting with some reputed employers of graduating students of Textile Dept. of IIT, Delhi, I remember having told them that job-related skills can always be acquired through short-term on-job training and that understanding of concepts and the ability to think critically were what the higher education system was primarily supposed to impart. Today the employability of the graduating students is perhaps the primary benchmark of quality. William Deresiewicz, a former Professor of Yale University has made a study of the kind of students who join the IVY League Universities, which include Yale and Harvard, and has come up with an amazing conclusion (The Times of India, July 27, 2014) that the college is not viewed by the students as a place of learning, but as an enabler for a well-paying job and that intellectual curiosity is close to non-existent.

It is being widely recognized that the Ranking of Higher Education Institutes (HEIs) has contributed significantly to the improvement of their quality. The benchmarking frameworks of the most prominent global rankings are dominated by research activities which may have upto around 70% weightage (as opposed to 30% in the national ranking framework) and since research activities in Indian HEIs are at the lowest priority (R.K. Gupta and V. Kumar, University News, Feb 11-17, 2019), it is not surprising that India's performance in global rankings is very poor.

It has been pointed out by Prof. Rakesh Mohan Joshi, Chairperson (Research), Indian Institute

of Foreign Trade, Delhi that in terms of Educational Institutions, India has the world's largest education system with about 1000 universities and 40,000 colleges whereas it ranks third in terms of size and diversity, but its presence in the International Education System has been abysmally below its true potential that remains unexplored (Indian Express, 1st August, 2021). With no control over the design of syllabus and academic content and with nominal control over evaluation, the college teachers do not feel motivated and the growing network of affiliated colleges (which account for 90% of UG students, 70 % of PG students and 80% faculty) is often viewed as the weakest link in the higher education system. Against this backdrop, a brief report on the proceedings of a meeting on Credit Framework and Choice-based Credit System convened by UGC at BHU, Varanasi on 3rd April, 2015 may be of interest. An extract from the brief report presented before the Advisory Committee on Education on May 2, 2015 is reproduced below:

The Vice-Chancellors or their nominees and other participants voiced their concern at the direction received from UGC that a Choice-based Credit System should be introduced before July, 2015. Most of the Universities expressed their inability to do so as some were on the annual system, others had still to introduce the credit system, and those that had introduced credit system were facing difficulties and the numerous colleges affiliated to them had not done so. Acute scarcity of faculty was cited as another major problem. The transformation needed to be gradual and in phases.

The UGC panelists told the participants that in the three such meetings held earlier elsewhere, the participating VC's had also highlighted similar difficulties and they would bring these to the attention of the policy makers.

In an article entitled 'Promoting Quality Culture in Colleges of Higher Education: Role of Institutional System and Leadership' (University News, 28 March-April 3, 2022), M.R. Kurup, Secretary, Kelkar Education Trust, Mumbai lists the following challenges in higher education in India: Poor infrastructure, poor curriculum, memory-based examinations, inadequate and ill-equipped faculty, out-dated teaching-learning methods, deficiency of funds, inconsistent government policies and bureaucratic implementation of government decisions, pro-profit governance, the politicization of education and growing privatization.

Some of these deficiencies have been discussed in earlier editions of the Newsletter. The National Education Policy 2020 was launched in July 2020 and was well received by the stakeholders. Its implementation is now in progress and the various problems listed above are being addressed. It is hoped that its successful implementation will restore to India the glory that it enjoyed when Takshashila and Nalanda universities flourished.

Contributed by Prof. V.B. Gupta,
Coordinator, Distance Education Programme

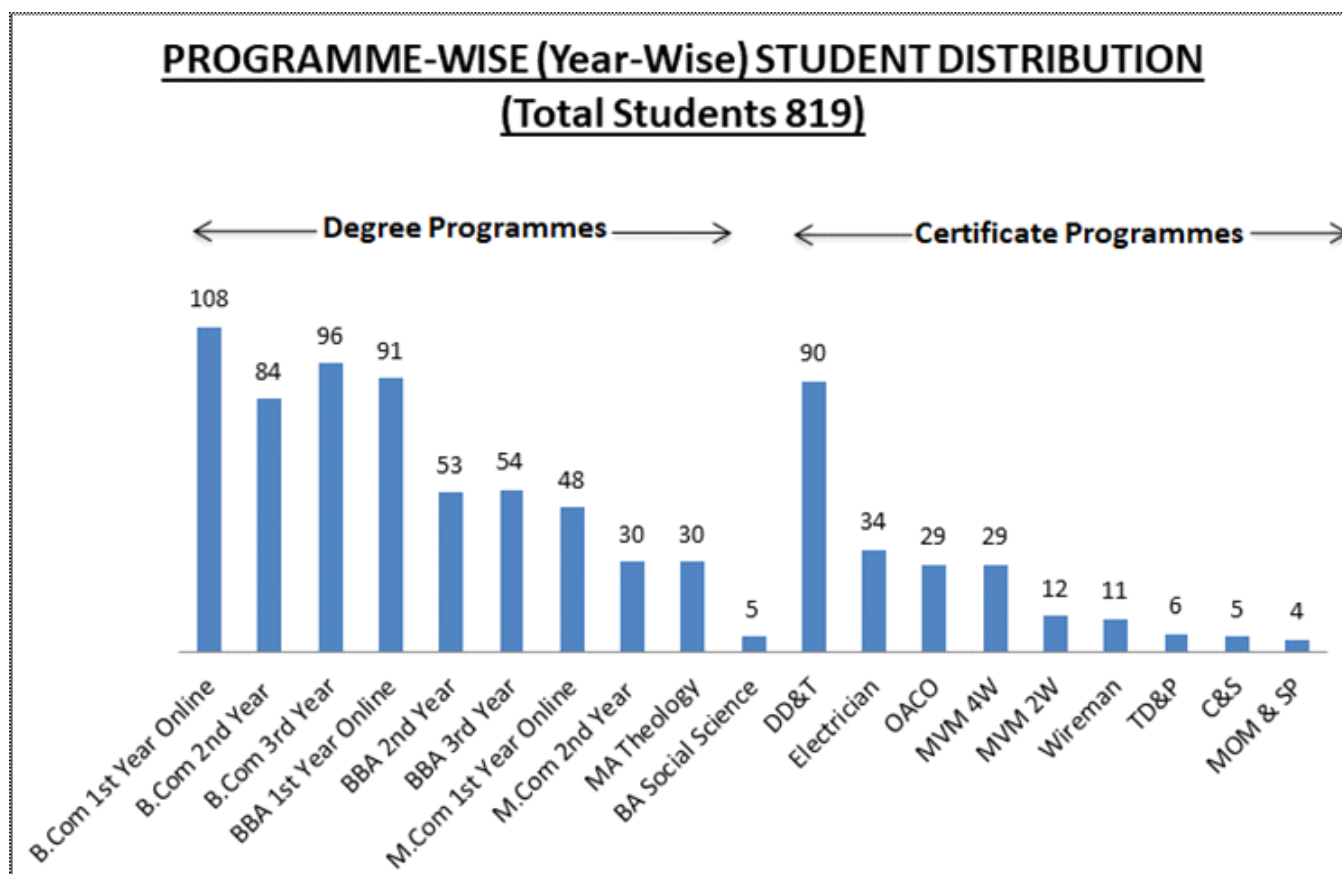
Data on Student Enrolment and Student Profile in the Online & Distance Education Programmes of DEI in the 2021-22 Session

During the 2021-22 session, while the admission to the UG/PG degree level programmes has been in the UGC-entitled Online Mode, the certificate courses have been offered in the Offline Mode, as had been the practice for the past several years.

The 2nd and 3rd year students of UG/PG degree programmes are either in the erstwhile Distance Mode or are Main campus students who are on projects allocated at different locations. Due to Covid-19 pandemic and related reasons, the intake of students has been low.

A. Student Enrolment

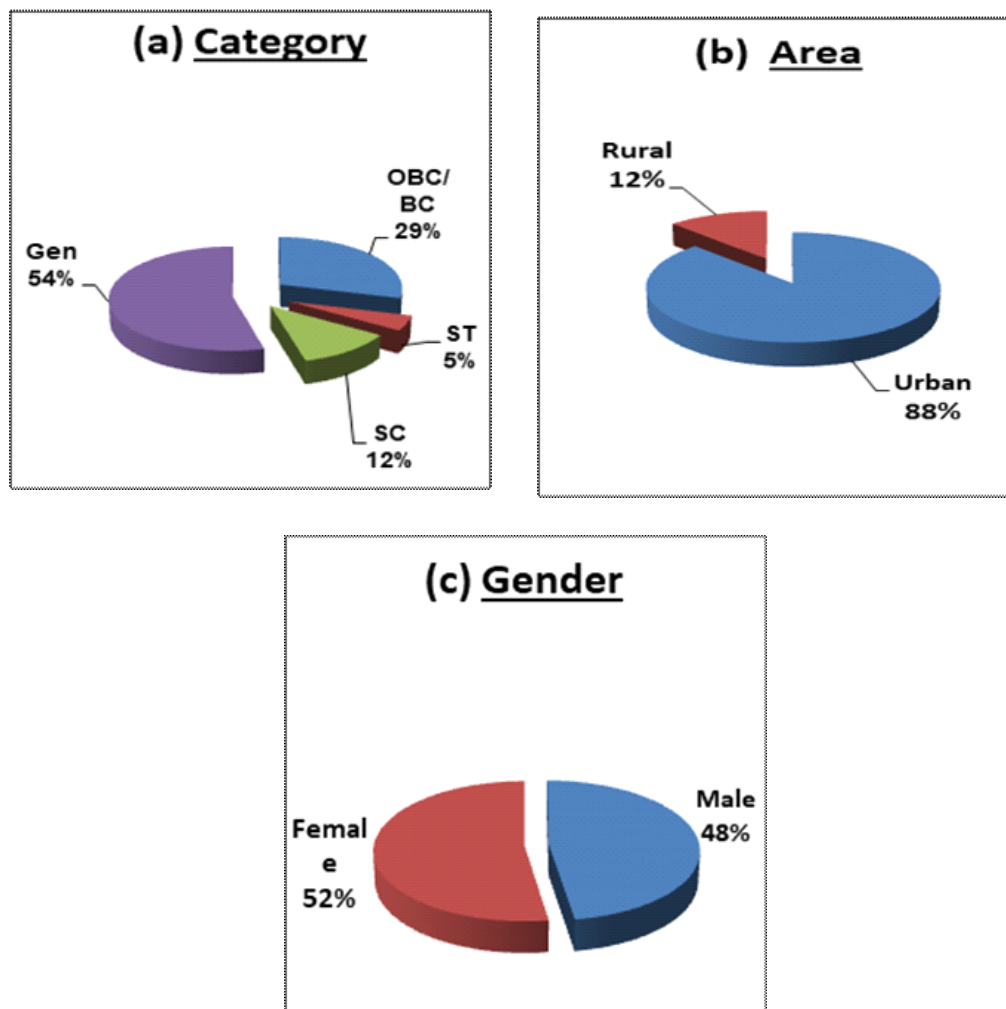
The bar chart shown below gives the data on student enrolment –programme–wise and year–wise – for the UG/PG degree programmes (599 students) on the left and for the certificate- level programmes on the right (220 students).



B. Student Profile

The data on student profile is presented below showing their category-wise, area-wise and gender-wise distributions.

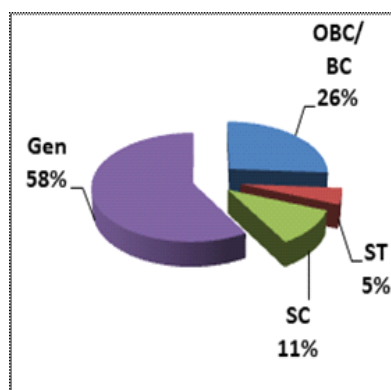
(i) For the total number of students (819)



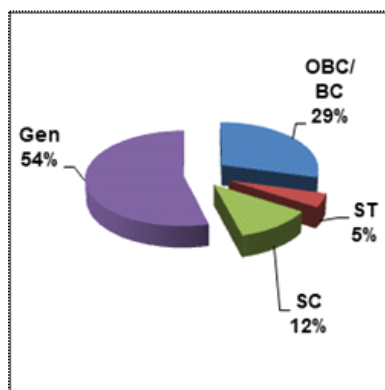
(ii) Separately for the degree level and certificate level students

(a) Category

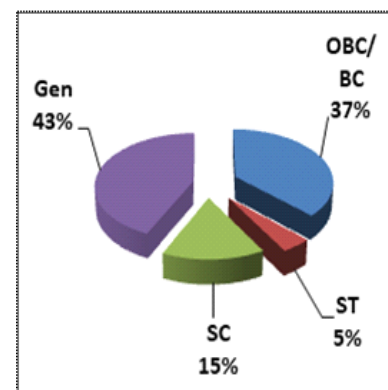
**Degree Level
Programmes (599)**



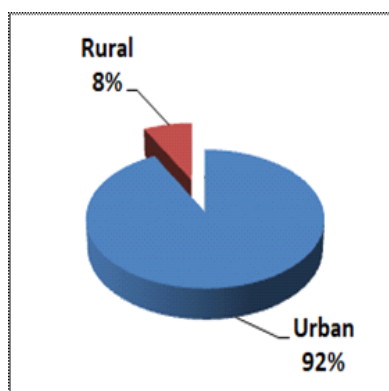
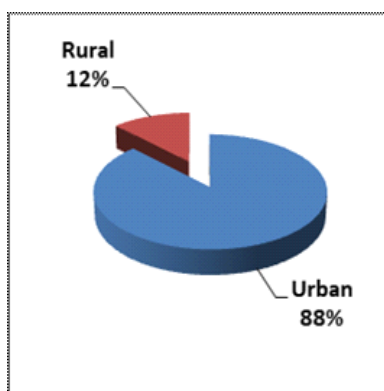
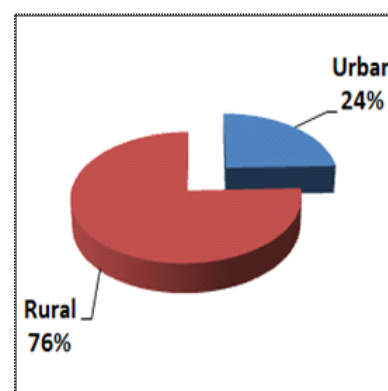
Total Students (819)



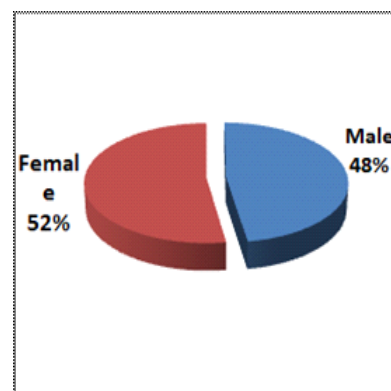
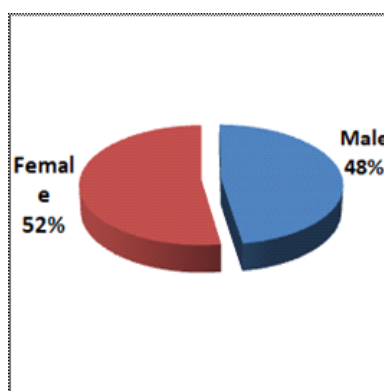
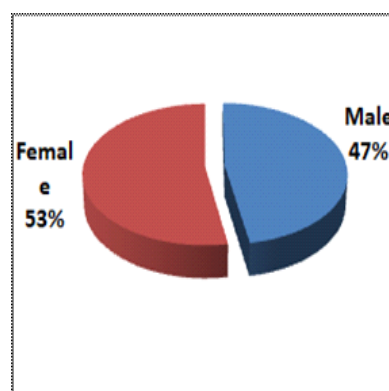
**Certificate Level
Programmes (220)**



(b) Area

Degree Level Programmes (599)**Total Students (819)****Certificate Level Programmes (220)**

(c) Gender



Regarding the student enrolment distribution in degree level and certificate level programmes shown above, the following noteworthy observations can be made:

- The certificate level programmes have a relatively higher enrolment of reserved category students.
- The certificate level programmes have significantly more students from rural areas.
- The gender distribution in both degree level and certificate level programmes is close to 50-50.

Observations (a) and (b) above are consistent with our general experience viz. that certificate level programmes have relatively high number of reserved category students and significantly high number of students from rural areas. They confirm that the constituencies for the degree and certificate level programmes are well – defined. Observation (c) shows a higher than usual number of female students (usually it is 40%) because of the dominance of the Dress Designing & Tailoring programme (which is for females only) in the present case.

News From Information Centre

Report on Orientation Programme at Bhopal Centre



An Orientation Programme cum Workshop entitled 'Reflection Action Reflection' was organized on 8 May 2022 for teachers of Bhopal Information Centre. The aim was to teach them the message that it is not important to only have the skill to do something, more important is having the will, desire and commitment to be your best....in terms of quality, innovation and ethical values. A total of nine teachers participated and the Resource Person was Mrs. Gargi Sood.

The programme commenced with the remembrance of the Almighty by a short prayer. The theme of the programme was introduced to the group by showing short videos. Through the videos, the importance of real learning was explained. Thereafter, with the help of a simple experiment, the significance of cohesive and adhesive forces amongst the team members of any group that is involved in executing a task or a project was explained. The session concluded by reflecting on a series of questions posed by the resource person. The Question & Answer session was instrumental in the self-evaluation of the members.

Another video was presented to highlight the role of an individual, family, community and organization inclusive of our environment. The programme was highly successful and concluded with a prayer.

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