
BRILLIANCE IN HIGHER EDUCATION: AN ARCHITECT FOR SKETCHING INDIAN HIGHER EDUCATION INTO A UNIVERSAL EDUCATION.

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Abstract: Identifying the commanding role and responsibility of higher education in nation building, the higher education system has made remarkable progress in fixing serious success factors and is working stupendously towards their aspirations. The wise forecasting and subsequent development of the higher education sector, has brought a high-quality, strategic and dynamic program for the higher education institutions across country. With quality as its capital and excellence as a qualitative, strategic imperative and catalyst for transformative change, the implementation of this comprehensive program is advancing higher education to a new level with committed to establish themselves as world-class centers of excellence, simultaneously focusing on vibrant policies that seek to integrate science and technology into economic strategies via high-impact research productivity, innovation and entrepreneurship—empowering our youth with skills that are viable and competitive for contributing to the inclusive and progressive development of individuals, the nation, the region, and the world society, at large. Thus brilliance in higher education can be an architect for sketching Indian Higher education into an universal education.

The paper “Brilliance in higher education: An architect for sketching Indian Higher Education into an Universal Education.” focuses mainly on explaining,

1. The need and importance of Brilliance in higher Education.
2. How Brilliance in higher Education can sketch successfully towards shaping Indian Higher Education into a universal education.
3. Innovative methods of practicing brilliance in higher Education.
4. Advantages and Disadvantages of Brilliance in higher Education.
5. Problems in Brilliance in higher Education.
6. Findings and conclusions.

Research Methodology: Research would be carried out with a sample of 60, from the MBA department, to explore Interest in Excellence in higher Education. The methodology would be drafting of a questionnaire based on the above mentioned objectives of the paper and analysing the data.

Keywords: Higher Education, Globalization, Brilliance, Innovations.

Introduction: The faculty at College and university level are expected to be brilliant teachers. In public, college teachers stress to potential students and their parents that at their institution, teaching matters above all else. Colleges seem to unabashedly promote that the teaching done by their faculty is markedly better than at peer institutions or that the opportunities for close working relationships between students and faculty are unique to their campus. Many small colleges rest their laurels on the value they place on teaching excellence. From day one faculty members know that they will be evaluated primarily for tenure and promotion based on their role as teachers. Colleges and universities have centers for teaching excellence to further demonstrate that they value teaching and provide support to

faculty. Promotion and tenure committees scrutinize faculty fraternity, syllabuses, assignments, exams and universal teaching evaluations. Faculty attend workshops and conferences about teaching. Most academic disciplines have professional societies committed to improving the teaching and learning process; some even publish peer-reviewed pedagogical journals where scholars report on the effectiveness of teaching methods and assessment as well as sharing innovative ideas for classroom demonstrations and assignments. There is no shortage of lip service from various academic ranks on the value of teaching excellence. Faculty and administrators particularly at small liberal arts colleges and comprehensive universities make concerted efforts through programming and institutional investments with the aim of improving teaching.

What Exactly Is Teaching Brilliance?

“Teaching brilliance is primarily defined by how a subject is taught.” Some scholars cluster elements of excellent teaching into one of three categories: Teaching, Communication and Attitudes toward students. Probably most would agree that being a good teacher requires having expertise in the subject matter as well as a willingness to actively involve students in the learning process. And faculty should not only effectively communicate information in the classroom but also provide consistent and timely feedback to students on assignments. Respecting students as adults and having a good rapport with them fosters an environment conducive to learning, which in turn helps students to become effective problem solvers and to take ownership over their own learning. Regardless of institutional setting, one will find faculty members who excel on these very attributes. Possibly most important of the three categories is the last: faculty attitudes toward students. Being an excellent teacher means more than designing and delivering an effective lecture or being able to foster thought-provoking classroom discussions. Effective teaching extends beyond the classroom; faculty should take a sincere interest in their students and make an effort to get to know them on a personal level. Students really want to get to know their professors, too, and when they develop meaningful relationships with them, it can have a positive effect on their work ethic and increase confidence in their ability. Students who enjoy being around their professors are more likely to go to class, are more active in class and are generally more apt to seek help from faculty outside of class.

The Need and Importance of Pursuing Brilliance in Higher Education in India: The Indian higher education is at cross roads. There are several reasons for the same. Notwithstanding the fact that India was one of the first colonial states and therefore one of the few privileged countries to have access to both spoken and written English, we have possibly lost first mover’s advantage because of inadequacy of concerted focus on education by successive governments both at state as well as the centre.

Second, educationists and academicians have always been among the most neglected cadres in the country both in terms of monetary compensation as well as recognition. While their global particularly European & US counterparts draw remuneration almost equal, if not more, than the corporate professionals, salary structure of Indian academic community has been one of the lowest in the country even by standards of public sector. As a result, teaching as a profession, though considered noble, has failed to attract good talent. Finally, though India can take pride in terms of the best professional educational providers by way of IITs and IIMs in global parlance, the general standard of higher education needs a substantial facelift as significant mediocrity has crept in the system. With this background the need and importance of pursuing EHE is strongly deliberated with reference to the Indian context. *Pursuing EHE* in India is of tremendous importance, the importance of higher standards in academic dimensions of the Institution are listed below.

1. The world has changed and in this new world the nation has to attain the status of India as a developed country.
2. The developed countries require some college education for the employment.
3. The common wealth depends on the graduates and the research of the nation.

How Brilliance In Higher Education Will Sketch Indian Higher Education Into A Universal Education?

Brilliance in higher education will sketch Indian Higher Education into a universal education based on the following realities.

1. Striving for BHE is an important part of **professionalism**. It involves trying to put **quality** into everything teachers do, and this attitude tends to separate the achievers and make rapid strides in their career from others.
2. One of the things we have noticed in our society over the past couple of decades is the steady slip in our standards. Whether it is in the quality of the education our children receive, or even the quality of our general manners and behaviour toward others, too often excellence has been replaced by mediocrity. A “good enough” attitude has replaced “nothing but the best.”
3. BHE is not a skill. It is an attitude. We are what we repeatedly do. BHE, therefore, is not an act but a habit for teachers to improve themselves in all the vivid angles.
4. In the educational institutions, achieving BHE is more important than receiving recognition (NAAC Grades) not every institution will achieve stardom. But they might achieve great things.
5. In light of the recent economic recession, Service excellence topic is drawing more attention. Being more customer-focused and providing service excellence is becoming a significant advantage and performance differentiator for both, private and public organizations. It helps business to win clients in an extremely competitive environment nowadays and it facilitates cost-saving. But the main source for this reality happens to be “Brilliance in higher education”.

With these some of these realities, we strongly agree that BHE can sketch successfully towards shaping Indian Higher Education into a Universal Education.

Innovative Methods of Practicing Brilliance in Higher Education:

1. Teaching with Sense of Humour – “Humour an Effective Medium of Teaching”: Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student. Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humour has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humour is the most effective tool for enhancing recall of advertisements. It is easy to create a humour in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals’ use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humour lies in observations about real life and truthful situations. In conclusion, humour not only plays an important role in the healing process but is also very important in education.

2. Teaching with Spirituality – “Spirituality: An Effective and Unique Approach of Self Transformation and Self Analysis”: Glancing through the past trend of higher education system, the most satisfying factor about the current scenario of higher education happens to be some specified hours of their curriculum in social service, through which the students know and learn their role and responsibilities for a better future world. With the buzz in this new era of globalization, we all are witnessing stress has become a matter of critical concern which is unbalancing personal and professional life of every individual. By this unbalance we are witnessing several tragedies and crisis globally. To balance this, the area to be focused is “Spirituality in higher education”, which plays a vital role in solving this issue and shall create eminent citizens. Teaching with Spirituality in higher education has received increasing attention over the past decade and also has fairly emerged as significant area of interest. By implementing spirituality in higher education, we can mould well developed citizens who can handle paradoxes and conflicts.

3. Teaching with Counselling and Mentoring – “An Innovative Instrument to Manage Stress and Balance Work – Life.”: The last two decades have ushered in the knowledge and information era. Along with it came rapid changes in areas like technology, Communication, Work culture, women empowerment, lifestyles changes etc, Though the changes were global and rapid, vast numbers of people haven't really had enough time and understanding of the changed environs, to make a healthy adoptions. As a result we are witnessing some unhealthy repercussions like increased stress, lack of work life balance, improper anger management, lifestyle related disorders, low self-esteem, lack in self-confidence. Quite often when these concerns grow beyond the individual's tolerance threshold, it begins to tell on the personal and professional life. Stress impacts concentration and motivation levels at work, as well as causing decreased job satisfaction and employee morale leading to overall decrease in productivity. Stress in personal life due to family problems also causes decreased concentration levels, poor motivation and absence from work in cases of domestic violence. Most often students lack the time to go out to meet a counsellor. There is also a concern of being seen at counsellor's office although stigma has largely reduced. This makes them shy away from seeking help. Thereby keeping the problem alive and burning. By introducing Teaching with counselling and mentoring as an innovative Programme, students gain by seen as benevolent and genuinely caring for the well-being. This not only helps in addressing the immediate concern of decreased productivity, more importantly it helps to reduce stress related attrition. By getting freedom from stress through counselling, facilitated by the institution, students not only feel empowered and highly motivated, there is also increased loyalty towards the overall growth of institution.

4. Teaching with Outbound Training Programmes – “An Experiential Learning to Build Connectivity and Network”: Teachings with outbound Training Programmes are conducted using the outdoor simulated activities, which give helps in handling real situations at the organizations. Teaching with outbound training programs are meant to bring out experiential learning so that the students can reflect the real situations rather than a test of physical fitness. During these programmes students more readily understand what they are learning and thus retain the knowledge forever. This hands-on experiential learning is highly motivating, refreshing and long lasting. During the entire course of the program, student's conscious mind is entertained while the learning is embedded in the subconscious mind. These programmes generally revolve around activities designed to improve leadership, communication skills, planning, change management, delegation, teamwork, and motivation. Students are divided into teams and assigned tasks or activities for completion in a specified time. Achievement and performance during these activities is reviewed in group discussions to identify behaviours that enhance performance or lead to failure or decreased performance.

5. Z to A Approach: This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example in management subject - motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their attention to double entry system of book keeping.

Strengths:

- a. Makes a particular concept clear.
- b. Students develop interest to know exactly the concept.
- c. Creates long lasting memory/correlation of a concept.

Weaknesses:

- a. Take quite long time for a teacher to introduce a concept.
- b. Initial difficulty in understanding a particular concept will be encountered.

Advantages and Disadvantages of Brilliance in Higher Education:**Advantages:**

Prestige: Through BHE, institutions typically maintain a high degree of academic brilliance. Selective entrance criteria help private institutions maintain their high standards. This prestige benefits graduates in the marketplace, because their universities carry positive weight in the minds of potential employers.

Student Engagement: Private institutions often offer class sizes of 25 or fewer students. This allows each student to actively participate and to get noticed by professors. It also allows students to develop a stronger sense of community and peer relationships for social and academic purposes.

Quality Assurance: In the area of higher education, the adoption of quality control has been superficial and diluted by the exercise of academic freedom. The Commonwealth of Learning (COL) is proud to be a partner with the National Assessment and Accreditation Council (NAAC) in bringing out the Quality Assurance in Higher education. Thus quality is highly assured by default when excellence in higher education is applied.

Reliability: Through BHE, it can be reliably considered as to what extent the knowledge gained is correct and up-to-date and hence there by providing proper fault free reliability.

Guaranteed Performance: Through BHE, performance is the abilities expected of a graduate and also guaranteed as per the needs.

Disadvantages:

High Costs: One of the most significant differences between public and private institutions is the costs. According to the National Centre for Education Statistics, the average cost for tuition, room and board in private institutions is more than double the same cost at public institutions. However, many students do receive financial aid, including scholarships and grants, which are funded by endowments and private donations.

Academic Limitations: Some states have laws that support ease in transferring from a community college to a state-funded university or between two public schools. Transferring from a private school may be more difficult if academic standards and program requirements are quite different. Additionally, private schools may not offer the same level of student diversity as public schools, which can limit a student's cultural development and diversity awareness during school.

Problems of Brilliance in Higher Education: Since we have got independence we are facing challenges to establish a great and strong education system. Various governments came and gone. Off course they tried to establish new education policies in the system but this is very sad to dictate that they were not sufficient for our country. Still we are facing lot of problems and challenges in our education System. India recognises that the new global scenario poses unprecedented challenges for the higher education system. India can no longer continue the model of general education as it has been persisting in for the large bulk of the student population. Rather, it requires a major investment to make human resource productive by coupling the older general disciplines of humanities, social sciences, natural sciences and commerce to their applications in the new economy and having adequate field based experience to enhance knowledge with skills and develop appropriate attitudes. The following are the few listed problems.

Tangibles: There are many basic problems facing higher education in India today. These include inadequate infrastructure, modern equipments and facilities, large vacancies in faculty positions and poor faculty thereof, low student enrolment rate, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances. Some institutions are lacking in support services that include accommodation facilities and sports facilities.

Competence: Apart from concerns relating to deteriorating standards, there is reported exploitation of students by many private providers. Ensuring equitable access to quality higher education for students coming from poor families is a major challenge. Students from poor background are put to further disadvantage since they are not academically prepared to crack highly competitive entrance examinations that have bias towards urban elite and rich students having access to private tuitions and coaching.

Attitude: Research has witnessed critical attitude problems in teaching. There is an inadequate and diminishing financial support for higher education from the government and from society. Many colleges established in rural areas are non-viable, are under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. In such colleges there is no understanding of student's needs. Even teachers are less willing to help the students. Teachers are not only available for guidance and advice but also are not giving personal attention to the betterment of the institution.

Content: Time to time system influenced with new challenges and government take a major role to build the system. But there are many challenges always faced by the institutions. Some of the leading challenges before the higher education system are continuous up gradation of curriculum to keep in pace with rapid growth of science and technology; globalisation. The relevance of the curriculum to the future jobs of the students' needs to be discussed. Without effective communication skills, the students cannot be placed for their desired job. ICT in higher education policy may not be able to completely overcome all these challenges though it may play a role in information and resource sharing. No content is clear without effective presentation, so students need to be trained for effective presentation.

Delivery: There are so many people in various parts of country which are still out of reach. This is when we have to emphasize more on our education programs and make our system reachable to all areas. Government and institutions should rethink on these areas to implement more on the policies like reviewing of the curriculum and consistency fairness of examinations. Feedback from students also plays a vital role for the education system which needs to unique for all globally recognized syllabus and curriculum. Encouraging students not only builds their carrier but also widens the horizon of institution.

Reliability: Higher education is extremely diverse. The challenges and issues faced by higher education institutions are just as diverse. The process of education is not merely digesting books but also about doing several co-curricular and extra-curricular activities that give a broader meaning to life in general and education in particular. We believe that opportunities for such holistic development are not enough in India. Facilities for the same are lacking or not easily accessible in India. Even where facilities exist, there is a lack of implementing about the same. The main reason for this happens to be not honest. Institution assures plenty during the process of admissions but is not keeping promises and is not matching to the goals giving invalid reasons. The complaints are not handled properly and there by solving problems or acknowledging the complaints are resolved casually. This mainly affects the reliability factor of Institution/Teacher/System/Policy.

Final Conclusion: The research methodology used here was exploratory research method with technique of quota sampling. The sample size being 60 of only MBA professionals and survey was on the basis of the following themes.

1. Excellence in higher education.
2. Feedback mechanism for quality enhancement in higher education.
3. Institution view on implementing EHE.

After the survey some of the valid conclusions on the respective themes are as follows:

Theme I: Excellence in Higher Education:

1. EHE is 'not seen but felt' by providing 'Quality' education.

2. Quality education is not only with respect to the class room teaching, but also with the outbound teaching sequences.
3. EHE mainly depends on the dedication of the teachers to their profession and the need for better interactions of the latter with the students.
4. To attain EHE, the students need to be explained the various education schemes and facilities available to them.
5. Economically unsound students need to be aware of several Development Schemes in India which are initiated by Government and other Non Government Organizations.
6. Educating physically disabled students is equally responsible for EHE, which ultimately clues to globalization.
7. The barriers in implementing EHE for educating students of rural background are Economic conditions of the family, Traditions, Rituals, Status quo. These barriers should be abolished as earliest as possible.
8. The central barrier in implementing EHE to the students of rural background happens to be communication. Special measures should be taken to promote the communication skills for the students of Rural Background.

Theme II: Feedback mechanism for quality enhancement in higher education:

9. The students are of primary resource and can contribute maximum for attaining EHE by giving authentic feedback about the teacher, institutions and curriculum.
10. Alumni's can be of secondary resource for implementing EHE in institutions by their active involvement in pedagogy meets and upgrading curriculum.
11. Parents can be of supporting resource for implementing EHE in institutions by their active involvement in parent teacher meetings and acknowledging the enquiries by the teachers/institutions about their child.
12. The result analysis of feedback mechanism clearly arrives at a fair judgment of the quality status of the institution
 - To augment educational services for students.
 - To make the institution accept the social responsibility associated with the task of ensuring quick and effective corrective measures as it moves through the twenty-first century challenges of higher education.
 - To internalise quality assurance through student involvement in the IQAC.
 - Structured feedback questionnaires together with oral responses of students are valuable inputs in the quality enhancement activities

Theme III: Institution view on implementing EHE:

13. Achieving EHE is more important than receiving recognition (NAAC Grades) not every institution will achieve stardom. But they might achieve great things.
14. There are ample opportunities by "Educating students with excellence" through which the prestige of the institutions shall reach zenith.
15. EHE is depending on overall academic environment of the institution, a well-stocked library, adequate computer facilities, well-equipped laboratories, language labs, E-libraries.
16. By executing EHE, The institutions shall widen the horizons of EDP Cells, Antiragging Cells, Grievances Cell, Performing art Cell, IQAC Cell, NAAC Cell and placement office.
17. The other associated infrastructural priorities are worthy ventilated ICT enabled class rooms, hygiene rest rooms, GYM, Sport's room, Playgrounds, Parking facility, Auditoriums, ATM facility, Telephone booths, Access to Xerox facility, Access to WIFI system, Security service and clean canteens with quality service.
18. The nation development can happen only when institutions start taking initiation.

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