

Professional Education in Different Institutions

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Abstract

In the contemporary world, professional education is a growing field. We have a few established institutes and an ample amount of new institutes are fostering day by day. There seems to be a big gap lying between these two types of institutions in many ways. Though both type of institutes provide same type of degree(s), eventually, many differences remains there. Mainly, one degree is accepted everywhere and the other don't have a shine. Needless to say, one course done by two students from different institutes providing same degree puts them in to different spheres. This paper is aimed to find the disparities and trying to accelerate the thinking process to capture the attention of reader towards the requirement of fast act requisite for finding the solution.

Keywords

Professional Education, Disparities, Knowledge based DSS, Education Quality

I. Introduction

There are generally two types of institutes: Well established; and the New ones. The first type of institutes comes under the category of having very good reputation in the market. They generally have a renowned fame, best available faculty, state of art infrastructure and most importantly best possible students generally admitted through rigorous screening and the other type of institutes are those with some new affiliation, wishing to establish them with limited resources. The discrepancies lying in these kinds of institutions are making the gap even wider and the problem is ever increasing. Under the further parts of this paper we are trying to analyze the criticality of the problem, pointing out the various factors, and finally trying to brainstorm to find the possible solution.

II. Problem

The basic problem with the professional educational institutes lies in their conduct. Every institute has its own working style, its own limitations and its own facilities.

Good Institutions do have the following facilities:

- International Recognition
- Qualified Faculty
- Very low attrition rate of Faculty staff.
- Working without pressure
- Good Infrastructure
- Ample Space
- Big Libraries
- Old / Antique books/ CDs
- Sharing of thoughts with in institute and outside the institute
- Common Faculty meetings
- Requisite teaching efforts
- Best students available
- Orientation towards Research

New Institutions do have the following facilities:

- Affiliated Recognition
- Qualified Faculty (Just on par with the standards)
- High attrition rate of Faculty staff.
- Working under pressure

- Very much concerned about results
- Nice Infrastructure (Just on par with standards)
- Justified Libraries
- Good corporate exposure
- Working in isolation under competitive circumstances
- Good teaching/ training efforts
- Remaining Lot of students
- Orientation towards achievements (on paper)

The above given description is just a small comparison between two type of institutions providing same sort of a degree under the umbrella of PROFESSIONAL EDUCATION [5].

Though both the type of Institutions provide the same kind of a degree, there happens to be a vast gap that still remains to be abridged in order to get them at par with each other.

Since the Independence, Education sector has been increasing with the increment in number of Schools per year, number of colleges per year, number of students per year, number of faculties per year as well as number of books, publishers, authors and other facilities per year.

In last few years, number of institutions providing professional education has increased many folds. Thus, the demand of good faculty has risen abruptly. UGC and AICTE have laid down standards (minimum) for any institute to begin and carry on. In an ideal situation, we should perform better than the minimum standards but in quest of running the college and to combat with the rising demands most of the new institutions are compelled to adhere to minimum standards only.

In the new institutions, attrition rate of faculty staff also play a big role in non-achievement of targets.

The work culture that is surrounded by less pressure situation often lead to good results, whereas the pressure of performance under less privileged circumstances often lead to misunderstandings and misconceptions which doesn't help the real cause. This remains a big hurdle in many new institutes those are actually oriented towards fast outcome, the better results whereas their shortcomings have still to be met (with respect to students, faculties and infrastructure) [3].

III. Issue of Quality

Quality is a buzzword. Everyone is talking about quality. Every institute is boasting for their quality standards. But, the ground reality says something else. From the manufacturing industry, we follow that, a best quality raw material, going through quality standard processes, checked by quality norms only produces the quality output. The same concept applies everywhere.

Though, in education field, actually there is not much restriction on the quality input as already stated the new institutions get to the remaining lot of students whose quality is questionable. Now, with that stuff, more than quality standard mechanisms need be applied in order to motivate the students for their betterment. And, if only the standard mechanisms (minimum) are applied then that is going to do nothing good. But, yes newer ways of teaching and learning are being applied as:

- Use of videos
- Role plays
- More interactive ways like presentations

- Interactive boards etc.

Actually, these methods don't greatly affect the overall outcome because many a times the caliber of the students raises many a hurdles in their understandings. Most students cannot stay focused throughout a lecture. After about 10 minutes their attention begins to drift, first for brief moments and then for longer intervals, and by the end of the lecture they are taking in very little and retaining less. A classroom research study showed that immediately after lecture students recalled 70% of the information presented in the first ten minutes and only 20% of that from the last ten minutes [6].

Students' attention can be maintained throughout a class session by periodically giving them something to do. Many different activities can serve this purpose [1-2, 4, 7], of which the most common is the small-group exercise. At some point during a class period, the teacher tells the students to get into groups of two or three and arbitrarily designates a recorder. When the groups are in place, the teacher asks a question or poses a short problem and instructs the groups to come up with a response, telling them that only the recorder is allowed to write but any team member may be called on to give the response. After a suitable period has elapsed, the teacher randomly calls on one or more students or teams to present their solutions. Calling on students rather than asking for volunteers is essential. If the students know that someone else will eventually supply the answer, many will not even bother to think about the question [4].

IV. Solution

The solution of the above described problem may exist in a Knowledge based Decision Support System(not necessarily computer system) that provide information and documentation services that collect, stores, and processes, analyzes and disseminates information for educational planning and management. Purposes of EMIS are to co-ordinate and further improve dispersed efforts in the acquisition, processing, storage, transmission, analysis, repackaging, dissemination and use of educational management information. The combination of the Internet enabling speed and access, the maturation of artificial intelligence techniques and the advances in mobile technologies have led to sophisticated aids to support decision making under risky and uncertain conditions Information-based decision making in the management of the education system has as its goal increased access, efficiency, effectiveness, equity, and quality of education through effective systems of monitoring and evaluation, budgeting and planning, policy research and analysis

A KBDSS(EMIS) should do the following:

1. Improve efficiency in collection, processing, storage, dissemination, analysis and supply of educational management information.
2. Streamline the collection and processing of education data.
3. Enhance the process of transforming data into information.
4. Smooth the flow and speed of relevant information to users.
5. Facilitate and promote the use of relevant information by various institutions and individuals at all levels for more effective educational planning, implementation and management.
6. Integrate, link and streamline relevant information resources.

V. Conclusion

Different problems exist at different institutes. But the basic problem is the quality of students those form the input to any

institute. Good quality students require very less amount of instructions and they still fare very well. On the other hand poor quality students, after having great faculties, nice resources, continuous pushing, newer technological teaching methodology and much more results ordinarily. Though various techniques have been identified, much work needs to be done to create a formula that can change the outlook of the situation. One such formula may be provided by standardizing various rules and regulations such that same sort of practices may be followed by different institutions and thus the gap might be shortened.

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