

Radical Transformations: Qualitative and Technological Excellence in Lifelong Learning and Academic Pursuit

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Education is a lifelong learning adventure and is ultimately life itself. Academic pursuit and lifelong learning are undoubtedly qualitative concerns that accost dedicated scholars in their sojourn towards the quest for excellence. The continuous aspirations to meet the varied and differing requirements of the ever-developing world and changing social order is of paramount importance in a world that reiterates the need to sustain qualitative excellence in an age where information is accessed at the click of a cursor. Innovative practices enhance the qualitative methodologies applied to sustain an intellectual culture that benefits capacity building, rigorous training and qualitative research. The dream and vision to translate the existing knowledge with technological pursuit for qualitative enhancement is possible by identifying new methods and practices in the teaching – learning process and this helps in embarking on a vision to combine all efforts to bring out qualitative changes to break boundaries and relish lifelong learning. Confronting the challenges in the academia and in research, human resources ought to be chiselled and polished to enhance skill based learning and effective competence in realizing the conscious academic interventions that have resulted in the search for new horizons. This would undoubtedly sustain the success and transformation of all knowledge into and beyond the existence of the realms of information and technology in the arena of the concept of the global village.

Qualitative excellence and its inherent significance after the agrarian and industrial revolutions led to the combined development of academics through the unison of information, knowledge, technology and qualitative manpower of human resources by working towards continuous improvement through systematization, professionalism, social responsibility, technological best practices and fostering systems of innovations in student and mentor support systems that are quality benchmarks in realising the aims and ends of learning in general and lifelong learning in particular. While increasing population and ever-increasing poverty are threats that restrict the goals of quality assurance in academics, a successful mechanism to envision quality education for all at the primary, secondary, higher secondary, collegiate, research levels and in higher education is a challenge that promises development in education.

The prerequisites of success and continuous improvement based on goal setting, advanced e governance systems, connectivity at all levels, qualitative ICT models, curriculum enrichment, culture specific pedagogy, the implementation

of appropriate action plans, strategic pursuit of the vision and mission of academic goals, effective methodology in the realisation of short term and long-term goals is the bench marking of best practices. Qualitative perfection in the originality of creativity, effective leadership and team work, traditional gurukula system of tutorship, bonding between the facilitator and learner, idealistic practical purpose in planning the conduct and presentation of programmes, positive learning experience, individual excellence in peer learning, tutoring, mentoring and exploiting the multi-dimensional concepts of focus on the student, the learning environment, curriculum contexts and socio cultural, political and economic systems and the precision in the dissemination of knowledge and research are standards of excellence that lead to success. Robust strategic governance through strategic direction and commitment in achieving the focus of pedagogy will lead to student satisfaction, positive stakeholder satisfaction, support of socio-cultural economic development, recognition of the social benefits of education and promotion of equity and economic freedom and a commitment to internalisation.

The definition of standards of excellence is a challenge as it is a contested concept with a plethora of performance indicators to develop potential. The qualitative metrics for the measurement of meaningful inputs and outputs to draw on a basket of metric measures will enable effective assessment of self-assessment, peer learning and teaching, peer reviews, accreditation, comparative research and engagement in understanding the environment, methodology, perceptions of excellence and reshaping the academic scenario which is vital. This alone can set the track for being passionate of learning goals and lifelong learning. Technological excellence ought to be explored and exploited and the pedant and pedagogue ought to strive for excellence by probing into a wide range of online data bases and websites. Electronic access to all realms of knowledge has to be enhanced and the eminence for learning at the national and international level can be made possible by screening literature. This includes academic journals, chapters in books, books, empirical and conceptual studies, grey literature which includes research outputs, monographs, technical reports, monographs and proceedings outside the academia. Research on quality assurance systems, synthesis of the critical evaluation of data and extraction of academic evidence by consultation with pedants and measurement of TQA or Teaching Quality Assessment and subject review has enhanced learning outcomes and teaching management. Commitment to teaching and learning, enthusiasm for the subject and modification to suit the student and subject matter has enhanced lifelong learning goals. Respect for students in moulding their personal and professional growth and at the same time improving on one's professionalism by valuing one's ethics and morale intersects the transformation of the learning process along with the varied technological advancements to enrich lifelong learning. Comparative research across disciplines, universities, climes, cultures and geographies opens newer frontiers to realms of enthusiastic devoted learning, excellence and development and hence the past must be forgotten and the future ushered.

Academic paradigms and radical models of academic, intellectual and social change can be created by setting high standards of values, verities and ethics. By building bridges teachers have to work in a culture that connects ideas with the world of creative newer experiences to spread one's wings. The words of Mahatma Gandhi, to live as if one would die tomorrow and to learn as if you were to live forever holds good to the concept of embracing lifelong learning. A radical transformation has to be undergone by each and every pedant to awaken one's own mind by igniting the flame of knowledge with a sense of fragrance and delight. This is possible only when there is no competition, no authoritative dictatorship or tyranny in any form, where the learner is motivated to learn art, music and aesthetics and is trained to develop technological proficiency by relating knowledge to wisdom. The pursuit of qualitative and technological excellence can be attained by undergoing radical transformations in the attitude and outlook of each and every individual as he embarks on a sojourn to pursue education in a qualitative manner by broadening horizons with unflinching courage, dedication, passion, enthusiasm and zeal. The dictum of William Arthur Ward is a cue that aptly echoes the absolute truth that "The Adventure of Life is to learn."

