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1. Rural Educational System: Social, Economic, Political and Moral Problems

Dr. Sanjay Singh Principal
Govindrao Wajurkar College of Arts and Commerce, Nagbheed.

Abstract

Rural areas in many lesser economically developed countries still have to embrace the importance of education. Education can shape the future of any given area if the resources and energy are dedicated to the cause in the right way, channelling it to the youth of the vicinity. Universally, rural areas experience wide varieties of social, economic, political, and moral problems such as lower per capita income, lower educational level, fewer employment opportunities, limited educational and cultural facilities, confined social environments, migration, less developed health services, fewer commercial facilities, declining small towns, and less confidence in the future prospects. A typical rural system is characterized as having seven functional components. Rural education is important not only for the enhancement of life quality of the rural community, but also for the overall progress and development of the country.

Key words : Rural, Education, Political, Economic, Cultural.

Education is shouldn't just be a priority but a birth right for any child growing up in the 21st century. To keep up with changing times, individuals should be well equipped and capable of critically make sense of a world in line with developing a holistic view of their own. Education has become more accessible to people around the world, with newer curriculum and newer courses available. Rural areas in many lesser economically developed countries still have to embrace the importance of education. In countries like the Philippines, India, Sri Lanka, Cambodia and Colombia, education in rural areas are scarce opportunities for children growing in conditions that are otherwise really tiring. It is crucial that nurturing the future is done the right way and basic education is the most important piece of this puzzle. Education can shape the future of any given area if the resources and energy are dedicated to the cause in the right way, channelling it to the youth of the vicinity. By the time a child grows into adulthood, the world should be a place of opportunity where they are equipped with the necessary knowledge and skill sets to pursue their ambitions. Whether you grew up in a family of farmers or doctors, education

plays a vital role in sustenance of livelihoods today. Although governments are primarily entitled with the responsibility of spreading awareness about education to rural areas, communities, religious institutions and societies play a vital role. Conducting seminars and workshops are a task that could impact a small populace, although physically establishing learning centres and implementing programs to filter through the talent pool of a youth in the rural area could prove more efficient. Granting equal access is important and so is enriching the elders with the importance of education for their children. Something as simple as a creative television or radio advertisement talking stressing on the importance of education in today's world could prove effective. Engaging students of well-educated areas with children deprived of education in rural areas can rub off some essential skills and practices within a community that gives more weight to the right kind of educationare primarily entitled with the responsibility of spreading awareness about education to rural areas, communities, religious institutions and societies play a vital role. Conducting seminars and workshops are a task that could impact a small populace, although physically establishing learning centres and implementing programs to filter through the talent pool of a youth in the rural area could prove more efficient. Granting equal access is important and so is enriching the elders with the importance of education for their children. Something as simple as a creative television or radio advertisement talking stressing on the importance of education in today's world could prove effective. Engaging students of well-educated areas with children deprived of education in rural areas can rub off some essential skills and practices within a community that gives more weight to the right kind of education.

Universally, rural areas experience wide varieties of social, economic, political, and moral problems such as lower per capita income, lower educational level, fewer employment opportunities, limited educational and cultural facilities, confined social environments, migration, less developed health services, fewer commercial facilities, declining small towns, and less confidence in the future prospects. In the past, many governments have made a number of effort to develop their nations' economies through urban-oriented development programs. However, those development effort were focused bated on consumer buying power in the big cities, thus depriving many economic opportunities for citizens of rural areas (Stephens, 1985). In fact, the social, political, and economic gap has increased year by year between the town and the rural areas. However, lately many donor agencies and development planners have realized

the importance of rural areas and the rural people in the economic emancipation of many countries, especially the poor developing countries (Kalra, pp. 16-18, 1985).

A typical rural system is characterized as having seven functional components, related to each other through a linkage of infrastructures, and all set into a social, political, economic, religious, cultural, and physical environment (Nytes&Musegades, pp. 33-35, 1985). The functional components are supply, production, marketing, personnel maintenance, education, health care, and governance (Miller & Merritt, pp. 73-80, 1985). A change in any of these components affects all the other components and all aspects of the rural system. However, education component plays a unique role as facilitator of transactions for all linkages, and serves to enhance frequency, fidelity, and capacity of the linkages in the rural development processes.

Education can be divided into formal and non-formal. Coombs and Ahmed (pp. 4-7,1974) defined a non-formal education as any organized , systematic learning activity undertaken outside the framework of formal school system to provide various types of learning opportunities to particular sub-groups in the population (adults and children). They defined formal education as an institutionalized, chronologically graded and hierarchically structured educational system spanning lower primary school to upper reaches of the university. It is clear that different forms of education result from different socio-economic and political systems of a country. The diverse types of society whether patriarchal, slave-based, feudal, capitalist, or socialist have systems of education which differ from each other in varying degrees (Fagan & Hughes, pp. 444-451,1985). Accordingly, in traditional societies, the elder hands down knowledge what the younger generation need to know to ensure their livelihood and the continuity of their family, clan, and tribe. Although the traditional society has no school this does not mean that it has no education. In progressive societies, however, the rate of change and the growing complexity of the production process are such that education becomes institutionalized and the schools are symbols of a developing society. Since the main purpose of formal and non-formal education is to impart behavioural knowledge to its immediate clientele the term - education" has been treated as a common term throughout this paper for informal as well as formal education.

Education has long been recognized as a potential means for rural development. In many developing countries, education has been seen as a panacea for national development (Hegtvedt-Wilson, pp. 3-4, 1984). The education system is considered as a key factor in the rapid sectorial,

regional, and national development in many developing countries. A well supported, easily accessible educational system is an efficient means to make people economically conscious, and therefore, make them to actively participate in their economic prosperity and cultural advancement. In spite of the negative role education played in some countries, rural development planners and leaders still believe that education is a primary means to promote social and economic development among their citizens (Kindley,pp. 118-131, 1985). Education is both the product of society as well as an important tool for bringing about changes in the rural community. There is a dialectical relationship between education and society. Rural development and educational development are inseparable. Education encourages involvement of individuals from the cradle to the grave in imparting knowledge. Thus, all citizens are well aware of the importance of education for their life. Education should be given a first and foremost place in the services of a democracy which takes carenot only that the people be protected against arbitrary decisions but also that they take part in decisions making process which affect the future of their society

In India, education in the rural segments is not only important to eradicate poverty and illiteracy, but also for a variety of other social, economic as well as cultural and political reasons.After the independence of India in 1947, the policy makers realized that education is the most compelling means to initiate social alterations and improve community development in India. The role of education, both urban and rural, is huge in growth of the country's economy. Although education in the urban areas have progressed rapidly during the last few decades, there are still some villages where education is not given sufficient priority. There are several reasons as to why rural education in India should be enforced efficiently, even in the most remote regions. Here are the reasons:

Political Reasons—Due to the existence of the Panchayati Raj, various political parties and universal adult franchise in the political system of rural India, it is important for rural people to have adequate education so that they can better understand the programs and principles of the ruling bodies and elect worthy representatives. In the modern times, members of the rural public also participate actively in the elections of panchayat and political parties. To work as a competent member of any political association, it is necessary for any individual to possess certain qualifications.

Economic Causes—In contemporary India, villages play an important role as segments of the national economy by producing agrarian, industrial and other goods, for national as well as international markets. But ultimately, it is the international price movement of different goods which regulates the required quantity of the commodities and their price. As such, it is quintessential to have an accurate understanding of the intricate structure of global economy and for that the rural masses need to be educated.

Cultural Reasons—Today's culture is advancing fast, with the introduction and availability of different kinds of modern gadgets, both in the urban and rural sectors of India. To handle and utilize the benefits of these advanced gadgets, education is a prerequisite. For example, a rural farmer who has access to modern agricultural tools like fertilizers, tractors, threshers and harvesters must be educated enough to understand the advantages of those tools. The progress of culture also necessitates liberty of individuals and social co-ordination. Education can affect the intellectual life of people and help them to contribute towards the advancement of the society.

Social Reasons—The Indian Constitution provides for several rights and principles of citizens, of which the right to education is a major aspect. To understand the significance and functioning of these rights, modern education is a must.

Rural education is important not only for the enhancement of life quality of the rural community, but also for the overall progress and development of the country.Development and progress of the rural communities will come through sustainable education system which will build capacity and knowledge in the rural populace to make informed decisions, about their farms, innovative agricultural inputs/tools, market: basically their overall lives or regarding their education and the necessity of schooling itself.Lack of information and exposure, misinterpretation of information are barriers to development in the rural which prevents them from better understanding their rights/duties, government schemes and benefits, functions and accountability of local bodies and laws to protect them from various kinds of abuse, encroachment or any kind of violence.There are different set of strengths and challenges associated with living in rural areas. Children sometimes lend a hand in the farm or with the livestock, girl child with the household chores or taking care of the younger kids etc. Taking this in account it becomes all the more important to give special importance to take education to the rural areas so that they are able to embed education in their context. Also, there is an increasing

trend of young people moving to urban areas for better opportunities of education and livelihood, but not everyone migrates. Moreover, with weak formative education, the urban migrants lag behind amongst their counterparts.In countries like India where about 69 per cent of the population lives in the rural, education is a pertinent tool for enhancing their quality of life, create awareness and capability, increasing freedom and agency; a holistic human development as well as for the development of the nation.

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2. Role of Information and Communication Technologies in Student Support and Progression

Dr. Pragya V. Tripathi
Assistant Professor, Department of English, MahilaMahavidyalayGadchiroli.

Abstract

The Educational Institution must have a long term objective of making quality Enhancement and integral part of Institutional Functioning. NAAC's agenda of total quality veiw point has made a profound effect on the institutional perception of quality. For quality enhancement colleges are adopting innovative methodologies. So the quality assurance mechanism has become and integral part of educational system. Quality sustenance and quality enhancement are the two key words reverberating in most of institution of higher learning in the country today. Teachers and students are two main pillars of education system. Without enriching the quality of teachers and students we can not think of quality enhancement of any institution. We can enhance quality of students by adopting modern technologies.

ICT has opened new channels of communication, creating the beginning of a global information society that will Facilitate access to isolated areas where needs are extreme and where student can contribute significantly to their achievement. There should be focus on how students access the information on-line and how they make sense of this expanded terrain. It not only will empower them but will make them competent in communication make them knowledgeable that how ICT may be shaping their sense of place in the world and future orientated ways in which ICT will expand their knowledge and their educational and employment opportunities.

Key words :e-resources, ICT, Student Support, HEI,

Our central government recently launched 'Digital India Campaign through which the government wish to aware the people regarding 'Digitalization'. Youths are backbone of nation, more ever, we are inevitable for them. Student support simply means support services available for student in a HEI.

The ICT is extended concept of IT. Information and communication technology stress the role of unified communications and the integration of telecommunications (telephones and wireless signals) Use of computers, mobile phones also helpful in this regard. ICT are effective and proved its ability in the field of trade, commerce, private as well as government sectors. One

can send-receive messages within seconds. At the same time orders, memos and instructions can be issued immediately. Effective use of ICT for student support will change present scenario. There is a large quantity of subscriber e-resources which contain quality rich information Systematic plan has to be made in plac for their promotion of use.

Student support is a self explanatory term. It broadly means services and facilitates available for student in a Higher Educational Institute. Due to the lack of information the students loose valuable opportunities. Use of ICT will enable them to share information. Student support is broad concept, it converse student centric activities such as, participation in sports and cultural events, career and counseling, competitive exams, library, NSS and internal assessments. Use of ICT in student support will help students as below.

Games and Sports

As we know that, most of the students are born sportsmen, but they don't know the technique. Every sport and game shares some rules and techniques, which should be known by the sports men. Through the effective use of ICT, the instructor can convey about the Videos of famous players can play a vital role in this regard. Moreover, students will come to know about his own capability.

Career guidance and Counseling

Contemporary world is the world of competition, which leads most of the students towards stress and inferiority complex. In addition to this our life style and thoughts cut off as from rest of the society. Lack of communication results in 'loneliness'. In such condition, Thestudents needs, counseling. We know that, such students, slowly, loose their interest in life itself. Though proper counseling, they can be inspired again. They can restart the prosperous journey of their life.

The counselor, brilliantly using videos or even a movie, can inspire such student. More ever, ICT can provide more information. Correct use of information can save students from being victim of depression. The stories of success are great resources. Movies based on the life of successful persons inspire a lot. For example, story of Sudhachandran, the famous dancer, who dance with an artificial leg, can be a source to rise again. We know that, Sachin is the inspiration of young cricketers. Such stories or stories of struggle that we see during Dr. Subhash Chandra's show on Z news, every Sunday can help a lot.

ICT tools for library

Central library is the soul of an institute. It is the source of information and knowledge, hence, it should be well equipped. During class room discussion, we come to know that, most of

the students don't know about the availability of books. We advise our students do not restrict yourself to syllabus, rather to through the life stories, classics or books of general knowledge. But because of the lack of information they fail to do this. Systems like open public access catalogue or digital catalogues will help the student. He will find out the title and accession number and can got that book easily. On the other hand, this will help library staff also.

Extension Activities

Aim of education is all around development of the student. To create interest in social work, these activities help a lot. In co-curricular activities, generally, we include, art of group discussion, presentation recitation, oration or debate etc. our traditional teaching method come across some limitations. Instead of lecturer on the rules and norms, if we download some models as these activities are show to the students, they can learn fast. In the same way, ICT can help them in extracurricular activities. Through the effective use of ICT, a teacher can inspire them to participate in surveys, field works or any other sort of task. It also helps them to improve their skill.

Job Opportunities for students

A student's entry in service is crucial issue. A student should know opportunities as well as terms and conditions of it as early as possible. In most of the rural colleges, students remain away from this. Government as well as U.G.C. provides fund to enable the students to enter in service. Through the use of governaments websites, we can inform the students about dates, nature of examination as well as availability of seats and its reservation. The students can prepare well to attempt.

Conclusion

Information Communication Technology is knowledge hub. It is such a strong medium, that, it can change present state of higher education. It's effect use in student support, which is an important parameter of NAAC, will inspire the students to attain their aim. In the post modern period, we can't relief on traditional tools, hence, use of ICT is must.

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3. Revised NAAC Framework: Exploring Libraries in Higher Education

Dr. Bhushan W. Ambekar
Librarian, Karmaveer Dadasaheb Deotale Mahavidyalaya, Chamorshi. Dist. Gadchiroli.
Prof. Dipak N. Babanwade
Assistant Prof. Karmaveer Dadasaheb Deotale Mahavidyalaya, Chamorshi. Dist. Gadchiroli.

Abstract

Now it is essential to the higher education institution in India Assessment and Accreditation through National Assessment and Accreditation Council (NAAC). On July 2017 NAAC has revised its assessment process framework. In every institution library has important place. The paper deals with contribution of library and Librarian in development of institution and Accreditation process in revised framework.

Keywords: NAAC, Higher education institution, Assessment, Accreditation, Library, Librarian.

Introduction

There is tremendous growth in institution of higher education in India. Central, state, deemed, private, foreign, autonomous universities and institution ware growing rapidly in India. This growth is quantitative. To improve quality there is need to provide more attention. There are various ways to assess the institutions of learning viz. NAAC, NBA, ISO9001, NIRF etc. The Libraries is the heart of any educational institution. It perform key role in the improvement of quality of teaching, learning, research and other extension activities. The aim of the paper is to discuss role of the library and the Librarian in the process of NAAC accreditation.

Objective of the paper

- To introduce NAAC
- To discuss new development in NAAC process
- To highlight quality indicator framework (QIF)
- Library as a learning resource
- To discuss the role of Library and Librarian in NAAC Process.

National assessment and accreditation council (NAAC)

The NAAC is autonomous institution of the UGC established in 1994 at Bengalore. It is apex organization responsible for grading of higher educational institution in India. The NAAC vision is *"To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives."*The mandate of NAAC as reflected in its vision statement in making quality insurance (QA) is an most integral part of the functioning of higher educational institution. Quality improvement is the main focus of NAAC in every aspect of higher educational institutions.

The mission of NAAC states that

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance. (NAAC manual for Affiliated and constituent colleges.)

Revised Accreditation Framework

NAAC has been regularly updating and revising its assessment process to fine tune its grading pattern and assessment process in the term of local, regional and global scenario and also standardization of the practices which ultimately lead to quality sustenance in the higher education field. The NAAC assessed and accredited more than 8000 institution of higher education. The institution has to undergo for NAAC assessment after every five year. So accreditation is a continuous process for higher education institutions. The revised process is adopted in July 2017. The shift is,

- From qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- Towards extensive use of ICT confirming scalability and robustness

- In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- Introducing pre-qualifier for peer team visit, as 30% of system generated score.
- Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%)
- In introducing the element of third party validation of data
- In providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- In revising several metrics to bring in enhanced participation of students and alumni in the assessment process.

The new revised format has become more pinpointed and quantitive. Criteria IV and section 4.2 covers information deleing about library. ICT has been given importance and 20 marks has been allotted for section 4.2.

4.2.1 Library as learning Resources (20 Marks)						
4.2.1 Library is automated (Integrated Library Management System)						
Name of Software	Nature of automation (fully or partially)		Version		Year of automation	
4.2.1 Library Services						
	Existing		Newly added		Total	
	No	Value	No	Value	No	Value
Text Books						
Reference Books						
E-books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Library automation						

Weeding(hard & soft)						
Others (Specify)						

Quality Indicator Framework (QAF)

The criteria based assessment forms the backbone of A& A process of NAAC. The seven criteria represent thecore functions and activities of a Higher Education institution(HEI). In the revisedframework not only the academic and administrative aspectsof institutional functioning but also the emerging issueshave been included.The seven Criteria to serve as basis for assessment of HEIsare

1. Curricular Aspects.
2. Teaching-Learning and Evaluation.
3. Research, Innovations and Extension.
4. Infrastructure and Learning Resources.
5. Student Support and Progression.
6. Governance, Leadership and Management.
7. Institutional Values and Best Practices.

Under each Criterion a Key Indicators areidentified. These Key Indicators (KIs) are further delineatedas Metrics which actually elicit responses from the HEIs.

Library as Learning Resource

Libraries can pay major role in carrying out various activities and programme which have great impact. Activities and initiatives which are unique and related to academic, administrative benefit of the educational institution and for society also. Various distinctive appealing works can be adopted by libraries to play major role and importance of Libraries in academic institutions. Some major activities carried out by library in the new framework are listed below

- Training session, Information Literacy programme
- Active feedback systems
- Data building facility by way of institutional repository
- Regular audit practices in various ways like stock checking
- Online facilitation center
- Publication hub
- Technical support for all

- Web support

Role of library and the librarian in NAAC process

Librarian has to play basic roles, first as a memberof the college team and other one as a leader of theLibrary. He can actively participate in Higher Education Institution (HEI) Registration,Information for quality Assessment(IIQA) Submission,Self-Study Report (SSR) preparation and submission, Quantitative Metrics(QnM) Assessment for Pre-Qualification, Peer Team Visit(PTV) Management Processand actual Assessment Process by Peer Team.

Further the role of library and the librarian in overallNAAC process specifically for 4.2 are,Librarian supports many activities and these activitiesmay vary according to institutions and the persons. Librarian can be a part of the Management viz. President, Vicepresident, Secretary, member etc. and act accordingly.He can be member of Local Management Committee,Principal, Vice Principal, Coordinator of NAAC, IQAC andother verious committees, further Librarians are also workingon Peer team of the NAAC.

Librarian can be anchor, host to plan NAAC relatedmeetings and awareness programs, He may guide institute in designing of website, web pages, use of ICT. Librarian can make availableself-study reports and related literature of academic institutions. Librarian can help various ways in planning, communication,management, presentation and many activities in academic institution.

Library Can supports curricular aspects of the institution bymaintaining curriculum of different programs and itssupporting documents and upload it on institutional website.Library can introduce Certificate courses/Diplomacourse. He can be a Senate member, AcademicCouncil member, BOS chairman, member etc. thusLibrarian can add to the weightage of the institution.

Librarian may support in student's field projects andinternships. He can also participate in feedbackprocess as he is in touch with maximum students in the academic institution.Library can gives special services for advancedlearners and slow learners. Librarian can help teachers byproviding e-resources for their effective teaching with ICT.Librarian is teacher hence he willcontribute in percentage of the institute full time teacherwith Ph.D. Librarian play an important role getting researchprojects. His personal research project will addweightage. Experiences of the librarian should be added inteaching experience. Library can support capabilityenhancement and development schemes viz. Guidance forcompetitive examination.

Effectiveness of Library committee is evident through minutes of meetings and implementation of their resolutions. Library can updating IT facilities includingWi-Fi, facilities for e-content development. Library canestablish systems and procedures for maintaining andutilizing library. Librarian can support activities running in institutionlikecompetitive examinations, Career counseling, soft skilldevelopment, Yoga and meditation and PersonalCounseling.

Librarian and library staff actively participated inconferences/workshops with financial support andmembership fee of professional bodies. Professionaldevelopment/administrative training programs organized bythe library for teaching and non-teaching staff. Theweightage can be added for attending professionaldevelopment Programs viz., Orientation Program, RefresherCourse, Short Term Course etc. by the library department.

Library can show gender sensitivity in providingfacilities such as: Safety and Security, Counseling andCommon Room. Library may support green initiative on thecampus by replacing tubes/bulbs with LED bulbs, with LED computer monitor, go forrain water harvesting. Librarian can promote and participatein Green Practices - Students, staff using a) Bicycles b)Public Transport, Plastic-freecampus, Paperless office, Green landscaping with trees andplants, green library project and waste management.

Library play major role in makingavailable for differently abled student by providing Braille Software/facilities, in specific and Physicalfacilities, Provision for lift, Ramp, Rest Rooms, Scribes for examination,Special skill development.

Library can take initiative to contribute local community. Core values can be displayed in thelibrary and on its webpage. Librarian and staff of the librarycan plan and establish appropriate activities to increaseconsciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and otherconstitutional obligations. The institutional Librarian can introduce orsupport for offering a course on Human Values andprofessional ethics. Librarian and staff of the library are always part of theactivities conducted for promotion of universalvalues(Truth, Righteous conduct, Love, Non-Violence andpeace); national values, human values, national integration,communal harmony and social cohesion as well as forobservance of fundamental duties.

Library celebrates national festivals and birth/deathanniversaries of the great Indian personalities e.g. Birthanniversary of Dr. S.R. Ranganthan (Librarians Day), Dr.A.P.J. Abdul

Kalam (Reading inspiration day) and book exhibition on Marathi Pandhaarwada. Best practice of thelibrary may be a best practice of the College/Institution.

Conclusion

The libraries plays important role in catering to the information needs of educational community. Libraries are and will be important part of Higher educational institutions. In revised NAAC framework has rather provided an opportunistic platform for libraries to show their role and importance. It can be strongly consolidated that all the technological and other challenges has been converted by library into an opportunity. Hence library can play an important role and contribute a lot in the assessment and accreditation process beyond 4.2 as a Library learning resource.

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4. Challenges before the Rural Higher Educational Institutions in Quality Enhancement

Dr. Joseph. T. C.
Associate Professor, SGM College, Kurkheda.

Introduction

The peculiar situation of underdevelopment prevailing in rural areas renders the Higher Educational Institutions (HEIs) situated thererather ineffectual. Theirs is an unremitting struggle fraught with challenges and beset with pressing problems. They are now hemmed in by a bizarre set of conundrums whose solutions are beyond their powers and means. They remain aghast and petrified by the rapidly changing policies of the government, the NAAC, the UGC and such regulatory bodies which govern and control higher education. The Rural HEIs are striving abortively to cope with the tumultuous changes which are let in to revamp the present educational system. Dr. Pathan rightly remarks: "Now our educational system has to poise for facing competition and challenges from within and without."(2). No sooner do the rural HEIs get ready to brace with the latest changes unleashed by the regulatory authorities, than they are submerged by a new wave of surging changes making them wriggle and writhe in agony for survival. The injudicious application of the most sophisticated NAAC norms uniformly, with their steely resolve, to the vast array of diverse HEIs lying scattered across the entire length and width of our far-flung country, is at the root of these problems. Despite the repeated suggestions made to the NAAC to make necessary modifications to suit the contexts – rural or urban, they have not made any sensible changes in the assessment and accreditation *Manual*. Instead, they have made matters worse, more complex and inordinately intricate after every new guideline and foisted them on the already moribund educational institutions in rural and backward areas only to expedite their annihilation. It seems now as though it were all part of a pre-planned agenda to bring these hapless HEIs to their ruin and deny the rural youth their very right to education.

All those working in the rural areas know full well the abysmal realities pervading there. These call for the most sympathetic attention and empathetic grappling if quality is to be augmented. But, as of now, all voices to highlight these stark realities, which need to be addressed expeditiously, have been either carelessly silenced or callously ignored. The higher

bodies have their own tools and excuses to implicate the zealous ones who take up the cudgels for rurally-focused reforms. Some intimidate that salary of teachers will be curtailed if a different set of modified criteria is applied in rural areas for curricula and assessment. But it is an irrational threat since teaching in rural areas exacts laborious effort involving several repetitions of the topics taught to the learners to drive home the points. Their intellectual aptitude and perceptual levels are far below those of their urban counterparts. Such retarded psychic powers have been the outcome of thousands of years of intellectual deprivation under the caste system. So they are not to blame for their abysmally poor performances in exams. Hence NAAC and UGC have to modify its norms to befit the rural set-up without any remuneration implications if at all our institutions are to survive in rural and backward areas. NAAC observed as early as 2004, "The effects of globalization, privatization and liberalization had started becoming visible in the field of higher education, and everyone concerned had realized the importance of quality assurance in the context of the global competition. In this context, the University Grants Commission (UGC) made the process of A/A mandatory." (*State-wise Analysis of Accreditation Reports,* 7-8) Yet, the morbid fear of foreign institutions setting up their branches in India is more of the figment of our own imagination than a realistic prospect and it should not lead us to the folly of destroying our own institutions leading to the unemployment of the staff and loss of the students. It is highly unlikely that any reputed foreign institutions will start in the near future open their branches in the Indian villages which are too short of intellectual acuity.

Challenges

There are numerous challenges glaring at the HEIs in rural areas. These thwart the process of quality enhancement. If they are classified based on the seven criteria, most of them will be covered under them. No doubt, there are also many that lie outside them. We shall, nonetheless, try to peruse over problems and challenges in relation to the seven criteria, first.

1. Curricular Challenges

The curriculum as devised by the university is intended for both the urban and rural students alike. Applying contextual criteria is of paramount significance in education. Soundararaj and Madhukar aptly comments: "Contexts may be temporal, spatial, socio-cultural or discipline-specific. As all of them are subject to change the criteria which govern them cannot be universal although relevant." (13) The rural students will naturally find the university devised curriculum harder and it also hardly reflects the needs specific to their areas. Rural institutions

cannot offer plenty of programme options either because it will be hard to get faculty in rural areas for several hybrid subjects which have cropped up in the field of science. Most teachers prefer to teach in urban areas. Hence it is a challenge before the rural institutions to attract teachers to the remote rural areas which lack amenities and transportation problems. Further curricular planning and implementation is not easy in rural institutions since students have a tendency to be chronic absentees. The number of days they attend the classes is much smaller compared to the urban students. It is because of their agrarian background. Introduction of the Choice Based Credit System is not much of a stimulus for the students in the rural areas since they are in general short of high motivation and ambition. Further academic flexibility is not an easy matter. Even the student feedback system introduced does not reflect any realistic picture since students give the feedback quite thoughtlessly and subjectively in the rural areas. No doubt, Student Feedback in itself is born of good intentions and serves a good purpose if done objectively. "It is better than keeping them as docile recipients of that which is imposed on them without sensitivity to their changing needs and aspirations." (*Student Feedback and Participation,* p. 1)

2. Teaching Learning and Evaluation challenges

If effective teaching-learning is to take place students should be attentive, genuinely interested, and curious and have a definite goal in life. But these are lacking in the rural students. To motivate them is, therefore, an uphill task. Availability of high quality staff in the rustic and sylvan background is yet another challenge. The teacher profile in such colleges proffers a very dismal picture. Insistence of the NAAC on ICT-enabled classrooms is near impossible dream for the poor rural management to realize. Again, a good number of teachers lack the necessary expertise in using these ICT devices. Switching over from the traditional lecture method to the sophisticated e-learning, the use of internet/web resources, and the use of ICT devices is a real challenge since most teachers and students are neither experts in their use nor confident enough to effectively use them. So they shy away from its recurrent use despite the repeated insistence by the regulatory authorities. Further, developing e-learning content poses another difficulty for the teachers and management. Even a foolproofexamination or an objective evaluation or continuous evaluation is not practically possible in such areas where students somehow or other resort to malpractices. Hence the student performance and the learning outcomes are at variance with each other, defeating the very purpose of education and reducing the degree certificates to

mere paper documents. Further, the reformation of examination is not within the powers of the rural HEIs or management. NAAC makes it clear: "The reformation of the examination process and revision of the curriculum are the responsibilities of the Universities and autonomous institutions; the affiliated colleges have no role except to air their opinion through their representatives in the academic bodies of the University." (*Evaluation of Students*, p. v). Conducting *student satisfaction survey* among the rural students, most of whom have neither mobile phones nor E-mail Ids or even net connectivity due to their remoteness from the towns is also a great challenge. This, therefore, may not reveal what they have in their minds. Further, the contacted students need not be the regular ones who are in a position to judge matters well or register their satisfaction positively or negatively. This too puts the rural HEIs in an adverse position to be accredited well.

3. Research, Innovations and Extension Challenges

Promotion of research in the rural areas is another daunting task, so is the case with innovations. Most students and a good number of teachers lack research aptitude or research culture. The number of teachers ignorant of the research methodology is quite high and so they are at a loss as to how to do research properly. Research facilities are deplorably lacking in rural area institutions. Unless proper research facilities and training in research methodology and necessary incentives are ensured, it is highly unlikely that genuine research will be carried out in such areas. We cannot deny the possibility of some astute ones getting their research work done by somebody when they come under external pressure. Most institutions lack knowledge and do not have the resources for the creation of 'an ecosystem for the creation of incubation centre' or other such facilities. The unaided institutions find it very difficult to organize workshops or seminars at national or international levels on IPR or other subjects under financial crunch. Rural colleges in general have very few publications of high quality on account of the less aspiring and ill-informed faculty. Not many get awards for standard publications. Consultancy in a large number of arts, science and commerce colleges is mere farce that does not bring any substantial outcome or income. Extension activities are a great possibility in most rural colleges which most of them effectively exploit to score some points. It is a 'categorical imperative' also for any HEIs to extend service to the community. According to NAAC, "Guided by mutual benefit, there always existed some form of exchange of knowledge, resources and services between the HEIs and the proximate communities." (*Community Engagement* p.1)

Collaborations are very few with the nationally or internationally reputed ones as these top institutions are in no way interested in tie-ups or interface with the mediocre ones. So the insistence of NAAC to have collaborations with the nationally and internationally reputed ones to enhance quality is highly unrealistic and impractical.

4. Challenges related to Infrastructure and Learning Resources

NAAC lays down the criterion statement that "adequate infrastructure facilities are keys for effective and efficient conduct of the educational programmes". (*Institutional Accreditation,* p.17) It clearly reveals the importance of infrastructure. But most rural colleges do not have either adequate or good infrastructure because of the financial constraints of the management. With their limited resources they have tried to provide education to the rural students since many of them were idealistically inspired to render educational service to the students of the backward regions for their social and economic amelioration. But, now they are pestered by the worry of getting their institutions accredited by the NAAC congruous with the revised norms which are too sturdy for them to comply with. They fear that 'geo-tagging' will expose the real picture of classrooms and the true state of attendance through the CCTVs, if these are installed in every classroom. Moreover, they are really stunned at the cost of all these facilities, and the large number of websites to be opened for individual faculty members. The cost of all such facilities is really staggering. Again, very few rural colleges can boast of good libraries which form the major chunk of the learning resources. E-learning resources are also not sufficiently available in a good number of libraries. If at all they have all these, their optimal utilization by the less aspiring students is something to be called in question. IT infrastructure is minimal in most rural HEIs due mainly to their inability to comply with high demands of the NAAC which involve huge sums of money. Financial difficulties also baulk the desire for proper maintenance of campus infrastructure.

5. Challenges Related to Student Support and Progression

Although there are some support systems for students (in rural institutions) like counselling cell, guidance cell, placement cell, grievance redressal cell andwelfare measures, many of them are virtually non-functional or even effete. The reason is that these were not an integral part of the traditional educational system they followed. So when they introduced all these, under the compulsion and guidance of NAAC, they take them to be adventitious and superfluous. Not many can brag of bridge courses or even value-added courses. It is true that

most HEIs have made available scholarships and freeships for the poor and backward students. But that is only a small part of the student support systems. The progression of students to higher education and/or to gainful employment is scanty. Many become drop-outs or stop studies with their degrees and are either not interested in higher studies or do not have the means for it. Since their degrees are mostly non-professional and less job-oriented, getting employed gainfully is a far cry. Besides, adequate data regarding student progression is not available with most institutions, nor do they try to glean them. There are of course cultural and value-oriented and entertaining programmes conducted in most rural colleges which are a cause of comfort for them amidst the trying situations and vexatious parameters. Students are seen to be actively participating in such activities. The 'Alumni AssociationMeet' of most colleges is not participated actively by a good number of alumni. Their financial contribution is often negligible in rural areas. Even the Parent Teacher Association Meeting is also not attended by all, or even majority of parents to discuss the academic progressand issues of their wards. These are all highly challenging for the rural colleges in their quest for higher quality.

6. Governance, Leadership and Management Challenges

The number of institutions which have a clear-cut vision, mission or even objectives is too few to be reckoned. Despite the claims of these institutions, experience clearly points to the nonchalance and apathy of a vast majority of these institutions. The way they function reveals that leadership, management and governance are all far below the expectations of the other stakeholders. They evince neither proper 'participatory' spiritnor any'transparency' in several matters, not to mention the slack adherence to the 'efficiency'principle. Even planning and formulation of development objectives are not done seriously and thoughtfully. Not much is done in the areas of development of professional competence of the staff. It cannot be dismissed that many managements send their faculty members regularly for orientation, refresher and short term programmes and some are granted lien leave for faculty improvement programmes and so far so good. Even here some are not very employee-friendly. Although there are established procedures and processes for planning and allocation of resources, many follow their plans willfully and adjust everything somehow or other. No doubt, auditing is done regularly in almost all the aided colleges. There are also many rural colleges where they have no IQAC or any 'internal quality assurance systems' because they have not yet opted for accreditation and

assessment by the NAAC. They may have their own reasons and excuses for all these. But some are genuine and born out of their helplessness.

7. ChallengesRelated to Institutional Values and Best Practices

According to the NAAC *Manual* every institution "has a social responsibility to be proactive in the efforts towards development in the larger (national and global) contexts." (p.20).A doubt naturally arises as to how many institutions are proactive. Many do not have any Best Practices as well or at least they have not identified any Best Practices. As per NAAC's *Manual*, "Any practice or practices that the institution has evolved and used during the last few years leading to positive impact on the regular functioning can be identified as 'best practice/s.'" (p.21) Such practices are the outcome of 'innovation' which is startlingly at a low ebb in most rural institutions because of stagnation or deceleration in academic pursuits. Changes are resisted irrationally and complacence is the general attitude. Hence an attitudinal change for embracing changes and a spirit of innovation for better functioning is yet to burgeon in rural institutions. All changes need not be healthy or good, but there several changes which may prove fruitful and such changes have to be welcomed wholeheartedly and others resisted.

Other Challenges(Revised Assessment and Accreditation Framework)

The revised assessment and accreditation framework (July, 1917) and the consequent paradigm shift have paused serious challenges before the HEIs in rural areas. Now increased objectivity and transparency is insisted on. NAAC has now made it compulsory to use ICT extensively which is a great challenge for rural HEIs. Introduction of Pre-qualifier for peer team visit, as 30% of system generated score is also a hurdle for the unprepared rural institutions. NAAC has now introduced *System Generated Scores* (SGS). It is a combination of online evaluation (about 70%) and peer judgment (about 30%). (*Manual,* p.8) It is also a cause of great dread for the rural HEIs. Further, NAAC has introduced the element of *third party validation of data* which gets rid of any element of subjectivity or the chance for manipulation. Hence, it also induces fear in rural management that might have gone for the short-cuts. There is a great difference now in the metrics – *Quantitative* 80 and *qualitative* only 41. Quantitative calls for uploading data for objective validation which means the poor unprepared HEIs have now either to sweat for accreditation or opt out unruffled and face the dire consequences. Both are now equally menacing; they are now placed between Scylla and Charybdis, a terrible plight!

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5. Intervention of ICT in Teaching and Learning Process

Amit G. Ramteke
Department of English, Shri. Govindrao Munghate Arts and Science College Kurkheda.

Abstract

In the world of technology the higher education can be seen as innovative challenges to restructure the teaching –learning process. There is no denial of the fact that the universities plays the a crucial role for the intervention of Information Communication Technology (ICT) in the higher education for supplementing the conventional teaching and learning to enhance the quality of this sector. As a result, the technological intervention in higher education encourage the ICT based learning such as: blended learning. This type of teaching and learning enhance the quality of higher education and also provide the platform for experimental learning among the students.

To day the bulk of promises and opportunities illumines future to intellectual students, it helps theme imparting need based knowledge and skill for which, we need to nurture them from the root level. The aim is to create competence and to dominate the global knowledge economy. This paper is intended to throws light on the few aspects of higher education with respect to the intervention of the Information and Communication Technology.

Keywords:*Technological innovations, Intervention of technology, ICT based learning, Blended learning, Hurdles in ICT.*

Introduction

'Education is the great equalizer' which needs person's potential and educational competency. The education process on students intellectual and professional development on one hand, and an emotional and spiritual development on the other. Therefore, a role of teachers and the universities become interesting, to fulfill the challenges and demand of the professionals in the higher education. The Universities here is to transform this demand into supply. It will be significant to note that the leaders of education face challenges in positioning of the higher education in institutes as quality learning place (Garrison and Kanuka, 2004). It also invites difficulties for administration in policy framing and funding the resources, needs a sustainable,

consistent efforts. At this point, Information and Communication Technology (ICT) plays an important role in transforming the education system in 21st century.

Technology enable learning is an important aspect of technological innovations in higher education. The universities should provide the amenities and adequate stuff like eminent faculty, quality teaching and research guidance to foresee the opportunities of employability and productivity. The diffusion of technology interventions into a education system is a process which requires a linkage to the Information and Communication Technology (ICT).

Technological Innovation

Understanding the meaning of technological innovation in higher education, (for effective teaching and learning process) is required for the decision makers in order to integration of technology with teaching (Zimmerman,2018). Innovation realises the adoption of the new technological changes over the old fashioned method of teaching and learning in the Universities (Krickwood and Price,2014). It also argued that the implementation of a new technologies would bring growth by increasing revenue and decreasing the cost incurred on ICT installations for teaching aids and facilitating the students in campuses (Krickwood and Price,2014). It would also create a differential experience for value proposition. In India we have a number of students belonging to the different culture, creed and languages with their respective linguistic and psychological barriers as well. Regardless to their past academic performance the universities and colleges offer a ray of personal and professional development. The learner centric inclusive education, well design curriculum and innovative concepts in ICT based teaching pedagogy have increase the worth of universities and colleges.

The recent report of higher education says that, "The implementation of new initiatives in order to drive growth, increase revenue, reduce cost, differentiate experiences, or adjust the value proposition ". The technological intervention is an innovative disruptor in the university education. It can boost up the university resources with the investment in educational technologies for easing task of teachers, students and administrators. Therefore, the idea of pertaining to ICT based technological interventions are requires to inspired from the stakeholders such as students, teachers and administrators.

ICT Based Learning

The outcome of the technological intervention by ICT in the amidst of conventional pattern of teaching. Garrison and Kanuka (2004), have argued that this learning is thoughtful

integration of two mediums : face to face learning and online learning methods. Both this methods are needed to be used effectively in social, cognitive and teaching presence to produce advance educational experience. It takes help of selecting content, setting climate and supporting discourse. Overall this learning is considered an integration of traditional methods and Information Communication Technology based teaching - learning modules. It has the potentials of effective and efficient teaching in comparison to traditional classroom models. It also offers the advantages of teaching methods, and greater flexile learning environment. Considering this the universities should offer the programmes for the support of teacher and faculty members. An appropriate teaching technology and training has to lot to do in this reference.

Blended Learning

Modernscience is increasingly becoming resource intensive. Information and Communication Technology plays a significant role in Blended Learning in Higher Education System. A balance administrative leadership and operational approach can help staff, faculties and students in driving the technological innovations of their own. Blended Learning creates enhanced learning pattern and practice in classrooms. It results in increased motivations and satisfaction among the students, who have the ability to drive innovation in several ways through their daily classroom experiences with different faculty members. With the serving of exact demand, teachers can help students to overcome their learning hurdles with help of technology. Teachers can also create the contents and allocation of the academic workload. Administrators should develop the leadership policies, framework and the model for the measurement.

Information and Communication Technology

The technological promotion and awareness is an important aspect of philanthropic and communication activities for all learners. Micro learning through short and interactive videos, games, and quizzes, content curation by faculties and students. Blended learning can be develop at faculty level with institutional support and policies to benefit all the stakeholders. Clear institutional direction and policy are also requires for technological innovations in higher education. This could done by facilitating the a mind shift amongst teaching staff to take advantages of the online environment. It has been said that the personal experience supported by concrete examples are needed for knowledge to have a strong influence or teaching behavior and ultimately on one's routine practice.

In this case teaching staff benefits and attitude formed from their experiences with educational technology can contribute greatly to its successful adoption and integration in their own course design. Hence, providing teaching staff with authentic intervention of ICT based online learning experience, using the same technologies that they could use in their actual teaching practice, can an effective professional development strategy. Such ICT based models have the potential to build the confidence and awareness of effective flexible learning and teaching strategies.

To encourage the integration on online learning technologies into course design, and minimise barriers to the actual use of ICT based technologies, the institutions of higher education needs to raise awareness of the benefits of its effectiveness in global world.

Hurdles in the Way of Technological Innovation

The Universities are longing for enhancement in old practice and implementation of innovative technological advancements for excellence in higher education sphere. The most important hurdle in the way of change have been notice as: structure, culture and resources in order to implement ICT based technological innovations. It also found that the cultural, resources, institutional memory, regulatory factors and structural factors are important inhibitors in the innovation of higher education. Factors such as class attendance, cultural background, and age may become the constraint since they show correlation with learning variables.

Conclusion

In the present global competition, the interventions of the technological innovations are inevitable in excellence of higher education. The new learning based on information and communication technology, must be aloud in the academic planning of higher education with the help of its stakeholders opinions. Representation of students in cross disciplines and their perspective problems can be instrumental in the application of ICT based technological innovation. The process of restructuring the higher education can help in redefining it's values along with the transformation in teaching learning practice. Technological innovation, ICT based learning and blended learning thoughtful integration of face-to-face learning and online learning is growing practice in higher education. This intervention of technology enable learning has emerged in response to the increasing needs and demands to respond to the diverse students need. To provide engaging and meaningful learning experience, and to optimize increasingly scarce resource for higher education, with the application of leadership, participation of

stakeholders of college and university can only reinvent and modernize the higher education system.

The rise in demand for online learning opportunities has held to a range of issues in relation to accreditation that need to be addressed, such as the examination, appropriate curriculum design and pedagogical approaches for online delivery, capacity for monitoring rates of progression and completion, and the support and development of staff in online course delivery through the Information and Communication Technology.

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6. Accrediation of Colleges in Rural Area: A Challenge

Dr. J. V. Dadve
Principal, Y. C. College, Lakhandur Dist. Bhandara.
Dr. R. P. Wasnik
Assist. Prof., Y. C. College, Lakhandur Dist. Bhandara.
Dr. V. B. Turkar
Assist. Prof., Y. C. College, Lakhandur Dist. Bhandara.

Abstract

Assessment and accreditation processconducted by NAAC has emerged as a big challenge to the colleges situated in rural areas although the said process has a very crucial role in bringing positive and innovative changes in the colleges. As compared to the colleges in urban areas, the colleges in rural areas have to suffer from several problems which mainly include infrastructural ones due to the lack of funds provided by UGC, Government. Similarly, the government, UGC, Universities don't make it compulsory to follow all the required parameters for the establishment of colleges in rural areas which lead to the unavailability of adequate facilities in such colleges. As a result, these colleges have to face several problems while undergoing the process of assessment and accreditation by NAAC. Hence, NAAC should have separate parameters for the assessment and accreditation of the colleges in rural areas as compared to those in urban areas.

Key words: *accreditation, assessment, NAAC, colleges in rural area.*

Introduction

After due consideration about the various perspectives regarding how to develop the standard of higher education in India, the NAAC was established by UGC in the concluding part of the last century. The head quarter of this organization is located in Bengaluru, Karnataka. The rules and regulations of NAAC regarding the assessment and accreditation are framed and revised from time to time introducing conspicuous changes in the last few years. The NAAC has uniform parameters for the assessment and accreditation of colleges across the country. However, the fact is that the problems faced by colleges in rural area and the colleges in urban area are quite different. And hence, the colleges situated in rural area have to face certain

difficulties and problems while undergoing the process of assessment and accreditation conducted by NAAC. In the present paper an attempt has been made to analyse the difficulties and problems faced by colleges in the rural areas.

Establishment of Colleges in Rural Area

In most of the states in India, in accordance with the respective state governments, universities and local rural administrations, the perspective plans for the establishment of colleges in rural areas are prepared and having taken into consideration the population and the parameters along with the distant factor, it is decided as to where the colleges should be situated and accordingly the concerned university and government, after due consideration, grant permission for the establishment of colleges in rural areas. In Maharashtra, the rural areas with inadequate population are provided with special relaxation by the government about the various rules and regulations for the establishment of colleges. On the other hand, in urban areas all these rules and regulations are literally to be followed. However, the colleges are started on the basis of required population and infrastructural facilities. The central government has founded some model colleges in the rural areas. All things considered, there is enough scope to say that there are, beyond doubt, so many problems in the rural area for running colleges while in cities colleges have all the requisite infrastructural facilities.

Prevailing Conditions in Rural Area

There are several colleges in rural area well equipped with all the facilities and these colleges are granted with 2(f) and 12(B) status by UGC. Such colleges get funds from UGC for the development of various facilities on campus. But there is a big group of such colleges in rural areas which is not funded either by UGC or government or any other agency and non-salary grant. However, such colleges are run by the management bodies on their own. These colleges perform a vital role in the educational development of the people living in the villages. Such colleges have to face several problems and difficulties while undergoing NAAC assessment and accreditation.

Problems Faced by the Colleges in Rural Areas for Assessment and Accreditation

The colleges situated in rural region have several problems from the NAAC assessment and accreditation point of view. These problems can be enumerated in short as follows:

1. These colleges lack in requisite infrastructural facilities. However, they fulfil the demand of higher education in the rural areas.

2. The students are provided with guidance on the important issues like the need of awareness of rural life, market places etc. along with the awareness of environmental conservation. All other facilities are made available for the students by the teachers. Students are provided with an easy access to the libraries, and encouraged to take the benefit of ICT facilities. The facilities required for the smooth conduct of educational process are provided to students. In spite of this, most of the time the students have to suffer from the problems such as unavailability of means of transportation, lack of residential facilities at the places where the colleges are situated in rural areas, poor internet connectivity etc.
3. As the most of the colleges in rural areas are not funded by UGC, the students undertaking research activities have to conduct their research with the help of inadequate funds and other facilities provided by the concerned colleges.
4. Most of the colleges are situated in the remote parts of the rural regions and so the funds and other government schemes take a long time to reach the students of such colleges.

Remedial Steps

1. While granting permission to the colleges in rural areas, the government, UGC, Universities offer relaxation about various rule and regulations. But the same sort of relaxation is not provided to such colleges at the time of assessment and accreditation by NAAC.
2. The parameters for assessment and accreditation for both the rural and urban colleges are same but there should actually be different and somewhat lenient parameters for the assessment and accreditation of the former.
3. The fees for the assessment and accreditation of rural colleges should be relatively less and affordable.
4. The colleges, situated in rural areas where there is unavailability of internet connectivity, should be allowed to manually submit the SSR.

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7. NAAC Accreditation and Problems of Rural Institutions

Dr. Kishor N. Wasurke
Librarian Information, Mahatma Gandhi Arts, Science & Late N.P. Knowledge Commerce College, Armori Dist. Gadchiroli.
Dr. Veena A Prakashe
Scientist(Professor) Resources CentreUniversity Campus RTM Nagpur University, Nagpur.

Abstract

According to Government guidelines, NAAC accreditation is mandatory for all colleges in spite of their location. The government grants for the colleges get affected if the colleges fail to go for the accreditation process. For NAAC accreditation, information about seven criteria of NAAC that are mandatory to evaluate the performance of any higher education institutes(HEI) is needed to be sent to NAAC. The new NAAC methodology tries to bring about uniformity in the model of assessment, however, applying same yardsticks to all HEIs may not fetch desired results considering their social, economic and geographical conditions and other factors. This paper presents the difficulties faced by colleges located in rural areas for NAAC accreditation.

Keywords: Teaching learning, Innovation, Research, ICT, NAAC accreditation, Problem and challenges for NAAC

Introduction

The **National Assessment and Accreditation Council (NAAC)**[1] is an autonomous institute established by University Grants Commission (UGC) in 1994 at Bangalore. It has been entrusted with the task of evaluating the institutes of higher learning in the country including universities, colleges and other institutes that are recognized by various regulatory authorities. It primarily assesses these institutes on the basis of some core parameters including teaching, research, extension activities, student competence vis-à-vis industry and society, value based education, etc.

The NAAC grades awarded to HEIs on an eight-grade ladder:

Range of Institutional CGPA	Equivalent Grade	Description
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited

3.01 – 3.25AAccredited

2.76 – 3.00B++Accredited

2.51 – 2.75B+Accredited

2.01 – 2.50BAccredited

1.51 – 2.00CAccredited

≤ 1.50DNot Accredited

Discussions

The new framework adopted by NAAC provides a lot of opportunities to the institutions for quality enhancement. The management, principal, staff, students, alumni and parents together can transform their institutions into the knowledge centers of excellence. The active and creative involvement of all these stakeholders in various processes and activities is necessary for all inclusive development of the institution.

The NAAC manual for colleges as made available on the NAAC website[2] provides the criteria wise, key indicator wise and metric wise weightages. However, not all colleges have similar infrastructure and resources and above all, the given socio-economic and geographical conditions in which they dwell should not be ignored.

Challenges faced by HEIs in rural and tribal areas

Criterion 1: Curricular Aspects (Weightage = 100)

This criterion is related to membership of teachers in Board of Studies and Academic Council. There is very limited number of teachers in Board of Studies and academic councils. Besides, their meetings are held in the university. The teachers working in remote areas from city find it difficult to get the membership of these bodies.

This criterion also relates to introduction of new courses. It isa well-known fact that the basic courses are introduced at university level and the affiliated colleges do not have authority to introduce new courses. They only implement those courses which are approved by the university. These days, colleges do not get any funds for introducing new courses, instead they have to run those courses at self financial basis and hence fees of these courses are comparatively higher.

Most of the rural students belong to economically backward classes. Their economic and intellectual levels do not permit them to go for self-financed courses.

Some specific yet serious challenges before these colleges are:

i. Dearth of Full time Teachers
ii. Little representation of college Teachers on Academic Council, Board of Studies(BoS)
iii. Non-availability of Minutes of Bodies like BoS, Academic Council
iv. Feedback systems from various stakeholders like Students, Parents, Teachers, Employer and Alumni not implemented or recently implemented.

Criterion 2: Teaching-Learning and Evaluation (Weightage = 350)

This criterion relates to admission of students from other states and foreign countries. As the medium of instruction in rural colleges is their regional language, it becomes quite difficult to get students from other universities. This criterion also relates to maintaining student teacher ratio. Often, there is ban or restrictions imposed by government on the appointment of full time teacher and therefore the colleges have to appoint teachers on contractual basis. In such circumstances, this ratio cannot be maintained.

This also relates to provision of online services and usage of computers by students. In rural areas where students even do not have cell phones, it is practically impossible to provide online services.

Other specific limitations and challenges are:

i. Very less number of students from other states take admission in affiliated colleges
ii. Students taking admission from other countries happens rarely
iii. Due to administrative ban/restriction from the state government, appointment of teachers have not taken place since last many years and therefore, student-teacher ratio is bound to be very low.
iv. In absence of full time regular teachers the score relating to teaching learning process, teacher profile and quality goes down abruptly.
v. Internal assessment process is also hit by lack of teachers
vi. The outcome of student satisfaction survey is also adversely affected due to lack of teachers.

Criterion 3: Research, Innovations and Extension (Weightage = 120)

This relates to linkages for faculty exchange and studentexchange programmes. However, such exchange programmes are very few in aided colleges and this further requirespermission from the University. Shortage of full time faculty is another problemin implementing these programmes.

Other specific problems and challenges before these colleges are:

i. Resource mobilization for research is very difficult for colleges in rural areas as they are not preferred /ignored by industries and corporate houses.
ii. The new norms and regulations for Ph.D. supervisor and place of research brought out by UGC and the respective affiliating universities have brought down the percentage of teachers recognized as Ph.D. guides to all time loops.
iii. The non-availability of full time teachers in the colleges due to various reasons has affected the research projects undertaken.
iv. For the want of teachers in the colleges, the score related with innovation ecosystem, research publication and awards, extension activities and collaboration is also adversely affected.

Criterion 4: Infrastructure and Learning Resources (Weightage = 100)

This relates to the collection of rare books, manuscripts andspecial reports for library enrichment. The library collection, be it online, electronic or print and library services depends on library funds available for such activities. This is also related to maintaining the up-to-date infrastructure. When the financial aid of colleges in rural area is very low, they are finding it difficult to maintain the up-to-date infrastructure which is very costly.

Other challenges faced by the colleges are:

i. Most of the colleges in rural areas face electricity failures or, if available, it is only for few odd hours.
ii. The availability of internet facility is even more critical. The poor connectivity or frequent disconnections forces one to switch over to manual processes.
iii. Due to poor availability of electricity and internet, it is very difficult for the colleges to establish and run computer labs, smart classrooms, ICT enabled classrooms, LAN facilities, LMS, etc.
iv. The government of Maharashtra has stopped providing non salary grants and therefore, the colleges in rural and tribal areas are unable to allocate adequate funds to procure Books, Journals, e-Books, e-Journals, etc. in the libraries.
v. The colleges in rural and tribal areas are unable to allocate adequate funds for sports activities due to funds crunch.

vi. Due to shortage of funds, procuring IT facilities and its updation also gets less priority.

vii. The colleges in rural and tribal areas are unable to allocate adequate funds for maintenance of physical facilities like laboratories, library, sports complex, computers, classrooms, etc.

Criterion 5: Student Support and Progression (Weightage = 130)

This relates to placement of alumni of colleges. Rural colleges run basic programme at under graduate level in arts and commerce faculties. There is very rare scope of such courses in corporate sector and secondly, communication skills of rural students are not at par with other students and hence it is quite difficult to call the industry people for campus interview.

Other problems and challenges faced by the colleges are:

i. Providing guidance for competitive examination and career counselling is a big challenge due to non-availability of competent faculty/resources. This brings down the number of students passing the competitive examinations.

ii. The students in tribal and rural areas face language barriers, especially with regards to skills in English. This affects their performance in job placement/entrance examinations for recruitment.

iii. As most of the colleges run basic courses like BA, B.Sc., B.Com in rural areas the placement of students is therefore very low.

iv. Due to poor socio economic condition of students and the region, very few outgoing students' progress to higher education like UG to PG or PG to MPhil/PhD/Post doctoral.

Criterion 6: Governance, Leadership and Management (Weightage = 100)

The problems faced by the colleges in rural area are:

i. Due to poor availability and less affordability of the facilities like electricity, internet and computers and mobile phones in the rural areas and also due to financial crunches and shortage of staff, the implementation of e-governance in the planning and development, administration, finance & accounts , student admission related processes have not been enforced by these colleges at their own level.

ii. Most of colleges are unable to provide financial support for faculty empowerment.

iii. The IQAC of these colleges are unable to make any significant contribution for institutionalizing the quality assurance strategies due to lack of basic infrastructure, faculty and other issues mentioned elsewhere.

Criterion 7: Institution Values and Best Practices (Weightage = 100)

The colleges in rural areas may find it difficult to make available resources for differently abled students like lifts, braille software, special restrooms, etc.

Conclusion

Kurup, M.R.[3] has lamented that the new framework for NAAC is a rigid model.

It is a welcome move in parts of NAAC to come out with new regulation and norms related with assessment and accreditation of higher education institutes in the country. There has been a paradigm shift from paper intensive procedure to ICT enabled process. Further, more focus is given to metrics related with quantitative aspects of HEIs than the qualitative parameters. The number of questions asked has been decreased. A third party evaluation of the data submitted online has been introduced timeline has been given to each activity. Steps have been taken to bring about uniformity in the process of assessment and accreditation. However, same yardsticks that seem suitable for the premier institutes like IITs and IIMs may not be appropriate for the colleges running B.A, B.Com courses in rural and tribal areas. Perhaps the new system of assessment by NAAC needs serious looking into considering the decline in grades awarded to the HEIs that have undertaken NAAC assessment recently following the new procedure of NAAC.

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8. Use of ICT for Creative & Innovative Teaching Learning Process

Dr. Nikita U. Mishra
Assistant Professor, G. W. Arts& Commerce College, Nagbhid.

Abstract

It is universally acknowledged that Information and Communication Technology (ICT) is an important catalyst for social transformation and national progress. The objectives of the present paper are to understand the meaning of ICT, its importance and its various tools, integration of ICT in teaching and learning, benefit of using ICT and barriers in its use. The use of ICT will prove to be a paradigm in the classroom teaching. ICT gives more opportunities for learning because it renews the learners' enthusiasm and develops the ability of self-learning and individual interaction. ICT has tremendous potentialities to revolutionize the educational process. ICT learning encourages the development of innovative teaching learning methods. Its use favours several teaching and learning process.

Keywords: ICT, Innovative Learning Development, Interactive Teaching-learning, Technology, Tools.

Introduction

Ever since formal or informal teaching began the face to face mode of instruction has been the most practical and preferred one. In the formal stream of institution-based education it is the trained teacher who is the chief provider of knowledge and skills. However, the rise and dominance of technology and the changing habits of the learners have entailed the use of a variety of modes of instruction in teaching-learning transaction. The dependence of teachers on the ICT in our mainstream colleges has yet to become popular while the modern students have avidly and quickly favoured the use of technology in learning and other activities. We have started seeing mobiles phones, iPods and other such gadgets in the hands of our students. Technology has become within the reach of everyone now.

In such circumstances the growing need is to adopt hybrid teaching-learning approach, which is a judicious mix of face-to-face teaching-learning and ICT. It has the potential to transform the nature and process of the learning environment and envision a new learning

culture. Interactivity, flexibility and convenience have become the order of the day in the ICT supported environment. ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. It helps the learner to share learning resources and spaces, promote learner centered and critical thinking, creative thinking and problem solving skills.

For improving the classroom transaction researchers are making efforts to develop different type and forms of instructional material, which can improve the teaching-learning process. The researchers by and large have compared instructional material with conventional methods and have found it to be significantly superior to the conventional method. As education is the driving force of economic and social development of any country, it is necessary to make the education as quality education, accessible and affordable to all using the latest technology availed. Education has grown exponentially in the last five decades to meet the demands of quality education for all. Therefore, it is need of hour to introduce the ICT in education.

ICT-Meaning and concept

ICT stands for information and communication technologies and is defined as "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". Today anyone can obtain education anywhere, anytime through online education. Thus breaking the shackles of traditional classroom and adapting to new and electronic earning Technologies empowers all learners irrespective of their diversities.

Not only mastering ICT skills, but also utilizing ICT to improve teaching and learning is of utmost importance for teachers in performing their role of creators of pedagogical environments. Information Technology stands firmly on hardware and software of a computer and telecommunication infrastructure. According to **Information Technology Association of America (ITAA),** the Information Technology is "The study, design development, implementation, support or management of computer based information system particularly software application and computer hardware". Communication is basic to all human performance and interaction. It refers to the transmission of thoughts, information and commands by employing the sensory channels. It is a two-way process, including feedback and interaction. Information and communication technology refers to the electronic and computerized devices and associated human interactive materials that enable the user to employ them for a wide range of teaching and learning process in addition to personal use. ICT includes computers, videos,

televisions, connections with other computers globally together, telecommunications, satellite connection and all the software materials which enable us as teaches to use them to teach our pupils. According to **UNESCO (1998),** ICT is defined as "Scientific, technological and engineering discipline and management techniques used in information handling and processing their applications, computers and their interactions with men and machines and associated social, economic and cultural matters". According to **Sansanwal (2000),** "The use of hardware and software for efficient management of information, that is, storage, retrieval, processing communication, diffusion and sharing of information of social, economic and cultural upliftment".

Introducing ICT as a tool to support the education sector has initiated substantial discussions since the late 1990s. A decade ago the emphasis was on Technical and Vocational Education and training teachers. During the last few years an increasing number of international development agencies have embraced the potential of ICT to support the education sector. When we look at the integration of ICT to support the achievement of educational objective, it can be found that after almost a decade of using ICT to stimulate development, it is not yet fully integrated in development activities and awareness is still required.

Use of Emerging trends in teaching and learning

ICT is a vital tool in education and practical use to improve the teaching and learning process. The use of these tools improved the pedagogic knowledge of the teacher as they can deliver their lessons without many difficulties as before. Some teachers actively collaborate project based teaching with the help of ICT. Teachers are also benefitted from the use of the tools in doing research and improving their knowledge in their subject area. Content knowledge is not limited up to textbooks. Teachers use their tools in the teaching and learning process for saving time and covering their lessons quicker than before.

Problem based learning, project based learning and enquiry based learning are active learning educational technologies used to facilitate learning. ICT incorporated into project, problems, enquiry based on student centered learning in which students are actively engaged in original thinking activities. ICT is helpful to instructor as well as students. Instructor can post the course material or important information on a course website, so the students can study at a time and location as they prefer. The study material is also available quickly.

ICT used in teaching and learning process can give instant feedback. ICT resources which combine video, audio, graphics, text have a potential of providing rich learning experiences. World Wide Web is said to be of negligible value, but if harnessed effectively by education could become a useful resource. It's a range of communication strategies between teacher and learner. Such communication is synchronous and asynchronous. It shows that technology supports and creates efficient management and administration system within the education system.

Effective use of ICT can increase academic productivity and enhance educational quality in higher learning institutions. Educational equality can be also increased through educational technology. Globalization of information, access and opportunities for knowledge has changed the parameters in all phases of our lives and has provided opportunities for more independent learning. Evolving standard for ICT competency level will demand more sophisticated performance from all comers of higher education. Institutions using ICT as the delivery platform for learning can be defined as virtual classroom. In the developing countries like India education needs an innovative approach through which the economic and social development takes place. New technologies provide a thorough extension area for the learner to explore sources of information outside his institutions, or even outside the country. ICT also increases new area for research.

Recent development in the field of communication and information technology is indeed revolutionary in nature. Learners gain more experience and confidence in ICT based learning environment.

There are many terms used to describe the learning sites. Some of them are:

Community Learning Center (CLC): It is a site where education programme works for student's skill upgradation and pursuing personal educational interest. Students can work individually, in group activities, independently and with teacher also. Students can be engaged in a wide variety of educational activities.

Quest Learning Center (QLC): Quest learning online programme develops skill in math's and reading. Its daily guidance will build confidence, focus and ability and motivate and train the student to become independent learner.

Multipurpose Community Centre (MPCC): MPCC is focused on education and training services. In this center various virtual learning opportunities are available for formal and

non-formal education. Multipurpose centers allow learner to work on their course at a time and place convenient to them. It gives flexibility to learner to engage with tutor as well as peer engagement.

Use of technology in education

Education system rapidly applied the web in education. For e-learning a predominant technology is being used in World Wide Web. By the end of 2020 more than million people globally will be using the internet. The web can be transmitted both through infrastructure as well as through high speed digital network, giving a wide range of technical flexibility. The web is a low cost technology for education. Web ability gives a wide range of application in education.It enables a free and global access to a very wide range of high quality learning resources located on website. Through web a number of opportunities are available for international cross cultural and collaborative learning. Learners have freedom of learning at any time at any place. The web allows asynchronous interpersonal communication between learners and instructor as well as between learner and other learners. It gives a chance to question, discuss and analyse their learning in a social context.

Satellite Broadcasting

Satellite broadcasting is being used extensively for educational purposes. India was one of the first countries to use satellite television through the INSAT project. Indira Gandhi National Open University is a major satellite user in India. Satellite TV is now mainly used for educational purposes. Now-a-days we see that expert professors from universities around the globe deliver classes in a studio classroom (MOOC, MOODLE through SWAYAM project).During the class, Students have an opportunity for real time interaction with the instructor using phone lines or e-mail. Satellite broadcasting is most effective as many students can receive a single programme. It provides a common standard of lecture or teaching to all students, where ever they may be located. Satellite broadcasting transmits a information to large number of students at relatively low cost per student.

Video Conferencing

Video conferencing means availability of some classes in sites away from the main campus. There is not needed for normal teaching method of classroom. But efforts are needed to encourage or motivate students to participate in discussion. Video conferencing allows students for active participation. Video conferencing can also be transmitted through the internet.

Videoconferencing can be useful as additional resources for virtual education when used in support of the web. It can be particularly used in language teaching, technical or interpersonal processes.

Barriers in the use of ICT

1. More experience teacher prefers traditional teaching methods in the classroom. They lack acceptability to change due to the faith in old methods. They fear that technology might bring undesirable changes in classroom teaching.

2. Many of teachers feel that technology will replace them in classroom. There isinsecurity in their minds when they are asked to use ICT equipment's in theclassroom.

3. Technophobia acts a major barrier in using ICT in classrooms. Many of the teachersdevelop a fear that they might spoil the equipment by using it improperly.

4. There is problem of fund shortage to the schools and lack of infrastructure availability.

5. ICT usage demands lot of time and planning on part of the teacher. Modern teachersare already overburdened because of the evaluation system being examinationoriented. They have to perform several duties apart from their regular duties. Thisreduces interest in using technology.

6. There is a lack of systematic training programmer regarding to use of ICT.

7. There is lack of awareness about the computer.

8. The students learn through interaction with the teacher. By using ICT in classroom,there is gap between students and teachers. Hence value of human resources getsreduced by extensive use of ICT in classroom.

Conclusion

ICT has the potential to 'bridge the knowledge gap' in terms of improving quality of education and increasing the quantity of quality of educational opportunities, making knowledge building possible through easy accessibility to resources for population in remote areas to satisfy the basic right to education. ICT contributes significantly to the classroom teaching-learning process as it helps the teacher to make the teaching –learning process more dynamic ICT also renews the learner's enthusiasm because it develops the ability of self-learning. ICT has tremendous potentialities to revolutionize the educational process.

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9. Adaptive Teaching and Learning; Exigencies & Upshots in Rural Academic Institutions

P. S. Ganvir
Assistant Professor, M. G Arts, Science, & Late N. P. Commerce College, Armori, Dist.-Gadchiroli, Maharashtra.

Abstract

Ruralacademic institutions are most important shareholders in any countries development. Higher education institutes are human resource development centres for rural areas. They are not only responsible for academic development of rural students but also to enrich rural social ambience with modern ethics. With a great potential of development, rural institutessuffers more challenges than urban institutes like that of qualitative potential of students, local language dominance, low motivation, remote connectivity, etc. To overcome these hurdles, rural institutes must adopt nonconventional techniques of teaching and learning like inquiry, project based, just-in-time, deep & collaborative learning approaches etc. special measures must be taken to motivate rural students which will improve their dedication towards learning. Flexible language can be most efficient tool to narrow down the communication gap between teachers and students. This is a process of gradual change, may take a long term but a start-up is a mandate today.

Keywords: Adaption, Induced Teaching-Learning, Motivation, Nonconventional, Rural Academic Institutions,

Introduction

In a country where majority of young population resides in rural region, rural institutions hold strategic position in the road map for development. In last few decades they have emerged as a human resource development centres for those who were least beneficiated. Special drives were executed by various agencies to enrich these academic institutions. Along with the great responsibilities, immense pressure of population growth, quality control, poor connectivity to main stream, etc. are common to rural academic institutions. Teaching and learning processes are the backbone of an academic institution. Efficient faculty and observant disciple are expected stakeholders, but this is not the case. Student usually enrolled in rural academic institutions

experiences much more obstacles than urban areas. Sometimes faculty with high efficiency may not be able to pull them above base line. In that case, it is the ethical responsibility of the institution in general and faculty in specific to adapt and innovate teaching learning mechanism to build the capacity of students along with conventional curriculum. Though students are potentially much stronger under proper guidance of faculties are poor performers on individual scale. In Vygotskys terminology, students should not be forced out of their "zone of proximal development – the region between what they are capable of doing independently and what they have the potential to do under adult guidance [Vygotsky, L.S. et.al.]. In rural areas this zone is much wider than urban which imposes excess responsibilities on teaching – learning methods acquired.

Need for Adaption

Academic ambience includes students, institutions, motivators, social & economic factors, knowledge access ease, etc. Students from rural area suffer from many issues like that of financial, social, geographical, etc. Since their early education, they are forced to get engaged in many such practices having no relation with academic development. For many of them primary & secondary education hasn't prepared firm base for further leap. Due to negligence in early academic life, when they would have built their capacity, they remain far away from the main flow. Very early economic practices did by students and limited connectivity to outer world develops stagnancy of needs among majority of students. A well-established percept of education psychology is that people are most strongly motivated to learn things they clearly perceive a need to know [Albanese. M.A et.al.]. Hence lack of motivation is usual due weak motivators. Short benefits from common affairs blur the long distance scores. Dominance of local language is a very common trait in any region. Students prefer more to transact their academic transactions in local language which many times become incompatible. This communication issue increases the gap between faculties and students, which again worsen the problem.

Instead of having big size manpower and great potential for development in rural area, the above mentioned issues retards the growth process and removes them from the marathon at very early stage. To overcome this problem, rural academic institutions can play far better role than any other agency. It is expected that instead of curing, prevention from grass root level should be done, so that better inputs for higher education could be generated. If not, some basic

adaption must be introduced in teaching – learning processes at rural higher academic institutions apart from conventional methods.

Induced Methods

Since a long time we follow conventional teaching and learning methods, which are time tested too. In this rapid changing world, induction of new techniques for academic betterment has become a mandate. The various issue discussed in above section throws light on various issues because of which need for induced teaching and learning methods in rural academic institutions are observed, through which current pace of academic growth can be achieved.

In a usual way teaching is practiced by introducing a theory or principle or issue followed by explanations, elaborations, practical studies, examples etc. in a classroom environment. Later the same is expected in the exam. A monotonous teaching-learning pattern developed due to repetition of same procedures, for which many justifications are available. Most important controlling factor in rural area is teacher-student knowledge exchange system. Let's understand some of them, with remedial measures.

Lack of Motivators: Rural area lacks motivation factors. Being a recipient of such knowledge, which may or may not be useful in future, decreases the grasping and attention. Motivation to learn affects the amount of time students are willing to devote to learning. Learners are more motivated when they can see usefulness of what they are learning [Bransford, J.D. et.al.]. When teaching is manipulated in such way that every recipient feels a need of what the teacher is teaching for future carrier, spontaneous motivation can be achieved.

Non-conventionality: Students should be taught the constructivist approach, in which they learn to develop their own philosophy on any issue or principle. This can be done by strong discussion both in and out of the class. All new information grasping depends on previous base. Instead of pressurizing on new data, teacher must renovate the student's previous knowledge. Teaching adapted to be a learner centred teaching, which puts more responsibility on students for their own learning could be a positive approach in rural area.

Leaving conventional teaching behind real world problems, inquiry learning, problem based learning, project based learning etc. can not only improve the motivation level but will also improvise the students creativity & grasping in rural areas.

Inquiry learning: It begins when students are presented with questions to be answered, problems to be solved, or set of observations to be explained [Bateman, W. et.al.]. This process inculcates the query seeds in students mind.

Project based learning: It is an assignment based learning through which some end product is deduced. Theory and practical approaches can be achieved simultaneously. Such method impresses data much better than classroom learning.

Just in Time Teaching: Just in Time Teaching combines web-based technology with active learning methods in classroom [Rozycki W, et.al.]. Web based learning is an active tool for connectivity to the rest of the world for data transfer and absorption.

Learning Approach: There are three way of learning, first is surface approach, to which most of the students belongs in rural area, second is deep approach with very less students and strategic approach with medium numbers of followers in rural area. Deep approach towards learning is superior on rest of two, which includes probing, questioning, etc. by students. Rural areas are more known for surface approach for which many factors are responsible. Students must be motivated to have a deep approach towards knowledge they pursue. Collaborative learning is an activity executed by group of students out of classroom, which can be very beneficial to rural students. Usually, it is an uncommon scene collaborative learning practice in rural institution premise.

Language versatility: Flexible communication skills are prerequisite to a teacher in rural academic institutes. As mentioned earlier, local language holds great influences over teaching-Learning transactions in rural areas. Such skill can narrow down the gap between emitter & receptor. Smooth and easy language will not only increase the attention & confidence but will also improve subject understanding. Gradually by systematic approach language level should be made difficult. On same line of action, teacher should put some sort of attention on writing skills of students.

Conclusion

Though traditional teaching-learning methods are time proven, still with the existing & upcoming challenges adaption are mandatory. Rural areas are quite sensitive in concern to academic ambience. Many of the factors influences individually or in combination on students potential in rural areas. In such complicated scenario special approaches like induced teaching-learning methods like inquiry, project based, just-in-time, deep & collaborative learning

approaches, flexible communication skills, etc. must be introduced instead of conventional methods. This may not give instant upshot, but will give a right start up. It is a long term goal which can be achieved by series of steps with different modifications accordingly. Rural institutes are very important shareholders for any country's development hence such adoptions have become a directive for now.

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10. Role of Student Satisfaction Survey in Assessment and Accreditation Process

Dr. Shriram G. Gahane
Assist. Prof. in English, Adarsh Arts and Commerce College, Desaiganj (Wadsa), Dist-Gadchiroli. M.S.

Abstract

The revised manual of NAAC intends to enhance the redeeming features of the accreditation process and make it more transparent. Proper weight has been assigned to all stakeholders. However, students' participation in teaching-learning process and evaluation is considered of great concern. The learner-centred education through appropriate methodologies facilitates effective learning. Students' satisfaction, thus, is a direct indicator of the effectiveness of teaching learning process in the institution. *Student Satisfaction Survey (SSS) is a robust and transparent process to know about actual teaching-learning process in the institution. Thus, NAAC has tried to inspire faculty to upgrade themselves with new interactive and participatory teaching-learning methods. By involving the students in every activity of the institution and imparting the best of knowledge to them with the help of latest ICT tools, we can inspire them to respond to the questionnaire enthusiastically, sensibly and sensitively.*

Key Words- Data validation and Verification, Information and Communication Technology, Self-Study Report, Student Satisfaction Survey,.

Keeping in mind the fact that India has one of the largest and most diverse education systems in the world, National Assessment and Accreditation Council (NAAC) has continuously been striving to revise its assessment process to keep in tune with local, regional and global changes in higher education scenario. The revised manual for Self-Study Report for Affiliated/Constituent Colleges which has been adopted from July 2017 is a part of this policy. The intention behind it is to enhance the redeeming features of the accreditation process and make them more transparent, robust and objective. To evaluate the quality and relevance of higher education imparted through various Higher Education Institutions (HEIs), NAAC has incorporated in its manual proper weight to various stakeholders of higher education. These stakeholders include teachers, students, employers, parents, non-teaching staff, etc. The feedback

from all these stakeholders is necessary to make teaching learning process more relevant and appropriate in catering to the needs of the society, economy and environment. Students, being the focus of all attention, are the most integral part of the whole system. Their active participation in teaching learning process and evaluation process is, therefore, of great concern. This paper is an attempt to throw some light on Students Satisfaction Survey (SSS) and its side wings. It carries 50 weightage.

In the old NAAC manual students were not directly involved in the assessment and accreditation process. The Peer team members used to interact with a group of students and parents, sometimes separately and sometimes together, and used to share their opinions regarding the functioning of the institution. It had no direct impact on the end result of the process. The institutions could form a specific group of such selected students and train them about how to present their views before the peer team members. As a result, these students used to present positive aspects of the institution, and conceal some of the drawbacks.

It is the responsibility of every higher education institution to serve students belonging to different social, economic, educational and regional backgrounds. For this the institutions are advised to make effective use of Information Communication Technology (ICT). The age-old lecture method of teaching has proved to be irrelevant in modern world of professionalism. Instead, student-centric interactive teaching-learning methods are more effective today. Quality education and excellent skill development practices are necessary for the youth of India to be productive workforce. The learner-centred education through appropriate methodologies such as participative learning, experiential learning and collaborative learning modes, facilitate effective learning. Interactive and participatory approaches, if employed properly, create a feeling of responsibility among learners and make learning a process of construction of knowledge. Of course, these methods pose many academic challenges to the teachers and ask for their readiness. Quality of learning provided in the institution depends largely on teacher's readiness to draw upon such recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning. Interactive instructional techniques that engage students with thinking and investigations lead to asking questions in classrooms. Group discussions, interviews, seminars, debates, projects, presentations experiments and application of ICT resources are important considerations. The teachers need to keep themselves updated; they need

to learn the techniques of how to handle ICT tools. It also expects the adequacy, competence as well as continuous professional development of the faculty.

As explained by NAAC Manual, all the efforts of teachers and the higher education institutions to make learning a meaningful process can be considered effective and impactful only if students perceive it to be meaningful. They are at the centre in the system. Their satisfaction is of utmost importance. Their feedback is the actual and realistic evaluation of teaching learning process in any institution. They are the proper source to know the strengths of an institution as well as its weaknesses, challenges and opportunities. Through their first hand experience, students can evaluate the performance of their teachers and can suggest possible tips for improvements in their education institution in particular, and in the whole education sector in general. Students' satisfaction, thus, is a direct indicator of the effectiveness of teaching learning process in the institution.

Accordingly, NAAC has advised all institutions to get regular feedback from students making it a continuous process. This is bound to bring many behavioural positive changes among the faculty and administrators of the higher education institutions. Likewise, it is going to end 'empty classroom' concept in India's higher education system. Because, unless and until the students are present in the classroom and teachers teach them regularly, no one can have their proper feedback. Moreover, NAAC has decided to get online feedback of students. Hence, institutions cannot manage and manipulate it according to their interests. This activity will have long-lasting impact on the functioning of higher education institutions, particularly those where there are no teachers or those where classes are not attended regularly. The HEIs are expected to satisfy the needs of the students from diverse backgrounds. They are supposed to bring in students from special categories, and reach out to their special learning needs by initial assessment of their learning levels.

The introduction of Student Satisfaction Survey (SSS) is an attempt to engage students who are the main stakeholders in the quality assurance process. The procedure of conducting Student Satisfaction Survey is very transparent and based on students' knowledge of soft skills. It requires all students to have their e-mails and mobile numbers. As NAAC has clarified, the Student Satisfaction Survey will be conducted by the third party simultaneously with Data Validation and Verification (DVV) process. This survey will be based on the entire database of students with e-mail/mobile numbers submitted by the institution at the time of filling of online

Self Study Report (SSR). The institutions will submit the details of all students enrolled in the institution, i. e. Student enrolment number, Programme, Year of study, e-mail id and mobile number. The SSS questionnaire consists of 20 objective and 01 subjective questions in English. It is advised that the institutions can make local language translation available for information of students at their level so that it will be easy for students to understand the contents in the form. The HEIs can also encourage students to participate in survey and guide them about survey. The form will be e-mailed to all students by NAAC. At least 10% of the students or 100, whichever is lesser, will have to respond, otherwise it will not be considered for evaluation. This means the institutions will lose 50 weights if they fail in this process. Further, the entire process of SSS will be completed within one month after its initiation.

The score emerging out of the survey is part of the second criterion on Teaching-Learning and Evaluation. The questionnaire consists of several facets, particularly, of the teaching learning process. The questions vary from specific teaching skills of the teacher to his/her overall approach to the educational process. Specific skills of the teacher such as subject knowledge, communication skills, class preparation, and use of ICT tools form the contents of the form. The second major component of the questionnaire is related to the overall approach of the teacher and institution with respect to providing the right environment, motivation, interpersonal relationships, feedback, etc. Further, the survey analysis score will be used as a key component of accreditation.

Here-in-lies a great threat, particularly, to the institutions with vernacular medium in rural areas. For example, in our Gadchiroli district majority of our students are the first generation learners who do not know how to handle computers and smart mobile phones. Most of them don't possess their own e-mails and mobile phones too. They are neither well-versed in English language nor are they regular computer users. Even if we open their e-mails at the time of admission, there is very vague possibility of their being updated with e-mails. Because they do not have accession to smart mobile phones or computer labs, they may not be able to respond to the NAAC's questionnaire properly. Moreover, many of our students belong to very poor families; they earn while they learn. In such cases few of them do not attend classes regularly. In this situation the institutions may have to lose 50 weights unnecessarily.

On the other hand, it can be looked upon as a great opportunity to make our higher education institutions students-centric and student-friendly in the true sense. Every activity in the

institution should aim at providing the best knowledge to its students. Students are at the centre of every activity in the institution. They should have their voice being heard in all deliberations in the institution. Their questions and queries should be heard and adequate solutions should be provided. They should be taught to use various soft skills in their lives. Computer labs must be kept open to them at all hours during office time. For this the administrators and teachers together need to involve among students. By making our students aware of the use of internet and e-mails, we can easily score good grades in this process of SSS. If we use ICT based teaching-learning methods in our classrooms and involve our students in the process, they will certainly answer the questions in a fair manner. This process will definitely bring forward the factual image of the institution. In short, NAAC, by introducing SSS, has tried to inspire the higher education institutions to be dynamic.

Proper planning and systematic execution of strategies are key factors to go through SSS successfully. Regular meetings with students to create awareness among them and to let them know about various facilities and activities in the institution will help us go through the process. Creative initiatives by teachers in teaching, student-friendly non-teaching staff and flexible management are sure to have positive reactions from students in SSS. We must remember that if we impart effective knowledge to our students, they will respond enthusiastically, sensibly and sensitively for us, and our institutions will get benefited.

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11. New Naac Accreditation System: Envisioning Challenges and Opportunities in Rural Area

Dr. L. C. Ujede
Assistant Professor, Shri DnyaneshMahavidyalaya, Nawargaon Dist. Chandrapur.

Abstract

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also been led to widespread concern on the quality and relevance of the higher education. Recently NAAC has presented the NAAC framework for Assessment and Accreditation based on the Core Values and Criteria for assessment and Key Indicators. But the practical difficulties in dealing with Core Values and Key Indicators become more poignant for the HEIs in rural region. In the present paper an attempt has been made to take a brief overview of NAAC's Core Values and Key Indicators and the hurdles faced by HEIs in rural region. The goal is to highlight the realities rural institutions come across.

Key Words : NAAC, A&A Methodology, ICT, DVV, Higher Education Institutes (HEIs), Key Indicators

Introduction

National Assessment and Accreditation Council (NAAC) has launched a revised accreditation framework which has become operational in July 2017. According to the Ministry of Human Resources Development, the revised framework expected to be ICT enabled, objective, transparent, scalable and robust. The purpose of this methodology is to bring transparency and objectivity in the accreditation giving room to the HEIs for self-assessment. Promoting quality culture and upgrading the standards of Higher Education in India with the student-centric methods is the major aim of this methodology. Undoubtedly, NAAC has been constantly working for the quality enhancement in the field of higher education in India. Basically, India is a country with diverse educational system across the nation. The NAAC is trying its level best to bring uniformity and objectivity in fulfilling the needs of the major stake holder i.e. the student by the Higher Education Institutions in India. The new ICT based New

Assessment and Accreditation (A&A) Methodology launched by NAAC is in tune with the methods those are followed by Quality Assurance Agencies in the field of education across the world. A&A was an evolution for benchmarking past achievements, but also an opportunity to reflect the challenges facing all HEIs in a rapidly changing Environment.Throughout the world, HEIs function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

But when we look at this scenario considering all the HEIs across the nation, we should also look into the various hurdles come across the HEIs situated in rural region. Though the accreditation framework is uniform for the entire nation, we should also discuss the hurdles which HEIs in rural area face.

According to the recent NAAC manual released in July 2017, the accreditation framework of NAAC is based on five core values.

1. Contributing to National Development
2. Fostering Global Competencies among Students
3. Inculcating a Value System among Students
4. Promoting the Use of Technology
5. Quest for Excellence

It has been also directed by NAAC that the HEIs may also add their own core values to these in compliance with the goals and mission. These values, no doubt, can bring the drastic change in the quality of higher education in India, but there is a necessity to discuss these issues among the HEIs situated in the rural region and try to resolve them.

Core Values and Difficulties

1. Contributing to National Development

Most of the HEIs have a remarkable capacity to become accustomed to changes and at the same time, pursue the goals and objectives that they have set forth for themselves. Contributing to national development has always been an important goal of Indian HEIs.

But it should not be forgotten the practical difficulties in adopting these changes for the rural HEIs though they like to be the part of this transition.

2. Fostering Global Competencies among Students

The increasing development at the global level needs skill development of students. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global challenges successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach.

Towards achieving this, HEIs may establish collaborations with industries, network with the neighbourhood agencies/bodies and foster a closer relationship between the "world of competent-learning" and the "world of skilled work", but we hardly find any of such facilities in the vicinity of the rural region.

3. Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students.

The seeds of values such as cooperation and mutual understanding during the early stages of education have to be re-emphasized at the higher education through appropriate learning experiences and opportunities. These values are to be inculcated in the students, by the HEIs irrespective of urban or rural institutions. Inculcating these values among the students is equally challenging for all HEIs across the country.

4. Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. It is found that the traditional methods of delivering higher education have become less motivating to a large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing

them technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally.

The institutions situated in the rural background are getting well-equipped with ICT these days, but it shall consume some time to enable technologically to ensure effective institutional functioning.

5. Quest for Excellence

Contributing to nation-building and skills development of students, HEIs should become the centres of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' should be started with the preparation of the Self - Study Report (SSR) of an institution. The identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution can also be the part of this.

Strengths and weaknesses are part and parcel of every HEI, but rural institutions have more weaknesses in compare to urban institutions. Backwardness, lack of ambition, deficiency of opportunity, barriers/inadequacy to make use of ICT is some of the hurdles in the rural institutions. These hurdles need to be overcome in the coming future.

Issues in Key Indicators and Reality

In the light of above discussion, it is observed that the rural institutions may have the ambition of becoming the part of this change but may trail behind to run parallel way with the urban institutions. On the part of HEIs situated in remote and rural region, it has posed several challenges.

1. As per key indicator entitled Student Satisfaction Survey (SSS), NAAC states 'All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their feedback significantly showcases the actual quality of teaching-learning process enabling identification of the strengths of teaching as well as the possible improvements.' For taking the SSS, institutions will be required to submit the details of all the students enrolled in the institution i.e. student's enrolment number, Programme, Year of Study, e-mail id and mobile number. NAAC will randomly select students for the survey to be responded on the questionnaire of NAAC. SSS is student-centric system hence assumed to be the direct indicator of the effective and meaningful process of teaching-learning.

Here the problem is the percentage of the students enrolled in the institution and the actual attendance in the classes, in the internal examinations, other curricular and extra-curricular activities of the institution. A student who is regular knows everything like the teaching method and tools used by the teacher. But irregularity ratio is very high in the rural area. As per the guidelines the scores obtained in the SSS is conducted parallel to the Data Validation and Verification (DVV) and will be part of the overall CGPA. Naturally, the overall performance of such institution in this metrics shall going to be below the mark.

2. In Innovation Ecosystem, NAAC states 'The Institution has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices.' This is another weak area of the institutions in remote, rural area. The old, well-established institutions, entitled the status of 12B are funded by UGC for conducting workshop/seminars. Organization of such academic events require good infrastructure on the part of organizing institution, experienced faculty and staff, enough accommodation and transport connectivity to attract the delegates. The institutions in remote, rural area are either find unfit for the organization of such events or the event is sure to be unsuccessful.
3. Considering Student Progression, Student Participation and Activities, the rural institution again trails behind. Due to poverty and high fee structure, only few students go for higher studies. The Government policy of granting scholarships and fee concession to poor, backward is also responsible for the same. The current semester pattern system has doubled the expenditure on education. Hence the poor parents are no more willing to bear the expenditure, again for non-professional post-graduation courses. So this aspect proves to be below mark in the assessment process.
4. Regarding the Alumni contribution, NAAC states 'The Alumni are a strong support to the institution. An active Alumni Association can contribute in academic matters, student support as well as mobilization of resources – both financial and non financial. The institution nurtures the alumni association/chapters to facilitate them to contribute significantly to the development of the institution through financial and non-financial means.' The institutions in remote, rural area are found to be running traditional courses

which are not highly job-oriented. The students enrolled in such institutions are first generation learners, mostly from poor families. They cannot afford the fees of professional courses. Hence there are no campus placements. Maximum alumni are low salaried, hence cannot contribute to it financially in mobilization of resources. This amounts to be another weak area in the assessment process.

5. About Institutional Distinctiveness, NAAC states 'Every institution would like to be recognized for certain of its attributes which make it 'distinct', or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice.' Quality is a continual and long term process. It is achieved in a long time with dedication on the part of all stakeholders of the institution. The newly started, non-aided institutions in remote, rural area, running traditional courses with insufficient infrastructure, temporary faculty are far away to be recognized for certain of their attributes. They focus on the enrolment of the students, teaching them and preparing them for university examination. This proves to be again a challenge for the rural institution.

Conclusion

In a changing educational scenario, it is imperative that new systems of assessment &accreditation are to be undertaken to update and upgrade the HEIs across the country. Nevertheless, the difficulties faced by the HEIs in rural region should not be ignored and they should be supported with continuous and long-lasting resources so that they should not trail behind to walk parallel in the larger interest of the nation in the field of higher education.

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12. Facing Naac through Revised Assessment and Accreditation Framework

Charulata S. Karade

In today's world of liberalization, privatization and globalization we are witnessing the revolutionary changes in all fields of human life and in the field of Higher education as well. Since 1994 the National Assessment and Accreditation Council has not only contributed to the growth and governance of institutions of higher education, but also constantly guidedfor generating, sustaining and improving quality as a principal factor.NAACrevised the framework of assessment and accreditation which is publicly launched in July 2017.

The paper is an attempt to showcase the changes in facing NAAC through its revised procedural framework while going through assessment and accreditation process on the part of constituent / affiliated colleges in remote / rural areas in particular. ' NAAC's revised procedural framework is ICT enabled, objective, transparent, scalable and robust. Qualitative peer judgement, data based quantitative indicator evaluation with increased objectivity and transparency, extensive use of ICT, simplification of the process, drastic reduction in number of questions, size of the report, visit days, pre-qualifier for peer team visit, as 30% of system generated score, *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%), third party validationof data, bringing in enhanced participation of students and alumni in the assessment process, are chief features of the revised framework.

The revised framework has posed several challenges on the part of higher education institutions, situated in remote rural parts of the country. The biggest challenge is*Student Satisfaction Survey (SSS)*. It was never the part of any of the frameworks laid down by NAAC earlier.In support of this aspect, NAAC states '*All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the "comfort" feeling as well as intellectual stimulation the learning*

situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. 'For Student Satisfaction Survey institutions are made to submit the details of all the students enrolled in the institution i.e. student enrolment number, Programme, Year of Study(1st year, 2nd year etc.),email Id and mobile number. NAAC will randomly select students for the survey to be responded on the questionnaire of NAAC. Response from 10% or 100, whichever is lesser, will be received. If the response rate is lower than the limits mentioned by NAAC, metrics will not be taken up for evaluation.

The students are the main stakeholders andshould be the main focus point, than any other, on the part of institution of higher education, irrespective of its location. The status and quality of any such institution is evaluated by the fact howit caters to thediverse needs of the students. The satisfaction of the enrolled, at least class attending students, is a direct indicator of the effective and meaningful process of teaching learning.Here lies the real problem. There is wide gap in the percentage of the students enrolled in the institution,for any programme, and the actual attendance in the classes and also in other activities of the institution. A student who is regular and punctual knows well the classroom activity, teaching method and means used by the teacher, teaching-learning aid available with the institution. He/she is supposed to provide authentic information to NAAC in response. The response received by NAAC from other irregular students may either be false of imaginary. Language od communication between NAAC and the respondent students is another barrier. No doubt, NAAC will communicate with the students in a fairly simple and straightforward language. There are more problems If it is other than the language understood and spoken by the respondent student. Even if NAAC communicates with the students in Hindi or the state language, do the students in remote, rural area understand the terminology, names of certain educational tools, types and names of different teaching methods, evaluation, etc? Above all, the percentage of the students, using smart phones, having active mail ID, sending and receiving mails on their own is very low. Most of them do not afford to have smart phone. The numbers they register with the institution are the numbers of their parents, most of which are out of service, some of them changed after some days. The students do not bother to intimate the institution about such updates. In such

conditions NAAC cannot establish any connection with the students in such conditions. As per the guidelines the scores obtained in the Student Satisfaction Survey is conducted concurrent to the Data Validation and Verification and will be part of the overall CGPA. Naturally, the overall performance of such institution in this metrics is going to be below the mark.

Another challenge posed by NAAC's revised framework is *Innovation Ecosystem.*Through this aspect NAAC wants to evaluate how the institution '*has created an ecosystem for innovation including incubation centre and other initiatives for creation and transfer of knowledge. The institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the institution.'* This is really a Herculeon task on the part of institutions in remote, rural area. This is possible to well-established institutions, entitled the status of 12B are funded by UGC for conducting workshop/seminars. As such institutions fight to avail and provide the basic infrastructure, qualified teachers, and staff. It is beyond their capacity to provide good infrastructure, experienced faculty and staff, enough accommodation, required to organize such academic events. Naturally the institutions in remote, rural *area* are either unfit for the organization of such events.

Another challenge, as per the revised framework by NAAC is *Alumni Engagement.* NAAC expects the Alumni of the institution, after they have passed out, not only to be closely linked with the institution but participants, planners and contributors to the institution. The students enrolled inthe institutions in remote, rural area are first generation learners, mostly from poor families. These institutions only run traditional courses. They are no more in the position to run job-oriented courses nor can the poor students afford the fees of professional courses. Naturally there are no campus placements. After graduation or post-graduation, only few of them, find job on their own. Being not in contact with the institution and also in some other field other than education, they are not aware of the current academic scenario, the current needs of the new learners and the physical and academic growth and development of their former institution.

As such, there are lot of challenges in front of the higher education institutions in the remote, rural area while facing NAAC through revised assessment and accreditation framework.

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13. Challenges, Issues and Remedies in Quality Enhancementof Rural Institutions

Dr. S. S. Kawale
Principal, ShriGovindprabhu Arts and Commerce, College, Talodhi (Balapur), Ta. Nagbhid, Dist. Chandrapr.
Prof. Amol C. Indurkar
Asst. Professor, ShriGovindprabhu Arts and Commerce, College, Talodhi (Balapur), Ta. Nagbhid, Dist. Chandrapr.

Abstract

Education is one of the major factors to the development of a country. It should be transmuted to the requirements of the time and changing picture of the world. It provides achance to critically reflect upon the social, economic, cultural, moral and spiritual problems facing humanity. India needs more accomplished and cultured people to drive our economy forward. And it is only possible through the quality Education. There are many Indian around the corner who known for their abilities and talents. To develop India as an education pivot or to become a prosperous partner in global economy, India has to qualitatively strengthen education in general and higher education with research and development in particular but there are some challenges in rural institutions to develop and maintaining the quality. This paper is mainly focused on the challenges of quality enhancement in rural Institutions inIndia.

This paper aims to identify emerging issues and challenges in the field of Higher Education institutions in rural India. Finally the paper concludes here is need of plans requires solutions that combine, employers and youth need of Expectations of from various stakeholders Students, Industry, Educational Institutions, Parents and Government.

Key Words: *Challenges, Issue, Quality Enhancement, Rural Institutions.*

Introduction

Higher education is very important for a developing country like India and it is encouraging to increasing human development. Higher education in India has experienced phenomenal expansion since independence. India has produced scientists, engineers, technologists, doctors, teachers and managers who are in great demand all over the world. Now it is one of the top ten countries in our industrial and technological capacity, because of the

significant contribution of manpower and tools provided by higher education. India has already entered into the era of knowledge explosion. In the coming few decades will be heralded by space craft, satellites, internets and others offshoots of scientific enquires. Higher Education provides opportunities to the people to reflect on the critical social, cultural, moral, economic and spiritual issues facing humanity. Higher education provides specialized knowledge and skilled persons for national development. In next few decades, India will have world's largest set of young people. While the correlation between people and higher education is not up to the mark. The increasing youth population can be a great asset if potential employability is brought to realisation. Conversely, if we fail to provide education and employment then it will open a downside gate for Indian economy. Education is an essential tool for achieving sustainability.

Therefore, quality education is essential for every level of the society but rural area has some issues and challenges to maintain the quality enhancement in the institutions of rural India.

Challenges of Rural Institutions in Quality Enhancement

The system of Indian Higher education is the second largest in the world which fulfils the educational requirements of millions of students who come from different sections of the society since it is the student community that can help to generate healthy academic atmosphere in institutions of higher learning. No doubt that India faces today a number of problems pertaining to poverty, unemployment, and disappearance of moral and spiritual values. But in the last few decades a countrywide problems/challenges have emerged in Higher Education system in India and this problems affected rural educational institutions to enhance the quality, they are discussed as under.

1. **Our heterogeneous education system:**

Based on geographical, rural-urban, rich-poor set up have posed in great challenge for the educational institutions. Varieties of colleges, universities, technical institutions have produced and different types and quality of Education. Some of them are really imparting qualitative education although a few others are doing the dirtiest job. Thanks to UGC, for publishing the list of such a fake Universities and Institutions indulging in educational malpractices.

2. **Interference of political factors:**

Most of the Institutions, imparting education (Aided-nonaided) are owned by the dominant political leaders, now playing key role in governing bodies of the Universities. They have established their own youth cells and encourage students' organization on political basis.

They exploit the students' energy for their political purposes. The students forget their own objectives and begin to develop their career in politics.

3. **Economic Difficulties:**

Is one of the most troublesome changes that the present higher education system has imposed on the communities? The numbers of students are coming from the ordinary classes; many of them are unable to provide the minimum necessities of life for themselves. Economic miseries have grown due to the increasing prizes, habits of wasting money on luxuries, increasing population, scarcity of food supply, corruption, etc. students hold part time jobs in order to pay for the their educational expenses and should divide their attention between a job and College/University education. Near about 75% of the total students community today, have been facing the financial problems. Earn while learn scheme cannot adequately support student to face economic challenges.

4. **Lack of Moral values:**

Rapid growth of science and technology and subsequent industrialization has caused a great and danger to our old moral and values. The younger generation's dissatisfaction and revolt is the outcome of a decaying system of values.

Emerging Issues In Quality Enhancement Of Rural Institutions

The role of higher education in the emerging scenario of knowledge economy is very crucial and multifaceted for any country in general and India in particular. There are many basic problems faced by rural education institutions in India. These include Lower level of teaching quality, Financing of higher education, More concentrated on theories and rather than practical knowledge, Traditional methods of teaching, Privatization, Inadequate facilities and infrastructure.

1. **Lower level of teaching quality:**

Our education system is torture by issues of quality in many of its institutions and universities. Many of the issues like lack of faculty, poor quality teaching, Traditional teaching methods, out dated and rigid curricula and pedagogy, lack of accountability and quality assurance and separation of research and teaching are raise questions on Indian education system.

nation, rich and poor societies, less knowledgeable and erudite sections of population. Education has the ability to induce change leading to progress of society. Education has indeed become a subject of public policy and a sine qua non for the survival of society. In the

challenges faced by higher education institutions. The third section deals with the foremost policy initiatives by the government in the higher education sector. In the fourth section an attempt has been made to delineate imperative measures needed to foster quality and excellence in higher education. The paper strongly supports that the need of the present era is inclusive and qualitative expansion of higher education to uphold the cause for wide-ranging and all round development of the nation.

Education particularly higher education is the most crucial sector for leveraging the growth and development of the nation in social, economic, cultural, political and scientific aspects. It is the basis of all national endeavours and development plans. Education provides strength and resilience to the people to respond to changing and often adverse situations. Education has the potential of transferring human beings into human resources. And thus potential development of human resource is the foremost function of education. Quality and excellence is of great significance both to the provider of higher education and education receiver in the process of building solid foundation of higher education and building capacities and capabilities of receivers, thus bridging the gap between underdeveloped and developed nation, rich and poor societies, less knowledgeable and erudite sections of population. Education has the ability to induce change leading to progress of society. Education has indeed become a subject of public policy and a sine qua non for the survival of society. In the realm of present day globalised world higher education is required to uphold creativity, talent, adaptability and quality. In order to fully utilize the fruits of higher education endeavours, the fundamental concern is to make sure that its quality and excellence are ensured, sustained and upgraded at all levels and appropriate policy measures are adopted to match our higher education system to international levels.The firstsection of the paper addresses the status of higher education in India. The second section focuses on the challenges faced by higher education institutions. The third section deals with the foremost policy initiatives by the government in the higher education sector. In the fourth section an attempt has been made to delineate imperative measures needed to foster quality and excellence in higher education. The paper strongly supports that the need of the present era is inclusive and qualitative expansion of higher education to uphold the cause for wide-ranging and all round development of the nation.

Higher education therefore has posed to be a formidable challenge which is currently going under a profound crisis of quality, low accessibility, higher cost, lack of qualified and inadequate faculty and poor quality of research etc.The crisis confronting the

system of higher education has further invigorated in terms of over-production of "educated" persons, increasing educated unemployment, weakening of student motivation, increasing unrest and indiscipline on the campuses, deterioration of standards and frequent collapse of administration. Given the costs and value of higher education it should come as no surprise that, as state budgets have become tighter and student fees have risen, therefore policy makers and legislators should sought to Higher education therefore has posed to be a formidable challenge which is currently going under a profound crisis of quality, low accessibility, higher cost, lack of qualified and inadequate faculty and poor quality of research etc.The crisis confronting the system of higher education has further invigorated in terms of over-production of "educated" persons, increasing educated unemployment, weakening of student motivation, increasing unrest and indiscipline on the campuses, deterioration of standards and frequent collapse of administration. Given the costs and value of higher education it should come as no surprise that, as state budgets have become tighter and student fees have risen, therefore policy makers and legislators should sought to

Abstract

Higher education has posed to be a formidable challenge which is currently going under the profound quality, low accessibility, higher cost, lack of qualified and inadequate faculty, poor quality of research etc. The crisis confronting the system of Higher education has further invigorated in terms of weakening of student motivation and increase in indiscipline and unrest in campuses. In order to equip the higher education system the changing scenario of globalization there is need to increase its access and to improve its quality to make it more relevant. The Government of India through its regulatory institutions should discover suitable policy measures in the form of reform to upgrade the present Higher Education system. The system should be upgraded in such a manner that the students opting for higher learning in future do get excellent teaching and learning experience informed by up-to-date research, and facilitate by a high quality learning environment with learning resources such as libraries, laboratories and e-learning facilities.

Key Words; Education, Excellence, Governance, Regulation, Quality.

Higher education therefore has posed to be a formidable challenge which is currently going under a profound crisis of quality, low accessibility, higher cost, lack of qualified and inadequate faculty and poor quality of research etc.The crisis confronting the system of higher education has further invigorated in terms of over-production of "educated" persons, increasing educated unemployment, weakening of student motivation, increasing unrest

and indiscipline on the campuses, deterioration of standards and frequent collapse of administration. Given the costs and value of higher education it should come as no surprise that, as state budgets have become tighter and student fees have risen, therefore policy makers and legislators should sought toIndia being the largest democracy of the world through its necessity to meet the demand of educational requirements has an opportunity to boast of being a nation having the largest number of institutions of Higher education. To judge the quality of higher education being provided,to measure its sustenance on a long term basis, the two most significant criteria are accessibility and global standards in terms of structure and processes. When it comes to the first one, India can be satisfied of the better credential, however for the second, a lot needs to be done. It is here where the concerns about achieving excellence in Higher Education lie. To achieve this there are certain issues that need to be looked at. The first concern is regarding regulating the process. During the initial phase of development and even today for many areas, there is no single and centralized authority to regulate the different branches of Higher Education. India has policy of having multiplicity of regulation depending on type of education. We have AICTE for Management Programs and Engineering Courses, MCI for medical education, and agencies like UGC and ICSSR for Science, Commerce and Humanities. To make the matter worse, the policies drawn have always focussed on inputs and control rather than on process or outputs and development. In this era of globalization, when whole world has moved from control and regulation to development and self-development, we still pursue the age old path of control based education. 'Education being a concurrent subject, there has also been some conflict of interest between the state and central governments and this has often given rise to a lot of confusion'. National Knowledge Commission, constituted on 13th June 2005 by the then Prime Minister of India, Dr.Manmohan Singh was an Indian think-tank assigned responsibility to draw certain policies that might sharpen India's comparative advantage in the knowledge intensive service sectors. The eight member board of the said autonomous body had recommended formation of Independent Regulatory Authority for Higher Education (IRAHE) as a single regulatory body for higher education in India. No doubt that if implemented, it will take care of the important issue of multiplicity of regulation. However, this recommendation is not explicit about the type of regulation required for development of institutions of higher learning and therefore the problem remains unresolved.

There are many governance issues that hinder the path the Institutes of Higher Learning need to move on. These Institutes are expected to be the role models of corporate governance including ethical standard, openness and transparency. But the fact remains that many of the

institutes lack substantiality in respect of many areas that assume structural importance in the world of Higher education. These include: "Lack of involvement of Governing Council, Absence of Academic Committees, Inadequate student involvement, insufficient integration with industry & other stakeholders, Absence of merit-based incentive scheme (including fixed and variable pay concept), Lack of process orientation & quality Absence of collegiate spirit", (Jayaram, N. P. 69-70).

One of the most important issue affecting quality of higher education in this nation with ancient heritage, if not the most critical, cornerstones of every educational program is faculty in terms of its adequacy, composition, and quality. The Indian institutes cannot be foundin comfortable position in any of the above dimensions. There are no regular appointed faculty in many colleges.Some have a very few and they are largely dependent on visiting faculty, officially termed as appointments on Clock Hour Basis. Some of these visiting faculty members are not committed ones but simply free-lancers teaching across a large number of institutes without any dedication or focus. Student to faculty ratio is quite adverse as compared to the international standard. The proportion norm of around 8:1 in other nations has ratio of 38:1 in India. Barring a few top institutes, university, colleges, majority of the institutes have a very adverse faculty structure in terms of Ph.D. to non - Ph.D. ratio. Against the annual demand of about 10,000 Ph.D.'s for teaching staff, India produces hardly 150 doctorates each year. The aim of the most of the doctorates is to acquire eligibility rather than to make an honest attempt to have some new findings. This has resulted in poor quality of teaching process. Further, "environment in an institute of higher learning is expected to be informal and experiential where faculty is expected to play role of facilitators rather than conventional teachers", (PawanAgarwal P. 16). Two reasons account for this. First, students in such an environment are expected to learn more through reflection and assimilation of ideas / concepts and application of theory to solving real-life issues than mere understanding of tools and techniques. Second, teachers in such a setting are expected to facilitate process of learning compared to teaching what they intend to. Our personal hypothesis has been that the imperial psychology of "I Centric Approach" is still deep-rooted in Indian scenario including in the educational settings. Therefore, "teachers are still considered as deliverers of knowledge from ivory towers of knowledge; there is absence of collegial atmosphere expected in an educational institution; emotional bondage between teachers & students is virtually non-existent; and above all teachers are seldom considered as mentors, coaches and counsellors", (Choudaha, Rahul, P. 84).

The importance of content and curriculum in the context of an institute of higher learning can never be underestimated. Three important components of any content and curriculum are quality, relevance and flexibility. While first two are an absolute necessity to ensure quality education, the last one is assuming importance in the emerging world where change has become ultimate reality. Unfortunately in many of the institutes in India, the course content lacks in all above components the way it should be. Scarcity of adequate good faculty affects quality. Curriculum has often been found to be static for as long as a decade and therefore, lost relevance. But the most critical dimension has been that "bureaucratic set-up of many institutions has resulted in their devoid of agility to respond to changes in terms of revision and upgrading the curriculum", (Roy Chaudhri P. 57-58).Benchmarking with global and comparable institutes and constant internationalization of curriculum and content is an issue that calls for immediate attention in a number of Indian institutions. Besides, there is an urgent need to move away from the traditional approach of teaching in classroom situation to being mentor and facilitator for facilitating the proceedings.

The most important criteria for a good institute to become globally competitive on a sustainable basis is creation of "intellectual capital". Apart from providing basic hygiene factors in terms of physical facilities that include residential, computing, and library facilities among others, this also includes creation of an academic ambience suitable for bringing out implicit talent of the faculty. However, barring a few top institutes, unfortunately, even many of "the basic hygiene factors are virtually non-existent or grossly inadequate. The classrooms are barely adequate and conducive for learning; there are no provisions for group learning / work; there is no or scarce budget for buying good books; the books that are available are neither the recent ones, nor they contain the latest information", (Ranjan Ravi, P. 109). More than sixty per cent of the institutes do not have hostel / residential facility that are imperative not only for extended classroom teaching but also for beyond-classroom socialization process. The computing facilities, particularly the Internet, play a very important role in facilitating the knowledge dissemination. Barring a few institutes that have the facility of 24-hours uninterrupted Internet facility, many of the colleges have a very adverse computer to student ratio, as high as 20:1,(Sharma, Shaloo, P. 74).

Lack of adequate research orientation at such an institute is the other critical issue. This is crucial in two ways. Firstly, output of research becomes input for classroom teaching enhancing effectiveness of learning process. And secondly, it provides a good opportunity to students who along with faculty can understand and dissect real life issues. As a result of the above factors,

mediocrity among faculty fraternity has become a commonplace phenomenon. This can only result in creation of mediocre outputs by majority of the institutes. The other crucial lacuna in the system is that there is no adequate interaction between institutions and corporate. This has also resulted in very limited exposure of faculty of such institutes of higher learning to international seminars & conferences and resultantly less creation of any new knowledge. The instances of path-breaking researches by Indian faculty are extremely rare.

Future Agenda in the earlier paragraphs, the historical perspective as well as both macro & micro-issues facing institutions of higher learning in the Indian context was deliberated. One of the important conclusions that can be drawn from the discussion is that the post-independent Indian scene has seen proliferation of institutes without commensurate focus on quality. Lack of adequate regulation has definitely a role to play in this regard. Having said so, it must be appreciated that India is a large country with political democracy and any external control is always subject to criticism and scrutiny. Therefore, what is needed is to have a free-market determinant that, in course of time, will automatically take care of aberrations and in the end only the better would survive. This free-market phenomenon has already started playing its role in Indian economy in manufacturing and services sector, and soon its impact will be felt in educational field as well. The increasing forces of globalization, WTO agreements related to services (GATS), and impending privatization of Universities in India will only hasten process of growth or atrophy of such institutes depending on their strategy, structure and processes. Accreditation, quality focus, cluster of schools according to market perception of students as well as corporate are the eventualities that loom large and will ultimately differentiate between better managed and other institutions of higher learning. But one thing is clear. India has tremendous advantage in terms of substantial qualified manpower, a good number of English knowing population, a large number of middle class / upper middle class residents who believe in philosophy & relevance of higher education, and a number of world-class providers of higher education. This is in addition to the Eastern philosophy from where a good number of lessons can be drawn. This is totally different from a country like China or Southeast Asian countries where higher education is primarily a western-driven phenomenon. Nevertheless, the market is getting complex, interdependent, and turbulent. New thoughts & paradigms are emerging with lightning speed. To update, create or disseminate knowledge is increasingly becoming difficult for all streams of higher education. To succeed in this complex world full of diversity and unprecedented global challenges, the prescription for success would be a big challenge and new & innovative strategies need to be worked out.

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22. Revised NAAC Framework is Boon for Learning Resource Center with reference to ICT

Dr. Ramanik S. Lengure
Librarian, Renuka College, Nagpur.

Abstract

In this article the researcher has been highlighted on the revised NAAC framework which shown the path of boon for libraries in this ICTera in higher education. Out of 7 criteria, 4.2 is related to learning resources center which is important and based on ICT which is discussed about e-resources for users and the librarian also hence researchers wants to highlight on this qualitative process and also attempt to suggest about boon for learning resource center which dwell with ICT. The contribution in the criteria 4 as well as holistic contribution in different ways in all the seven criteria's.

Keywords: - NAAC, ICT, LRC

Introduction

It is a digital age. In this era while going to higher education electronic and digital knowledge is very important. When you think about higher education and simultaneously you think about quality services as NAAC, you should have ICT related knowledge. Everyday new technological advances affect the way information is handled in libraries in every aspect. Computing technology, communication technology and mass storage technology are some of the areas of continuous development that reshape the way that learning resource center access, retrieve, store, manipulate and disseminate information to users. The learning resource center has been from its inception an integral part of institutions of higher learning, rather than an appendix or adjunct. In this era when you want to discuss about quality that moment you look to NAAC quality. So, we should discussed about NAAC.

NAAC stands for national assessment and accreditation council launched revised process and revised process in july 2017 which is very easy and smoothly work for the field of education. Every college can apply for grading system in whole year but now window will open for two

times in a year. You can apply for new process form NAAC websites and you should apply for NAAC for use by specific methodology.

NAAC is an autonomous accrediting agency established by UGC and it is a member of the International Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation and Academic Audit.

NAAC has been regularly updating and revising its assessment process to fine tune its grading pattern and assessment process in terms of the local, regional and global scenario as well as standardization of the practices which ultimately will lead to quality sustenance in the educational field. The revised process is being adopted on July 2017. NAAC infused spirit into its process of assessment and accreditation by associating its criteria wise pattern of assessment with key factors of transparency, pin pointedness, scalability, Student centric and pro-technology oriented. The onus of this technological advancement lies on the ICT enabled system adoption in the educational institutes and the major share of this will be through the work and services offered by the Libraries.

First you should know the eligible criteria for NAAC. It is very useful for every institution for NAAC. You should IIQA (institution information for quality assessment) and after pay specific fees. IIQA also shown your eligibility , which is most important for every institutions for their eligibility. When you read IIQA, it is very easy for us. After that you fill SSR Manual by complying some their instructions.

The Digital age coming with multi faces information which can changes in the learning resource field and it is reflected through the growing importance of libraries in quality assessment process of any educational institute. In this ICT age there is a great role of library services to users through information technology. Various ICT enabled facilities like internet, computer, mobile technology, Wi-Fi technology, Li-Fi technologyetc. are easing out the various barrier of time, space and other physicality in establish the near to perfect rapport between the trio- Librarians, Learning Resources and Library Users. Thus information technology tools brought tremendous changes in all the fields in academic library services in enhancing academic library services effectively for users.

Revised Accreditation Framework:

NAAC has launched Revised Accreditation Framework since July, 2017 and hence AQAR format also modified, in cognizance with the new methodology. The tools and parameters are designed in the new AQAR format are in such a way that the preparation of AQAR would facilitate the HEI's for upcoming cycles of Accreditation. Data collected/prepared infuses quality enhancement measures undertaken during the years. Further, it also adds quality enhancement and quality sustenance measures undertaken in teaching, learning, research, extension and support activities of the Institution. It is expected that the new AQAR would facilitate Educational Institutions for creating a good database at Institutional level for enhancing the quality culture. The renaming of library as learning resource center is a part and parcel of the increasing role of ICT in libraries and the transformation of libraries from brick and mortar format to the digital datasets and virtual hub.

As per the Revised Accreditation Framework (RAF), the NAAC Accredited institutions need to submit the AQAR online.Similarly the marking pattern has become more objective by ICT integration in Assessment and Accreditation process.

New Revised format of AQAR: The new revised format has become more pinpointed and quantitive. Criteria IV of AQAR, section 4.2 covers information detailing about the library. ICT has been given importance in it and 20 marks has been allotted for section 4.2.

Format for Library in AQAR

[Version 5 dated 12-01-2018 (23/05/2018)]

(Revised as per Revised Accreditation Framework in November, 2017)

4.2 Library as a Learning Resource (20 Marks)			
4.2.1 Library is automated (Integrated Library Management System-ILMS)			
Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
4.2.1 Library Services:			
	Existing	Newly added	Total

	No.	Value	No.	Value	No.	Value
Text Books						
Reference Books						
e-Books						
Journals						
e-Journals						
Digital Database						
CD & Video						
Library automation						
Weeding (Hard & Soft)						
Others (specify)						

It can be found that in the overall criteria wise AQAR marking format learning resource centre holds only 20 marks under the criteria 4. But then the question arises if section 4.2 holds the complete mandate about the importance of libraries or it goes beyond. There is opportunities for the LIS professionals to make their mark by their genuine presence and contributing role in all the seven criteria by their resourcefulness and Omni essential role and contribution due to their practical exposure to the new ICT developments in their working pattern and learning resources.

Weightage wise framework of Learning Resource Centre

Learning Resource Centre holds its presence in Criteria 4 -Infrastructure and Learning Resources in section 4.2. Its weightage is 20 points. Metric No, Library Information and weightage point are the three representative columns under it. Metric 4.1.2 Q_1M is focused on application oflibrary software and details about 5 year's description about various learning resources. The Metric 4.2.2 Q_1M is related to collection of rare books, manuscripts, special reports and any other knowledge resource for library enrichment. NAAC encourages availability of rare collection in the libraries. The Metric 4.2.2 Q_nM is related to e-journals,e-shodhSindhu, Shodhganga memebership, e-books and databases. As per as NAAC view it is mandatory for Arts and Commerce Colleges to have subscription of Inflibnet-National Library Infrastructure for Scholarly Content. There is 6000+ hundreds journals and 31, 35000e-books.It is mandatory

to purchase N-List programme for users as per NAAC guidelines. Through this programme e-journals and e-books also available for users for free of cost. Average Annual expenditure of last five years has been discussed in the Metric 4.2.4 Q_nM.This criteria is to keep a check on qualitative and quantitative increase in thelibrary collection every year.The Metric 4.2.5 Q_nM is related to availability of remote access to e-resources of the library. It is a good point for who already purchased N-List programme because all user have their user id and password. This service is very good for users. They can use from any place. The Metric 4.2.6 Q_nM is related to percentage per day usage of library by teachers and students. Its again good criteria. They want find out best possible process or strategy for those students and teacher who are regular visitors to the library.

Thus Library as a Learning Resource criteria wise holds weightage of only 20 points which reflects very meagre contribution of libraries and Learning Resource centers. A brief look at the gross marking pattern is as follows:

NAAC Weightages, Criteria, Key Aspects and Grade Points

Criteria and Key Aspects	Weightage (w)	Key Aspects Grade Points 4/3/2/1/0	Key Aspect Wise Weightage Grade Points
Criteria 4 – Infrastructure and Learning Resources (100)			
Physical Facility	30	2	60
LRC	**20**	**4**	**80**
IT Infrastructure	30	2	60
Maintenance of Campus Infrastructure	20	2	40
Total		100	240

The question arises whether this visible marking pattern is the only way for Learning Resource centre to score in the overall gradation system or it is beyond. The answer lies in percolating into all hooks and corners of the criteria framework and establishing the overall counterproductive efficiency and role of library as a quality enhancer element in the overall assessment and accreditation process. The above table indicate you can obtain maximum marks more than 20 marks

New Framework an opportunity for Libraries

NAAC assessment and accreditation framework in ICT application has been the prime focus in each and every activities of this ICT era. Henceforth we find all the criteria in some or other way ensures that ICT application percolates in various objectives, functioning, actions of HEI work pattern and results there off. If we look into the criteria wise detailed AQAR form then it can be found that each and every criteria is an opportunity for Libraries to make their role more essential. Given below is a brief proposition (criteria Wise) in this regard where libraries can contribute effectively:

It is observed the various learning resource center and try to explore the various activities which will really help Learning Resource Centre to carve a niche for themselves are as follows:

- Training session, Information Literacy programme
- Active feedback system
- Data building facility by way of Institutional Repository
- Regular audit practices in various ways like stock checking etc
- Online facilitation center in various ways and means
- Research ecosystem provider
- Publication hub
- Human resource training for the future
- Technical support of all sort
- Multitasking support
- Web support

Conclusion

Revisions in the grading and marking pattern will be a continuous process but the role of learning resource center is undeniable. Learning resource center will be an important part of Higher educational institutions. All the revisions in the NAAC framework has rather provided an opportunistic platform to learning resource center to showcase their role, importance, and continuous patronage to the academic field in wake of various changes and technological revolutions. Evolution and adapting to changes are the need of the hour and libraries have faced all the technological and other challenges and converted them into an opportunity and Libraries

have sustained and remain important and its presence universalized in true sense. All the revision in the NAAC framework has rather provided an opportunistic platform and really revised NAAC assessment and accreditation system boon for learning resource center

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23. Developing Quality in Teaching-Learning and Evaluation in Colleges: How Inevitable?

Prof. D. B. Fulzele
IQAC Coordinator, Dr. Babasaheb Ambedkar College of Arts, Commerce & Science, Bramhapuri, Dist. Chandrapur (M.S).
Dr. Azizul Haque
Principal, Dr. Babasaheb Ambedkar College of Arts, Commerce & Science, Bramhapuri, Dist. Chandrapur (M.S).

The development of any country across the world depends upon education. Therefore, the vision of every nation is to provide quality education to the young in the best possible manner and facilitate them to lead meaningful, creative and productive lives. While talking about the role of higher education in the society, Sanjaya Mishra says:

> Higher education is generally understood to cover teaching, research and extension. If we critically analyze the different concepts of higher education, we can list the various roles higher education pays in the society. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class (18).

One of the crucial concerns before the Indian higher education system in India is to maintain the quality so that the students can compete in the global market. Colleges and universities are to provide quality education. These are the institutes where the future of the county is truly shaped. In the present scenario when we think about higher education in India pertaining to quality, the quality of higher education is quite questionable in global context and in terms of knowledge imparted. These crucial gaps in quality of higher education call for efficient methodology to give surety and improve standard.

The word 'Quality' comes from the Latin word 'Qualis' meaning 'what kind of.' There are many writers and agencies who differently define 'Quality'. Joseph Juran defines 'Quality' as 'fitness for purpose'. The British Standard institution (BSI) defines quality as "the

totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" (BSI, 1991). Barnett quotes a suggestive definition given by Barrow to define 'quality' in higher education:

> A high evaluation accorded to an educative process, where it has been demonstrated that, through the process, the students' educational development has been enhanced... not only have they achieved the particular objectives set for the course but, in doing so , they have also fulfilled the general educational aims of autonomy of the ability to participate in reasoned discourse, of critical self-evaluation and of coming to a proper awareness of the ultimate contingency of all thought and action (Barnett 61).

Therefore, quality in higher education means the educational process is such that it ensures students to achieve their goals as well as become more competent in the global market and thereby satisfies the needs of the society and help in national development. This paper is an attempt to throw a light on the need to develop quality in Teaching-Learning and Evaluation in the colleges. It also endeavors to suggest some measures to improve quality in Teaching-Learning and Evaluation. Teaching-Learning and Evaluation is one of the most significant criteria as per NAAC manual and guidelines. It carries 350 marks for affiliated/ constituent colleges. It is the core pillar of the higher education institution. It is not only need but the propriety of the time to develop quality in Teaching-Learning and Evaluation on the part of HEIs. The following measures are suggested for effectiveness of Teaching-Learning and Evaluation:

- The admission process should be ensured with clarity and transparency and recruitment of faculty should be maintained. The most crucial factor in ensuring excellence of teaching, learning and evaluation is the quality of the faculty. The institution should develop mechanism to review the admission process and student profile. It should cater to the needs of differently- abled students and ensure adherence to government policies. The strategies drawn and deployed by the institution should bridge the knowledge gap of the enrolled students to enable them to cope with the program of their choice. The college should sensitize its staff and students on issues such as gender, inclusion, and environment.
- The institution should assess the learning levels of the students through classroom interaction, surprise tests, unit tests, previous examination results, class seminar, group

discussion, laboratory practical and student's performance in co-curricular activities. It enables the teachers to identify advanced learners and slow learners.

- The institution should organiz special programs for slow learners and advanced learners such as:

Slow Learners

1. Remedial coaching classes should be conducted for the weaker students.
2. The tutorials and extra-classes should be conducted to enable them to cope with the program in which they enrolled.
3. The students should be guided by the teachers about the various aspects of the program they choose for their studies.
4. Bridge courses should be conducted to bridge the knowledge gap of the enrolled students.
5. Personal and academic counseling should be given to the students through Mentor-Mentee program.
6. Slow learners should be encouraged to participate in co-curricular activities organized by Literary Association, Social Science Association, and Commerce Association & Science Association.
7. The slow learners should be given extra time to clarify their doubts in the department.
8. The slow learners should be motivated to participate in the activities and programs organized by NSS, NCC, Women Study Centre, Population Education Club, Natural Club, and Sports Department.
9. Subject experts and guest lectures should be invited to guide students.
10. Special coaching should be given to weaker students.

Advanced Learners

1. The advanced learners should be motivated for securing good rank in the university examination by the teachers and are challenged to work hard by advising them to consult standard books in the Library.

2. They should be encouraged to participate in seminars and workshops.

3. Peer teaching learning should be used. Peers are the advanced students of the class who help other students to learn and in preparing and checking their notes and assignments based on curriculum.

4. Brainstorming sessions should be conducted.

5. They should be encouraged by the teachers to participate in group discussion, debate, elocution and essay writing competitions.

6. The advanced learners should be motivated to prepare for NET/SET, UPSC, MPSC, Banking, Railway staff selection, LIC and other competitive examinations.

7. They should be provided computer facility with internet and Wi-Fi connectivity for easy access of information.

8. They should be assigned the projects of problem solving in order to enhance their skills.

9. The study materials of various competitive examinations should be provided to them.

10. Cash prizes, Mementoes and certificate of appreciation should be given to the students on the basis of their performance in Academic, extension & sports activities.

11. Soft skill development program and career counseling programs should be conducted for them 12.Coaching classes for competitive examination should be conducted.

- The institution should adopt student-centric methods such as:

1. Question Answer Method: This method should be used to ensure active participation of the students

2. Peer Teaching-Learning: The advanced student are selected as peers of the class who help other students to learn and in preparing and checking their assignments, projects, and notes based on curriculum. They should be given an opportunity to teach the class through Self-Governance.

3. Interactive Method should be used. It incorporates group discussion, quiz, story-telling, dramatization, interactive lectures and case study method.

4. Project Method: The students should be inspired to make real life projects in order to enable them to get first-hand experience of professional works. It helps students to match the knowledge acquired through books with real life experience. The surveys should be conducted by the students for their field projects which enable them to study and understand real situation.

5. ICT-enabled Teaching: IT infrastructure and learning resources should be strengthened by the college. ICT-enabled teaching should be used by the teachers. The LCD Projectors should be used for Seminar, Workshop, and Power Point Presentation and to show video clips and movies based on curriculum. The college should provide internet facility with Wi-Fi connectivity to the students in the campus.

6. Experiential Learning: Field trips, excursion, study tours and industrial visits should be conducted to give practical knowledge to the student. The teachers should nurture the learning

environment by engaging in rich experiential content of teaching through demonstrations, visual aids experimentation. The study tour and survey cater to the learners' knowledge by their practical involvement in those activities.

7. Participative Learning: The College should organize different activities for students such as workshops, seminars, training programs to promote them to participate in various competitions held at local, state and national level.

8. Problem Solving Method: Students should conduct survey for identifying social problems and issues particularly local issues and give solution to those problems in their projects.

9.Student's Seminar and assignment method: The students' seminars should be conducted regularly in all the programs offered by the college. Students should present seminar on the topic based on curriculum. The assignment method should be used by all the teachers of the college. This method includes the guided information, self-learning, writing skills and report preparation.

- The institution should nurture innovations, critical thinking and scientific temper among students for transforming them into lifelong learners and innovators. For this, the college and faculty members should take constant labors in the following way:.

1. Students should be given an opportunity to become peers of the class through Peer-Teaching-Learning
2. Along with lecture method, ICT- enabled Teaching-Learning should be used to make space for experiential learning among the students.
3. Guest lectures, Group Discussions, Seminars and Brain-storming sessions should be conducted for the students to create interest in their minds for further learning.
4. Mentor-Mentee program should be organized for students to overcome stress related issue and to make academically strong.
5. Quiz, posters, Essay, Rangoli competitions, Debate, elocution, and dramatization should be conducted to develop critical and creative thinking.
6. The Various departments and committees should conduct completions and events to expose the students for advanced level.
7. Excursion, and study tours should be conducted to give practical knowledge to the students.
8. Soft Skill Development Programs should be organized for students to develop their personality.

9. College magazine should be published every year. It helps students to develop their critical and creative thinking. The students contribute their original articles, poems, essays, thoughts, etc.
10. Workshops, seminars, conferences, training programs should be conducted by College in which prominent personalities in respective fields should be invited. It helps the students to interact with them and to know the latest developments in the respective subjects.
11. Industrial visits should be organized to expose the students on advanced machineries, equipment, developments and technology used in the industries.
12. Teachers and Students should be motivated to publish article in national & international journals and present papers and participate in seminars, conferences & workshops.
13. Teachers should be motivated to attend training programs, Faculty development programs to update their knowledge.

- The institution should adopts Reforms in Continuous Internal Evaluation such as:

1. Academic calendar: The evaluation schedules of the institution should be included in the academic calendar prepared by the college as per the academic calendar of the university. The Academic Calendar of the college should be displayed on notice board as well as college website.
2. Teaching Plan: All teachers should discuss their teaching plans in the classroom at the beginning of the session. The tentative dates of unit tests, tests exams, seminars, group discussion, study tour, industrial visit, and quiz should be also mentioned in the teaching plan.
3. Evaluation and Its Blue Print: The college should regularly conduct unit tests and test examinations as per the pattern of affiliating university. In addition to unit test and test examinations, class tests, surprise tests, monthly test, quiz, essay writing etc. should be conducted by the teachers. A talk on how to prepare for University Examination should be organized. Seminars, presentations, viva-voce, practical and assignments should be conducted as per the university schedule. The parameters of on internal assessment should be notified to the students. The institution should adopt formative evaluation of the students through various measures such as Attendance in class, Assignments, Group disunions, Debates and Elocutions, Projects, Extra-Curricular and Co- Curricular activities. The institution should do Summative Evaluation through unit tests, and practical, and test examinations at the end of each semester through written exam,

practical exam and viva- voce. After evaluation of the answer books of the unit tests and test exams, the mistakes should be pointed out and tips to score highest marks should be given to the students. Results of the unit tests and test examinations should be communicated to the parents in the Parent-Teachers Association meeting. Teachers should actively participate in the workshops based on syllabi.

- Feedback on teaching-learning evaluation should be collected from the students. The cumulative feedback should be analyzed in the meetings for making teaching-learning process better.

In a nut shell, it can be said that the institution should involve various stakeholders such as students, teachers, management, alumni, parents and community through common platform for qualitative development in Teaching-Learning and Evaluation.

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Our Vision

- To Educate, Encourage And Empower The Girls And Boys Of The Rural And Tribal Area

Our Mission

- To Include The Excluded
- To Educate To Self-Reliance
- To Promote National Integration
- To Make Commitment To Community
- To Create Environmental Awareness