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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 education 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 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 care not 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.

Works Cited

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

Dr. Pragya V. Tripathi
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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 view 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, The students 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. Moreover, 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 get 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 governments 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

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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 an autonomous institution of the UGC established in 1994 at Bangalore. It is the 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 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, 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 quantitative. Criteria IV and section 4.2 covers information dealing about library. ICT has been given importance and 20 marks has been allotted for section 4.2.

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Quality Indicator Framework (QAF)

The criteria based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a Higher Education institution (HEI). In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects.
2. Teaching-Learning and Evaluation.
4. Infrastructure and Learning Resources.
5. Student Support and Progression.
7. Institutional Values and Best Practices.

Under each criterion, a Key Indicator is identified. These Key Indicators (Kls) are further delineated as Metrics which actually elicit responses from the HEIs.

Library as Learning Resource

Libraries can play a major role in carrying out various activities and programmes 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


Role of library and the librarian in NAAC process

Librarian has to play basic roles, first as a member of the college team and other one as a leader of the Library. 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 Process and actual Assessment Process by Peer Team.

Further the role of library and the librarian in overall NAAC process specifically for 4.2 are, Librarian supports many activities and these activities may vary according to institutions and the persons. Librarian can be a part of the Management viz. President, Vice-president, Secretary, member etc. and act accordingly. He can be member of Local Management Committee, Principal, Vice Principal, Coordinator of NAAC, IQAC and other various committees, further Librarians are also working on Peer team of the NAAC.

Librarian can be anchor, host to plan NAAC related meetings and awareness programs, He may guide institute in designing of website, web pages, use of ICT. Librarian can make available self-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 by maintaining curriculum of different programs and its supporting documents and upload it on institutional website. Library can introduce Certificate courses/Diploma course. He can be a Senate member, Academic Council member, BOS chairman, member etc. thus Librarian can add to the weightage of the institution.

Librarian may support in student’s field projects and internships. He can also participate in feedback process as he is in touch with maximum students in the academic institute. Library can gives special services for advanced learners and slow learners. Librarian can help teachers by providing e-resources for their effective teaching with ICT. Librarian is teacher hence he will contribute in percentage of the institute full time teacher with Ph.D. Librarian play an important role getting research projects. His personal research project will add weightage. Experiences of the librarian should be added in teaching experience. Library can support capability enhancement and development schemes viz. Guidance for competitive examination.
Effectiveness of Library committee is evident through minutes of meetings and implementation of their resolutions. Library can updating IT facilities including Wi-Fi, facilities for e-content development. Library can establish systems and procedures for maintaining and utilizing library. Librarian can support activities running in institutionlike competitive examinations, Career counseling, soft skill development, Yoga and meditation and Personal Counseling.

Librarian and library staff actively participated in conferences/workshops with financial support and membership fee of professional bodies. Professional development/administrative training programs organized by the library for teaching and non-teaching staff. The weightage can be added for attending professional development Programs viz., Orientation Program, Refresher Course, Short Term Course etc. by the library department.

Library can show gender sensitivity in providing facilities such as Safety and Security, Counseling and Common Room. Library may support green initiative on the campus by replacing tubes/bulbs with LED bulbs, with LED computer monitor, go for rain water harvesting. Librarian can promote and participate in Green Practices - Students, staff using a) Bicycles b) Public Transport, Plastic-free campus, Paperless office, Green landscaping with trees and plants, green library project and waste management.

Library play major role in making available for differently abled student by providing Braille Software/facilities, in specific and physical facilities, 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 the library and on its webpage. Librarian and staff of the library can plan and establish appropriate activities to increase consciousnes about national identities and symbols, Fundamental Duties and Rights of Indian citizens and other constitutional obligations. The institutional Librarian can introduce or support for offering a course on Human Values and professional ethics. Librarian and staff of the library are always part of the activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties.

Library celebrates national festivals and birth/death anniversaries of the great Indian personalities e.g. Birth anniversary of Dr. S.R. Ranganathan (Librarians Day), Dr. A.P.J. Abdul
Kalam (Reading inspiration day) and book exhibition on Marathi Pandhaarwada. Best practice of the library may be a best practice of the College/Institution.

**Conclusion**

The libraries play 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

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Introduction

The peculiar situation of underdevelopment prevailing in rural areas renders the Higher Educational Institutions (HEIs) situated there rather 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 prevailing 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 ruraly-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 foolproof examination 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 ideologically 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 and welfare 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 progress and 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’ spirit nor 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. Challenges Related 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 complacency 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

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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 these 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 flexible 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**

Modern science 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.

Reference


6. Accreditation of Colleges in Rural Area: A Challenge

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Abstract

Assessment and accreditation process conducted 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

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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:

<table>
<thead>
<tr>
<th>Range of Institutional CGPA</th>
<th>Equivalent Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>3.51 – 4.00</td>
<td>A++ Accredited</td>
<td></td>
</tr>
<tr>
<td>3.26 – 3.50</td>
<td>A+ Accredited</td>
<td></td>
</tr>
</tbody>
</table>
3.01 – 3.25 AAccredited
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 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 is a 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 student exchange programmes. However, such exchange programmes are very few in aided colleges and this further requires permission from the University. Shortage of full time faculty is another problem in 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 and special reports for library enrichment. The library collection, be it online, electronic or print and library services depend 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

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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,
televsions, 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 is insecurity in their minds when they are asked to use ICT equipment’s in the classroom.

3. Technophobia acts a major barrier in using ICT in classrooms. Many of the teachers develop 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 teachers are already overburdened because of the evaluation system being examination-oriented. They have to perform several duties apart from their regular duties. This reduces 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 gets reduced 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

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Abstract

Rural academic 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 institutes suffers 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 Vygotsky’s 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.

References

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

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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 access 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

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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 stakeholder 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 and 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 Naacc 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 guided for generating, sustaining and improving quality as a principal factor. NAAC revised 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. ⁷ 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 validation of 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 and should 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 how it caters to the diverse 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 of 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 Herculean 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 in the 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 Enhancement of Rural Institutions

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Abstract

Education is one of the major factors to the development of a country. It should be transmuted 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 in India.

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.
2. Financing of higher education:

One of the most important things that have to be noticed is the issue of financial constraints regarding higher education before the government. Expenditure on education in common and on higher education in particular by the government, is one of the parameters to judge the quality in education for at all nation. In India, higher education has received less attention in terms of public spending than other levels. It is not feasible for India to make massive state investments in research and development that produced research led universities in the west such as MIT, University of California, Berkeley in the US or University of Cambridge in Britain. More concentrated on theories and rather than practical knowledge: Indian education system is more focused on theoretical knowledge rather than practical knowledge. In many jobs there is also a minimum requirement of percentage which is high.

3. Traditional methods of teaching:

Professors still stick to those older methods of teaching like board, marker. They don’t like to make use of audio visual aids in teaching. Also they are not up to date with the information available and what global industry demands.

4. Quality of Teaching Staff:

Quality of teaching staff is one of the considerable issues for higher education sector to sustain in the future. Earlier, they were committed to their students to their subjects and to their profession. Today, high salaries are available but the commitment is less. Thus, it is the need of the hour to free the higher education system from unnecessary constraints and political interference.

5. Privatization:

In the present scenario, privatization of higher education is apparently a fledgling but welcome trend and is essential to maintain creativity, adaptability and quality. In India both public and private institutions operate simultaneously. Approximately 50 per cent of the higher education in India is imparted through private institutions, mainly unaided involving high cost. However, the situation is not so simple. Private providers, in the interest of maximizing profit, have every incentive to ‘minimize costs’ by compromising on the quality of education provided in their institutions.

6. Inadequate facilities and infrastructure:
In India, many of the universities and Colleges don’t have adequate infrastructure or facilities to teach students. Even many universities and colleges are running courses without classrooms. Internet and Wi-Fi facility is still out of reach of many students.

**Remedies for Improving Quality of Rural Institutions**

There are some suggestions and Expectations from Government, Industry, Educational Institutions, Parents and Students for improving quality of rural educational institution.

1. **Student-Centred Education and Dynamic Methods:**

   Methods of higher education also have to be appropriate to the needs of learning to learn, learning to do, learning to be and learning to become. Student-centred education and employment of dynamic methods of education will require from teachers new attitudes and new skills. Methods of teaching through lectures will have to subordinate to the methods that will lay stress on self-study, personal consultation between teachers and pupils, and dynamic sessions of seminars and workshops. Methods of distance education will have to be employed on a vast scale.

2. **Examination Reforms:**

   Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student’s performance in learning must be implemented.

3. **International Cooperation:**

   Universities in India have been a primary conduit for the advancement and transmission of knowledge through traditional functions such as research, innovation, teaching, human resource development, and continuing education. International cooperation is gaining importance as yet another function. With the increased development of transport and communication, the global village is witnessing a growing emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

4. **To increase Quantity of Universities:**

   We need more universities because we are more in number and present number of universities is too less. On 13th June, 2005 Government of India constituted a high level advisory body known as National Knowledge Commission (NKC) to advise the PM about the state of education in India and measures needed to reform this sector. It was headed by Sam
Pitroda and submitted its report in November 2007. NKC has recommended setting up of 1500 universities by 2015 so that gross enrolment ratio increases to 15 %. It has also called for establishing an Independent Regulatory Authority for Higher Education (IRAHE) to monitor the quality of overall higher education in India.

5. Cross Culture Programmes:

After education, tour to the places in India and world as far as possible with the cooperation of government is necessary so that one can understand about people, culture, arts, literature, religions, technological developments and progress of human society in the world.

6. Action Plan for Improving Quality:

Academic and administrative audit must be conducted once in three years in colleges by external experts for ensuring quality in all aspects of academic activities. The self-finance colleges must come forward for accreditation and fulfil the requirements of accreditation. Universities and colleges should realise the need for quality education and come forward with action plan for improving quality in higher educational institutions.

7. World Class Education:

Indian government is not giving priority to the development of Standard in education. India must aspire for the international standard in education. Many national universities like in the USA, UK, Australia, etc. allow studies in higher education for foreign students in their countries and through correspondence courses as well. In the same way India Universities of world class education can also offer courses of studies to foreign students taking advantage of the globalization process. To achieve that goal it must adopt uniform international syllabus in its educational institutions.

8. Personality Development:

Finally, education must be for the flowering of personality but not for the suppression of creativity or natural skill. In the globalized world opportunity for the educated people are naturally ample in scope. As a result business process outsourcing activities have increased competition in the world trade leading towards the production of quality goods and their easy availability everywhere in the world market. That is the way the world can be developed for peace, prosperity and progress by able and skilful men.
9. High-tech Libraries

Our university libraries have a very good collection of books, but they are all in mess. A library must be online and conducive for serious study. Indian universities should concentrate more on providing quality education which is comparable to that of international standards.

Conclusion

In concluding words, we can say that over the period of time, growth have been take place in higher education in terms of institutions, enrolments etc. but it is not sufficient. Rural Institutions are facing various challenges regarding higher education, which need to overcome through appropriate policy formation and their effective implementation. Higher education in India plays many roles. It is of extraordinary importance to many and reforms are often seen as significant threats to specific, social arrangements that provide benefits to powerful groups. The politics is the result and most often the changes are not implemented language has been a similar issues in which government attempted to solve in difficult social and political problem through policy relating to higher education.

To conclude, rural area in India is an extraordinarily important part of modern Indian society and it is intertwined in the political and social systems of the society. It is in need of enhancing the quality of educational institutions, because it is the basic root of the Indian society, if we able to enhancing the quality of Rural Educational institution, automatically the higher education system and objective of the Higher education enhanced. In order to effectively plan for reforms and improvement, it is necessary to have in realistic perceptions of what is possible and what is not.

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14. Revised Accreditation Framework: An Overview

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Introduction

Since the inception of new framework, in July 2017, adopted by NAAC for the assessment and accreditation of higher education institutions across the nation, there is a vehemence to know about the new guidelines. Especially in the wake of poor performance even of some of the A grade colleges, as reflected in the recent assessment and accreditation results, under the new mould, the colleges heading for the required and due cycles are a bit nervous. Though the new pattern is difficult due to its sudden and random imposition particularly on those institutions which have to coincide their reassessment with the launch of new framework, it is still scalable. We cannot completely get dissuaded by it. Rather it is admirable for its redeeming characteristic of robustness, transparency, objectivity, scalability and, above all, the new methodology of ICT enabled evaluation.

The revised process is the result of the responses received by NAAC over a long period through various eminent academicians representing the University and College sectors and also online feedback sought from other stakeholders. Perhaps as a consequence of this feedback, NAAC has designed new benchmarks for the assessment and accreditation of HEIs to achieve the goal of quality culture. Acquisition of quality culture in an institution encompasses the holistic development in all sections and from every angle ascertaining the responsibilities of all the stakeholders. Quality culture in any institution always embraces the readiness for the initiation, implementation, promotion, up-gradation, sustenance and if requires amendments and modification from time to time. NAAC being the national agency has once again shouldered the stupendous task of establishing quality across the nation. Hence it has striven to work on it to commensurate with the international framework of quality to the effect of having new guidelines.
The redeeming features of new rules will certainly prove to be an improvement over the older standards of assessment and accreditation in which there was a huge chance of manipulation of truth and interference of vested interest to affect the result.

However, in order to mitigate the apprehensions of the HEIs, NAAC has drafted the manuals taking in cognizance of the diverse kinds of institutions including universities, autonomous colleges and affiliated/constituent colleges; uploaded videos on how to fill IIQA and SSR and kept the availability of help desk for satiating the confusing questions. Now it’s the turn of higher education institution to work in tune with the revised framework.

A brief review regarding eligibility for A&A, Assessment Process, Grading System, Self Study Report, Student Satisfaction Survey and the role of peer team has been attempted in this paper which is based on the recently updated manual for affiliated colleges on 11/01/19.

**Highlights of Revised Framework**

- NAAC indicators in consonance with international Quality Assessment standards.
- Introduction of Pre-qualifier for peer team visit, as 30% score of Quantitative metrics by system generated mechanism.
- Introduction of System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%) for gaining objectivity.
- Involvement of third party validation of data for transparency.
- Subtle and appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- Student Satisfaction Survey—an integral stages to decide Cumulative Grade Point Average.
- “Opt out option” for inappropriate metrics except essential metrics.
- Reduction in number of questions, size of the report and peer team visit days.
- Arrangement of logistics to be taken care of by NAAC.

**Eligibility Criteria for Assessment and Accreditation (A&A)**

*Institutions applying for the first cycle*

As for affiliated colleges which aspire to apply for the process of A&A must have the eligibility of having a record of at least two batches of students graduated or been in existence
for six years, whichever is earlier; but are subject to the condition of affiliation to a university recognized by University Grants Commission.

**Institutions applying for Re-assessment or Subsequent Cycles**

Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

- Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4….) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), during the last six months of the validity period subject to the fulfillment of other conditions specified by NAAC from time to time for the purpose.

However it is noteworthy at this point of time, that it is mandatory for all the institutions intending to apply for Assessment and Accreditation by NAAC to upload the information on All India Survey on Higher Education (AISHE) portal. AISHE code (reference number) is one of the requirements for Registration.

Moreover, it is also worth noting that some of the college profile related data to be given in the SSR and IIQA should match the information as given in the AISHE report. Hence it is a good practice to involve in the process of preparing AISHE report which is an integral part of the assessment and accreditation process.

**Assessment Process**

After the submission of IIQA (Institutional information for Quality Assessment) or Letter of Intention (old name for the application), the assessment process will be carried out in three stages and comprises of three main components namely Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report.

**First Stage : Self Study Report**

The SSR has a total of 137 Metrics for Universities covering the seven Criteria described earlier. The SSR has two kinds of Metrics: one, those requiring quantifiable facts and figures as data which have been indicated as ‘quantitative metrics’ (Q,M); and two, those metrics requiring
descriptive responses and are accordingly named ‘qualitative metrics (Q\text{M}).’ Table 1 of the manual, depicts the distribution of Key Indicators (KIs) and Metrics across them.

<table>
<thead>
<tr>
<th>Type of HEIs</th>
<th>Universities</th>
<th>Autonomous Colleges</th>
<th>Affiliated/Constituent Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Key Indicators (KIs)</td>
<td>34</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>Qualitative Metrics (Q\text{M})</td>
<td>38</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Quantitative Metrics (Q\text{M})</td>
<td>99</td>
<td>98</td>
<td>80</td>
</tr>
<tr>
<td>Total Metrics (Q\text{M} + Q\text{M})</td>
<td>137</td>
<td>136</td>
<td>121</td>
</tr>
</tbody>
</table>

The above table categorically briefs the factors pointing towards quality indicators. This quality indicator frame works clearly shows that the Self Study Report consists of seven criteria that forms the backbone of assessment and accreditation process of NAAC. Collective efforts of an institution are likely to achieve the goal of these seven criteria which contribute to the core values entrusted on the stakeholders of the higher education. They are National Development, Fostering Global Competencies among Students, Quest for Excellence, Promoting the Use of Technology, Inculcating a Value System among Students. Distribution of weightage across seven criteria is given as below:

<table>
<thead>
<tr>
<th>Criterion no.</th>
<th>Criterion name</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curricular Aspects</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Teaching-Learning and Evaluation</td>
<td>350</td>
</tr>
<tr>
<td>3</td>
<td>Research, Innovations and Extension</td>
<td>120</td>
</tr>
<tr>
<td>4</td>
<td>Infrastructure and Learning Resources</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Student Support and Progression</td>
<td>130</td>
</tr>
<tr>
<td>6</td>
<td>Governance, Leadership and Management</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Institutional Values and Best Practices</td>
<td>100</td>
</tr>
</tbody>
</table>

Under each Criterion a few Key Indicators with their respective weightages are identified. These key indicators (32 for affiliated colleges) expect activities, programmes, policies of inclusiveness, research etc. to be undertaken by the HEIs. In a word, along with the academic and administrative aspects of institutional functioning, the cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment
and sustainability, human values and professional ethics, development of creative and divergent competencies. Value added courses are also given paramount importance. All these activities lead to the achievement of the core values.

These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. Metrics are divided into Qualitative and Quantitative. Out of 121 metrics, 41 are qualitative where descriptive information in compliance with the factual data of the institution are given; and 80 are quantitative which are in the form of templates(formats) to be filled in. Thus, Quantitative Metrics (Q,M) add up to about 70% and the remaining about 30% are Qualitative Metrics (Q,M).

Second Stage: Student Satisfaction Survey

This key indicator forms the part of criterion 2 i.e. Teaching Learning and Evaluation. It has got the 50 marks weightage. Its importance lies not only in the fact that it is one of the three stages of assessment process but also that of it plays an important role in determining grade for the college. For criterion 2 and criterion 5 are prequalifying grade determinants. In order to secure grade A or above, HEIs have to secure A grade or above in these two criteria.

Student satisfaction survey is done by taking student online feedback on the questionnaire provided to them. Student satisfaction is a corollary of the genuine and dedicated efforts of both the teachers and institution and makes higher education a meaningful and impactful experience and process. This survey takes stock of the students satisfaction level by knowing their experiences at the institution as regards academics, administration, extensions, amenities, facilities, co-curricular, extra-curricular and job opportunities created and above all student-centric policies and practices. Thus student feedback is a means to identify the strengths of the pedagogy and also learners’ experiences.

It is worth noting at this stage that firstly, student satisfaction survey is conducted simultaneously with data verification and validation of quantitative metrics. Secondly, institutions will have to submit the entire database of students with e-mail/mobile numbers, at the time of filling of online SSR itself. Thirdly, the SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses. And as for colleges (UG/PG) the responses should be received from at least 10%
of the student population or 100, whichever is lesser. Anything less than this causes the non-qualification of the metric for the evaluation. SSS is completed within one month after its initiation.

Third Stage: Peer Team Visit

The focus of Peer Team visit will be on the 30% Qualitative Metrics (Q,M). Onsite visit of the peer team is possible only after clearing pre-qualifier stage. As a pre-qualifying condition, the institution should score at least 30% in Quantitative Metrics (Q,M) as per the final score after the DVV Process to invite Peer team. The team would play an important role in reviewing the intangible aspects. Peer team still plays vital role in deciding the final CGPA. Its critical appraisal of the observation and survey during onsite visit has an instrumental role in the accreditation of the institution. Hence it is worth emphasizing here not to fill the frills in the SSR while answer to the qualitative questions. Unnecessary information and baseless embellishments of the language therefore should not be used in SSR.

Cumulative Grade Point Average

Hence it is clear that the Cumulative Grade Point Average (CGPA) will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey.

Conclusively, NAAC’s endeavour should be welcomed for its spirited and well intentioned initiative in terms of launching new guidelines to ensure the quality in the higher education institutions across the nation. However it should not remain blanket policy like before, for when it comes to the implementation of such policies, sometimes the ground realities are ignored. Rural and remote background of the institutions, dearth of technical expertise and support; lack of physical facilities including ICT enabled mechanism; problem of internet speed and above all the fact of having the first generation of learners, in many cases, are not taken into consideration. Success of revised framework therefore lies in the sincere efforts collectively taken by all the stakeholders and the availability of required e gadgets and infrastructure. Nevertheless, management, governing bodies and administration together can enable this dream
of making India equal to the rank of international standards in education by their sheer and selfless involvement.

Reference

15. Challenges before Rural Institution in Quality Enhancement

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Abstract

Education plays a very vital role for the growth and prosperity of nation and society. Higher education is the backbone and the main instrument for development and transformation of the 21st century society. It has the omnipotent role of preparing future leaders for different spheres of life- social, economic, political, cultural, scientific, and technological. Most of the higher educational institutions are urban centric in India. Even majority of the educational institutions in rural India lacks quality. The ultimate objective of education is to attain the prestigious place in the world and achieve highest level of life which has value of humanity and material progress through science and technology. However, in most of the places in India rather in remote part of the country it is very difficult to use science and technology. So here I am throwing light on few hurdles which comes in the path of higher education. So in this paper my aim is to identify the problems that the rural population is suffering in regard to higher education and tries to find out possible remedies to overcome those barriers.

Key Words:- Higher Education, NAAC, Basic Infrastructure, Challenge for H. E.I., Remedies, I. C. T., etc.

Introduction

India would not be the developed country until and unless the higher education is spread all over the rural area. We are in the 71st year of our independence, but we have not fulfilled the needs of every corner. We have to develop villages through higher education. Here education is the key instrument for social change and mobility can play better in rural development of a country like India. In India the situation is very sensitive, it needs a clear vision on rural education and its plan to improve the social-economic status of rural people. Rural development is the approach to bring about the desired positive changes in the socio-economic and cultural life of the rural people. To maintain the equality and fraternity we have to link the remote areas
to urban so that it transported modernization in thinking and developing outlook towards a balancing society. Education helps them to participate in their sustainable development.

Extracurricular activities like sports and cultural events have always been important for students to ensure the development of their personality. For quality education, there must be minimum standards of administration, teaching, learning, and conduct. Adequate number of class rooms, well equipped labs, play ground, well stocked libraries, enough teachers, launch of new courses, regular revision of syllabi etc. are minimum standards of education.

UGC should ensure that the educational institution of remote areas compulsorily have their own libraries, auditorium, housing facility, for teaching and non teaching staff, hostel for students, guest house and conference halls. It is because of the lack of such facilities that in remote areas educational institutions are reduced to being merely degree awarding shops. The semester pattern does not facilitate the student of rural area. The system does not give scope for teaching, time is spend for examination throughout the academic session. The system is not economically suitable for the students of rural area. The decision makers sitting in state and central capital and in the headquarters of UGC should undertake trip to see the ground realities in remote areas,

NAAC plays a very vital role in improving quality in higher education institution. It laid special emphasis on upholding the quality of higher education in India. The accreditation activity is gaining force in our country as people and educational institutions have come to realize that quality enhancement is essential for the institution and the country. In the process of assessment it evaluate the performance of the institutions. A value framework is the set of principles or standards, based on which the assignment is done. The framework of assessment is expected to serve the divergent requirements of stakeholders in education. It should help policy makers to make meaningful judgment about public institution.

Maharashtra Government has made a resolution regarding the NAAC is mandatory for every college and Universities. If the college and universities fail to do the same salary grants and affiliation from university will be discontinued. The state Directorate of higher education has set a deadline for colleges. But the colleges have to overcome several hurdles to get the NAAC certification. The main objective of assessment and accreditation is that every institution should follow the quality in every aspects like teaching, learning, research, etc., upon the teachers quality of publications, alumni, management, teaching, learning and infrastructure of the college
and assessment is done on above aspects. There are lots of challenges faced by rural tribal colleges to prepare and face the NAAC assessment.

**Some Challenges In Rural Areas Colleges Are As Follows**

- **Research Oriented Teachers**
  
  Rural and Tribal colleges have a problem of less number of qualified and research oriented teachers. Even they are not ready to go and serve there only because of rural area. They think they will not have apt facility there for doing research. There is dearth of dynamic teachers formally trained in ICT. Moreover, there is hardly any quality training imparted on a regular basis to teachers involved in ICT education.

- **Electricity Problem**
  
  It is fact that in rural and tribal area most of time electricity is not available. It creates so many problem to teach the student with the help of an ICT. Electricity has become very significant now a days because not a single work can be done without it.

- **Internet**
  
  In very remote areas still internet facility is not available. Some of the rural and tribal colleges have the internet connectivity but the range and the speed of the internet is very slow. Hence, they cannot do their work fastly and make progress in their different department.

- **ICT Awareness**
  
  Most of the colleges of rural region have no ICT facilities. The number of faculties and staff members has less knowledge about ICT information and communication Technology. Hence they cannot make proper use of it so the students do not get awareness about the ICT.

- **Language Barrier**
  
  Rural student are not well or good enough in English language. They are rather fearful about English language. Even they are not able to speak their mother tongue and in English language they are very poor since their childhood. So language Barriers is the Himalayan task for them.

- **Basic Infrastructure**
  
  Rural and tribal colleges generally face basic infrastructure problems. They do not have adequate fund to provide for each and every department of the institution. In many institutions it is found that very less inadequate library and sports faculty for student is available.
• Transportation

Due to lack of network of road in rural area vehicle facility is completely beyond the imagination. Transportation is a very big problem in rural and tribal area. Number of student comes to college with walk or bicycle so it gets troublesome for student to reach on proper time. students coming from villages cannot stay for long time in college campus and go back to help their parent in farming for livelihood and fail to respond department and college activities. So, It is very difficult to promote the student for higher education and competitive examination like MPSC and UPSC.

• Fear About Naac

I personally feel that the number of colleges have fear about NAAC assessment and accreditation and due to less quality of teaching and other activities relating to the students. In some colleges we found very less support and cooperation from the faculty and the non teaching staff for assessment and accreditation of NAAC, number of staff think that it is only responsibility of NAAC steering committee to prepare all the things related to NAAC. Government of Maharashtra stopped non salary grants hence the infrastructural development of college are not possible in rural and tribal colleges.

• Procedure Of Assessment And Fees

NAAC has one procedure or parameters for assessment and accreditation of all colleges. There is no discrimination in rural, tribal and urban colleges. The procedure is equal to all colleges. The NAAC has set the questionnaire and ask answer that are called S.S.R. (Self Study Report). NAAC has charged more than lakhs fees for assessment and accreditation. It is very difficult to rural and tribal college to manage fee for assessment and accreditation. If the institution fails in eligibility which is conducted online by NAAC fees of IIQA i.e. more than 25,000/- and this is non refundable and the institution has to apply for the same after six month with the same amount of fees.

Conclusion

India would be the develop country until and unless the higher education is spread all over the rural areas. For it is necessary that UGC must provide various kinds of grants specially for rural areas universities and affiliated college. Through these grants, they could develop themselves and automatically the standard of higher education would be raised. In order to sustain that rate of growth, there is need to increase the number of institutes and also the quality
of higher education in India. To reach and achieve future requirements, there is an urgent need to relook at the financial resources, Access and Equity, Quality standards, relevance and at the end Responsiveness.

References

16. Challenges before Rural Institutions in Quality Enhancement

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Abstract

Education plays vital role to uplift human being in the line of modernity. There are major defects in the present educational system in rural areas, physical environment, infrastructure in which the student is taught, content of the curriculum, teaching methods. In the villages, a number of colleges are situated in remote, backward areas. Also there are minimum technical higher educational institutions which are aided and self-financing. There are a number of problems in our system and one of them is that of inequalities, between rural and urban systems of higher education. The gross enrolment is even difficult in case of girl’s students. Objectives of the paper is to look into the problems facing education in rural areas institutions, briefly touches on the current system of rural higher education, looks into the problem of rural dropouts and suggest the remedial measures to counter the rural education.

Key Words: Education, dropout, remedial measures.

For the development and building up nation education is the most important element. Now a days India is the developing nation in the coming future. In India many people who need literacy and many more that have to acquire employable skills to suit the emerging needs of modern India. Also, it is today’s need that we should think specifically for our students who belong to weaker sections of the society. Only a small percentage of them manage to complete satisfactory education. Education is the fundamental right of every Indian child. If we see the picture of the current state of India’s Higher education it looks like-

* Poor quality of graduates and their issues.
* Lack of skills for employability.
* Quality of education delivered in most institutions is very poor.

Majority of Indians still lives in villages and so the rural education in India is of utmost importance. A survey called the annual status of educational report (ASER) shows that even though the number of rural students attending college is rising but more than half of the students
have less IQ. Also it is well understood that education plays a remarkable role in the economic development of any country. Over the last decade, despite the fact that there has been remarkable progress in Indian higher education system, there are a number of problems in our system and one of them is that of inequalities, more specifically between rural and urban system of higher education. There are a number of problems facing higher education-

- **Inadequate quality institutions**- there are absence of adequate infrastructure. This is a major hurdle. Most of the rural institutions are devoid of proper classrooms, lighting facility, frequent power disturbances, drinking water, few books stocked libraries and under-equipped laboratories.

- **Low gross enrolment ratio**- Gross Enrolment Ratio is much lower in rural areas than in the urban areas.

- **High level of dropouts**- the most important problems is that of Dropouts. The dropout rate refers to the percentage of students failing to complete a particular college course.

- **High cost of education**- an important obstacle is the high cost of education. The problem is worse in case of technical education where it is only a dream for the rural people mainly dependent on agriculture. The lower middle class families cannot even afford ordinary education.

- **Lack of equity**- there is the problem of equity. On one hand Gross Enrolment Ratio (GER) is low for the overall population, while on the other there are widespread disparities such as rural-urban disparity, occupation disparity, gender disparity, etc. In India, according to our constitution each and every individual has the basic right to education. However, due to regional disparity in economic development and also on account of uneven distribution of institutions of higher education, higher education facilities are not equally available to all sections of society.

- **Too much political intervention & bureaucratic inertia**- Political interference and corruption hamper this process. There is too much political interference and bureaucratic inertia in Indian higher education system. These act as obstacle to the process.

- **Absence of competent and qualified faculty**- there exists the problem of faculty. The quality of teaching depends on the quality of teaching faculty. One of the requisite conditions for quality education is the existence of adequate and qualified faculty. Quality teachers always prefer better colleges in terms of better input, standard teacher-
student ratio, better physical facilities, etc. This discourage, competent and qualified faculty from seeking employment in rural areas.

Gross Enrolment Ratio is much lower in rural than in the urban areas. This is evidenced by the fact that white 3.7% of males & 1.6% of females are graduates in the rural areas, 15% males & 8% females have graduation degrees in their urban areas. Dropout’s rate refers to percentage of students failing to complete a particular college courses. It simply means leaving a college, university for practical reasons, necessities with the system by an individual, without completing the prescribed course of study.

In India, as the college dropout is above average very few students seek higher education even during college, life factor such as:

- Burden of family
- Poor infrastructural facilities,
- Lack of monetary support
- Wrong attitude towards higher education, and high dropout rates.

There are severe constraints in rural education. According to NASSCOM report of 2005, just 15% graduates of general education and 25-30%. Technical education is employable.

The teacher in a village acts as the sole multipurpose village functionary and is expected to perform whatever function the government finds necessary at any time, another major problem that has come in recent days is that due to the restrictions on recruitments there is insufficient number of teachers in many institutes further contributory lecturers who are working on low remuneration paid, tend to give up.

**Remedial Measures**

There is urgent need to apply and made available various policies, programmes and facilities in higher education. This requires to give general attention to rural areas. We should take feedback from rural students about the awareness and utilization of facilities introduced from time to time as also to check the status of availability of these facilities in the institutions where they are enrolled. With majority of our population living in rural areas remedial measures have to be introduced on a priority basis and includes, Improving the quality of education, Creation of social and economic awareness to tackle dropouts, supplementing public funding and promotion of research.
The task is difficult but not impossible. With the right policy, surely the higher education could look forward to better and more equitable prospects. Coming together is a beginning, keeping together is progress and working together is success. Quick solution of the problems improves productivity, and distribution of work load, diversity of ideas, better decision, and motivation. Learning in a world of interdependence, we need to work together each contributing his share of expertise, and making the project a success.

Research plays an important role in the economic development of any country and rural higher education is no exception to the rule. Providing for comprehensive study and innovation, is a necessary ingredient of progress of a nation. Therefore the need arises for the establishment of research centers in the rural areas.

**Conclusion**

Thus though there has been massive expansion of higher education in India, it has not been able to cope with the task of catering to India’s teeming millions. Today rural higher education is characterized by low enrolment, poor completion rates leading to large scale dropouts. According to UNESCO a minimum GER of 20% is required for rapid socio-economic development. While the urban areas fulfill this condition, it is deficit in the rural areas, where majority of Indian population resides. Therefore special efforts have to be made to address this problem.

There has been growth in the number of educational institutions, but the gap in rural-urban disparities, regional disparities, inadequate infrastructure etc seem to be widening. Thus a number of problems are inflicting our system of higher education. Resolving these issues is a big task but not an impossible. Various Committees have been appointed in India to look into India’s system of Higher Education. If we start implementing these recommendations, a way can be initiated for moving higher education in the correct direction with the passing time.

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17. The Role of IQAC: Quality Considerations for Teaching Learning Process in the Humanities

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Abstract

In the world dominated by economic pursuits and compulsions, colleges offering courses in Arts faculty and Social Sciences in rural areas have a great responsibility in countering the prevailing pessimistic notion about the Humanities as an idle academic pursuit that is useless in the modern world. They will have to prove their relevance of existing by reinventing themselves as strong contributors in the process of nation building through human development. This can be done only through effecting a metamorphosis in the teaching learning process (TLP) of the Humanities and Social Science. The IQACs, being the nodal agencies in determining, initiating and monitoring quality measures in such colleges, have no choice other than carry the onus of being proactive leaders in bringing about such a transformation in the transaction and enrichment of university prescribed curricula, and restore the prestige of the Humanities and Social Sciences in higher education. It is incumbent upon the IQACs to conduct introspective assessment and relevance of the conventional subjects in the Arts Stream and evolve a culture in teaching learning process that would add value to the conventional education. In the article, an attempt is being made to suggest some quality measures as best practices in the colleges offering subjects in the Humanities for making teaching learning process more effective and relevant to the emerging needs of the nation.

KeyWords: Teaching-Learning process, IQAC, humanities, social sciences, best practices, rural areas, Arts colleges, ICT, social media.

It is the top priority of every higher education institution to impart quality education to students. In the present scenario when only technological, professional and vocational education
is gaining upper hand, the colleges that offer subjects in the Humanities and Social Sciences are badly at a disadvantage.

The Arts and Social Sciences colleges in rural areas have a great responsibility in countering the prevailing pessimistic notion about the Humanities as an idle academic pursuit that is useless in the modern world if they hope to survive in the world dominated by economic pursuits and compulsions. They will have to prove their relevance of existing by reinventing themselves as strong contributors in the process of nation building through human development. This can be done only through effecting a metamorphosis in the teaching learning process (TLP) of the Humanities and Social Sciences as the affiliated colleges do not have the authority to change curricula. As a consequence, the IQACs, being the nodal agencies in determining, initiating and monitoring quality measures in such colleges, have no choice other than carry the onus of being proactive leaders in bringing about such a transformation in the transaction and enrichment of university prescribed curricula, and restore the prestige of the Humanities and Social Sciences in higher education. It is incumbent upon the IQACs to conduct introspective assessment and relevance of the conventional subjects in the Arts Stream and evolve a culture inteaching learning process that would add value to the conventional education. In the article, an attempt is being made to suggest some quality measures for making teaching learning process in colleges offering subjects in the Humanities more effective and relevant to the emerging needs of the nation.

**Orientation of Teachers**

To make the subjects in the Humanities and Social Sciences viable in competition with Science and professional streams, it is important to begin with teachers’ reorientation towards their own roles and mind-set. The IQAC needs to strive to come up with some strategies to encourage teachers to introspect and reorient themselves to their new roles as mentors, motivators and facilitators. Teachers of the Arts Stream and Social Sciences need to re-formulate the learning outcomes of their respective subjects in such a way as will specify how their subjects can be relevant to students, personally, socially, and economically in the modern world. Bearing in mind the principal aim of the Humanities and Social Sciences being to ‘nurture critical thinking, creativity and scientific temper among students and transform them into
lifelong learners’, teachers have to redefine themselves and strive to realize this through all their endeavours. Once the learning outcomes having been clearly stated, they have to deliberate on how these outcomes can be realized in actual practice. What efforts they will be required to put in and what resources and teaching methods they will have to employ to realize the outcomes, will be determined in response to the background knowledge of, and personal goals set by, the students, as well as the teachers’ knowledge of students’ study skills and study habits. Moreover, teachers need to collect and be responsive to, feedback on the learning barriers, and accordingly plan to overcome them while monitoring the achievements of learning outcomes. Considering the level of understanding and requirements of the learners, teachers themselves have to keep improvising their teaching strategies and skills.

**Adopting Learner-Centric Teaching Methods**

For holistic development of students’ personality, the IQAC must impress upon teachers to understand the importance of learner-centric, collaborative and participatory teaching methods. While conceding the impracticality of entirely superseding teacher-centric methods like lecturing and dictation in the Arts Stream and Social Sciences classrooms, teachers must adopt such methods as will help in promoting independent, collaborative study and research skills in students. Students can be facilitated to become active learners by involving them in classroom discussion, question and answer session and pair/group activities related to curriculum. Organization of such activities as quiz, debate, elocution, essay-writing, study tours, social surveys, etc. can be made an integral part of teaching learning process in Arts Colleges to compensate for practical experiments undertaken in the Science and Technological Streams. Teachers can also assign to students such topics for their projects and assignments as will encourage them to process information collected from various sources. This will help them to develop their research aptitude and independent learning skills. The study tours and social surveys help the students to develop keen interest in various relevant issues and develop their research-based collaborative learning skills by their practical involvement in those activities.

An important part of TLP is evaluation. The IQAC needs to evolve a system of continuous formative evaluation of the achievement of learning outcomes and performance on the part of students through unit tests, oral tests, term-end examinations, etc. of the students. In
addition to the conventional methods of assessment that test information retention, group discussion, assignments, class seminar, oral presentations can be used in order to make assessment more skill oriented.

Use of ICT in TLP

With the pervasive use of Information and Communication Technology (ICT) in every sphere of life in the present world, higher education in Arts stream cannot remain unaffected by it. With adequate ICT facilities coupled with ICT skills in pedagogy on the part of teachers, it is possible to impart more qualitatively rich education to students leading to their holistic development and create a good academic environment. The proper the use of modern technology has the potential to make students independent learners and develop their research aptitude. ICT can help in making teaching learning process learner-centric and rendering teachers as facilitators. Access to E-resources can have enriching teaching learning experience both for teachers and learners. These measures have great impact on the students’ learning and are conducive to enhancing their communication skills, analytical, critical, creative faculties and overall development of their personalities. It is the onus of the IQAC in Arts colleges is to explore possibilities of offering virtual experience of blended online teaching through MOOC and its various platforms.

Use of Social Media in Higher Education

The term Social Media refers to “a set of onlinetools that support social interaction among users.” In education the users include students, faculty, sponsors and other stakeholders. The IQAC in its mission of ensuring quality in TLP will have to devise ways to exploit the Social Media platforms such as Facebook, Twitter, You Tube, Skype, LinkedIn, MySpace, Flickr, Slideshare, Blogs and Wikis for the teaching learning purpose.

Any persistent course of action that adds value to the basics and augments the efficiency and convenience of services provided can be projected as a Best Practice; and the use of Social Media for teaching learning process can turned into a Best Practice by the IQAC with the prudent orientation of both teachers and students.
Importance of Feedback for TLP

For the maintenance of quality assurance in terms of teaching learning process being carried out in colleges, it is important to get feedback thereof from the recipients themselves—the students—and improvise and adopt teaching strategies in accordance with the requirements and expectations of the students. This leads to more effective teaching of the teachers and gives the students a sense of personal involvement in the teaching learning process.

Pedagogical skills and activity comprises many sub-skills, activities and attitudes. For this purpose the most important skills that an effective teacher must have or use in his/her teaching learning transaction, need to be identified. For instance, teacher’s subject knowledge, teaching and interaction skills, employing innovative methods, making use of appropriate teaching aids, emphasising skill development during classroom teaching, involving students in teaching learning process, stimulating students’ interest in the subject, completing syllabus in time, guidance on checked test papers, providing important content notes, impartiality in assessment, availability for consultation outside the classroom, etc., are important features of effective teaching learning transaction. Seeking feedback from students on these not only at the end of academic year in a structured format but also during the actual classroom teaching by responsive teachers shall certainly go a long way in boosting educational goals as well as enriching curriculum by inspiring a passion lifelong learning in the students. To this end, the IQAC can organise workshops and seminars for teachers, as a corollary, with a view to reorienting them to adopting learner-centric pedagogic practices.

Discovering Values in the Humanities

Contrary to the general perception, the Humanities and Social Sciences have much to offer human life and the nation. The narrow equation of higher education with career prospects conveniently filters out the fundamentality of human values and personality determinants at the base of successful life and progressive and prosperous nation. The efficiency and technical proficiency divorced from humanistic concerns can never be the measures of progress. The excessive capitalistic notion of success and progress has an inherent uncanny characteristic of dehumanizing the human community by reducing them to contemptible cogs of the great
network of profit making companies. In the words of the world renowned educationist and philosopher J. Krishnamurti,

“Present-day education is a complete failure because it has overemphasized technique. In overemphasizing technique we destroy man. To cultivate capacity and efficiency without understanding life, without having a comprehensive perception of the ways of thought and desire, will only make us increasingly ruthless, which is to engender wars and jeopardize our physical security.” (Education and Significance of Life, p. 18)

If ‘good life is one that is inspired by love and guided by knowledge’(Basic Writings, p. 372)as envisioned by Russell, the society, the government and other higher education governing bodies need to be made aware of their mistakes of laying excessive emphasis on technological and professional education to the utter disregard of conventional education in the Humanities and Social Sciences. None can put forth how flawed and deleterious the system of education is that puts premium on job-oriented education, so succinctly and poignantly as the excerpt of a letter written by a Holocaust survivor to educators, published in “Teacher and Child” by Dr. Haim Ginott:

“I am a survivor of a concentration camp. My eyes saw what no person should witness: gas chambers built by learned engineers. Children poisoned by educated physicians. Infants killed by trained nurses. Women and babies shot by high school and college graduates. So I am suspicious of education. My request is: Help your children become human. Your efforts must never produce learned monsters or skilled psychopaths. Reading, writing and arithmetic are important only if they serve to make our children more human.” (https://www.holocaustandhumanity.org/)

Higher education in History, Sociology, Philosophy, Literature, Languages, etc., has its contribution in honing up soft skills of students and broadening human sensibilities by kindling and nurturing eternal human values such as intellectual honesty, critical thinking, scientific temper, rationality, sympathy for and responsiveness to human sufferings. All these not only add values to whatever students will do in their personal lives but also contribute to making human species into real human beings.
For the reasons advanced above, it is the utmost necessity for the continuation of the courses in the Humanities and Social Sciences in colleges and universities. As a proactive leader for ensuring quality, this responsibility naturally falls on IQACs to restore faith in, and prestige of, the departments of Social Sciences and Humanities. By forming clusters of IQACs from different higher education institutions, consistent efforts can be made to bring about a change in the perception of parents, universities, the UGC and the HRD Ministry towards the Humanities. This can itself become a best practice.

All the same, that an important aspect of higher education is to generate employability is not be forgotten and the IQACs need to explore employable life skills and strive to integrate them into teaching learning process so that unexplored employment avenues are opened for the arts graduates in the public and private sectors.

References

18. Facing Naac: Implementing Qualiyu in Higher Education

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Since 1994 National Assessment and Accreditation Council, an autonomous body established and funded by University Grants Commission of Government of India, has been assigned the task of assessment and accreditation of Higher Education Institutes (HEIs) in India. In a period of two and half decade NAAC has mobilized the universities, autonomous institutions and constituent and affiliated institutions of higher education in India to prepare and go through the process of assessment and accreditation, ultimately aiming to ensure quality in them. Till date many of them have completed their third cycle of the process. Still there are certain institutions in the country that hesitate for the second and successive cycles and some other that haven’t yet applied for the first one.

Frankly speaking by 1994 the institutions of higher education had spread to the rural, tribal and remote parts of the country. However, both the Government and University Grants Commission noticed that it was simply quantitative growth of higher education and the quality had declined and was sure to decline further in the years to come if proper quality assurance measures were not implemented. At the very foundation in 1994 NAAC redefined the concept of higher education, directed these institutions right from their vision and mission to the administrative responsibilities, inevitability of sound infrastructure, maximum and target oriented utilization of the available infrastructure, qualified, experienced and knowledgeable faculty and staff, need of faculty and staff improvement initiatives, best practices, target oriented extension activities, mobilization of fund and resources, different stakeholders of the institution and co-ordination between them. NAAC evaluated the strengths, weaknesses, opportunities and challenges of the institutions of higher education and shared the information with the public in order to safeguard their quality. To be honest, except certain technical and medical institutions, the rest were practically unaware of the parameters of their worth and worthlessness. As students have started giving responses to those institutions for admission which tops the quality ranking.
‘universities and higher education colleges and institutions have come under public pressure to demonstrate their educational quality and to implement quality mechanisms in each institution.’

The paper is an attempt to showcase the systematic approach towards implementing quality in higher education under the guidelines of National Assessment and Accreditation Council. While quality is a buzzword in higher education, there is no uniformity among the academicians on both the issues of ‘quality’ and ‘education’. In his convocational address at the 14th convocation of Indian Institute of Technology, Guwahati on 25th May 2012, Hon. Dr. A. P. J. Abdul Kalam congratulated the faculty members for shaping the young minds and the institution for empowering the students with quality technical knowledge, skill and ability and inculcating in them the right attitude and holistic values. In the later part of his address he stated that ‘In present context, the education system has to be designed to see that we generate large number of employment generators and not employment seeks. For this we need to make education more attractive, make it skill imparting and simultaneously create employment potential.’ Similar concept of education is defined by M. K. Ghadoliya, ‘How do I see education? To me education is not an uncreative and mechanical process of gathering and storing ‘information’ that we pass of as knowledge. Computers can do this better than us. Real education implies transformation and not a mere transmission of facts and ideas. The quest for excellence has to do with acquiring knowledge and skills in the most creative way possible. But we often disconnect excellence from relevance and look at it only from the point of view of knowledge for the sake of knowledge or knowledge for success. Relevance has to do with students larger priorities about themselves and the world they live in. Institutes of higher education, through their curriculum, are expected to provide knowledge, know-how, wisdom, and character to the students.’

The focus point of NAAC has been well defined in above two statements, i.e. to ensure sustainable quality of education in higher education institutions in India through three stages, Quality initiative, Quality sustenance and Quality enhancement. The procedure and parameters/manuals framed and revised by NAAC ‘Taking cognizance of changing trends in higher education and aligning the reforms and rapidly transforming global education scenario’ are not only directive but self-explanatory by nature. The close reading of the quality indicators and criterion-wise questions guide and help the institutions / colleges to know that educational institutes are a system of interdependent processes comprising of different units and stakeholders and also that no single component of the institution can lead it to the path of quality.
In this regard the manuals prepared by NAAC have opened the new avenues of understanding the true concept and ultimate goal of education, the need and role of administrators in setting up of good infrastructure, eco-friendly campus, experienced, knowledgeable faculty, enriched library with books, journals and e-resources, well-equipped laboratories, multiple learner-centric teaching methods, relevant and effective co-curricular activities, updated functional teaching learning aids, strong student support, keen interest and active and enthusiastic involvement of alumni, parents, representatives from industry in the policy making of the institution. The managerial / administrative bodies, for the first time, learnt that the way of running the institutions should not be dictatorial but democratic, and realized how important it is on the part of them to make its different stakeholders feel that it is their own institution and they need to be associated with it.

Before NAAC only medical and technical institutions used to be associated with their alumni, but not in a systematic manner. It was NAAC that brought to the notice of the institutions, running traditional courses, the term ‘Alumni’ and also guided them how it is integral to establish a bondage with alumni, to co-ordinate with them not only in policy making but in activating certain best practices with their financial and academic assistance. The alumni represent their former institutions after going out of the institutional campus. After confronting the realities in the real world the alumni may make the institution aware of the practical requirements of outer world and the need of certain changes to be incorporated in the policy of the institution for creating better graduates. They can share their experience with enrolled students; can provide guidance about employment and self-employment in and out of the country, schemes, provisions and best institutions for further studies.

Neither the parents of the enrolled students were given any importance by the institutions of higher education, however well-educated nor well-informed might they be. Parents, if embolden and confided with, may voice the complaints or suggestions of their wards regarding certain weaknesses of the institution. NAAC has made it mandatory to the institutions to collect their feedback and also to arrange their meet with NAAC PEER Team during the institutional visit. Knowing certain shortcomings on the part of administration, infrastructural facilities, the faculty, staff, regarding woman harassment in the premises, and also their suggestions regarding the incorporation of certain changes in the institutional academic programmes, administration,
student support, and welfare and placement activities of the institution is not a part of botheration but knowing and correcting self.

Through the process of accreditation cycle NAAC has made the institutions to be creative and innovative in their practices. No doubt, certain parameters of assessment, incorporated in the revised framework, launched in July 2017, has posed several challenges on the part of higher education institutions, particularly situated in remote rural parts of the country and lacking in technological up gradation. To mention some of them are Student Satisfaction Survey (SSS), Innovation Ecosystem, linkages with recognized national /international agencies which are possible only to the institutions entitled the status of 12B are funded by UGC, on which I have deliberated in my previous paper, entitled ‘Challenge in Facing NAAC Through Revised Assessment and Accreditation Framework.’

To conclude, under the guidelines of NAAC the institutions of higher education can reframe their policy with necessary modification, can adopt a systematic approach toward implementing quality and can achieve the ultimate goal of education.

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The higher education for any civilized society is as important as oxygen for the life. All forms and levels of education off course are very important for the overall wellbeing of any civilized society. But, higher education enjoys a special distinction in the knowledge driven society of the contemporary era. The quest and thirst for knowledge is hallmark of the present society and status of higher education often is the parameter on which the achievements of the society are assessed and valued. For this reason higher education enjoys a distinctive place in designing the roadmap for overall progress and development of the society. The most advanced and sophisticated higher education system is the striking feature of the developed societies in the world. The developing societies like India are following the pursuit. The Indian society inherits a rich history of setting and having very high standards of higher education imparted through some of the world’s first and finest Universities like Takshila and Nalanda. India emerged as a hub for higher education and used to receive students from all around the globe. The Universities offered education and training in various disciplines that included modern sciences as well, along with the traditional know-how. Unfortunately in the later history India failed to maintain the glory of these institutions and as a result status of higher education received a serious setback. The British raj in India though is not a very happy episode to remember in many regards, it certainly improved the status of higher education in India. They opened the doors of English Universities for Indians that largely was responsible for rejuvenation of higher education in India. In a post-independence era education always has received primacy in the matters of the State and concerted efforts were made to uplift the standards of higher education in India. The dedicated Ministry for the cause of promoting the standards of education was formed that provided major boost to all levels of education including higher education. The establishment of University Grants Commission (UGC) was a great leap forward in promotion and maintenance of standards.
of higher education in India.\textsuperscript{1} The mandate of the UGC included setting the standards of higher education and ensuring that the higher education institutes all over the country comply with these standards to provide quality education to the students.\textsuperscript{2} To achieve this objective UGC set up National Assessment and Accreditation Council which is responsible for the periodical evaluation of the higher educational institutes.\textsuperscript{3} The NAAC has prescribed several guidelines to be followed by the higher education institutes in raising the standards of higher education. The parameters that shall be taken into account while evaluating the Institutes have also been provided by the NAAC. The Institutes are duty bound to follow these guidelines and strive for excellence in imparting higher education to the students. As per the guidelines of NAAC every higher educational Institute must have Internal Quality Assurance Cell (IQAC) to monitor activities concerning maintaining and raising the standards of quality higher education. The IQAC is responsible for carrying out all the directions of the Council and has to act as a link between the Council and the Institute. It is thus responsibility of the IQAC to give effect to the directions prescribing Academic and Administrative Audit. It has to ensure that this audit is carried out and the report is submitted to the NAAC at the time of accreditation.

The NAAC in its assessment attaches a great deal of significance to the innovative and best practices adopted by the higher learning institutes in imparting quality higher education. Though it is true that the innovations know no boundaries and can be adopted everywhere, the fact is that the institutions in rural areas often find it difficult to be innovative in designing and implementing best practices. The NAAC though has listed this key indicator in Seventh Criteria of Assessment and Accreditation framework; it is principally spread across the entire criterion listed under this framework. Any practice or practices that the institution has internally evolved and used during the past few years leading to positive impact on the regular functioning of the institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in

\textsuperscript{1} The UGC was established informally in the year 1952. The UGC was formally established as a statutory body of the Government of India in the year 1956 under the UGC Act, 1956. www.ugc.ac.in
\textsuperscript{2} Other mandates include coordinating between the Centre and the State on matters of higher education, advice government in the matters of higher education, promoting and coordinating University Education etc. www.ugc.ac.in
\textsuperscript{3} The NAAC was established as an autonomous body of the UGC as per the recommendation in the National Education Policy of 1986 to assess and accredit higher education institutes on the standards developed by the UGC.
time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘best practices’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning. Institutional Innovative and best practice can be explained as a new idea, creative thoughts, and new imaginations in form of practice or method. However, innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing needs. Such innovation takes place through the provision of more-effective products, processes, services, technologies, or models that are made available in the institution. An innovation is something original and more effective and, as a consequence gathers positive response from everyone involved.

The reason why rural institutions lag behind in developing and adopting innovative practices might be the belief that for being innovative one needs to be technically and technologically sound. The institutions in rural areas often do not possess the technology and technical know-how. The stakeholders here are also not much adaptive to the use of technological resources. They depend more on the traditional methods of imparting education to the students and stick to the orthodox role of the HEI’s in this regard. Unfortunately this does not fetch them positive yields in NAAC assessment. These institutions fail miserably in achieving the goals and objectives the NAAC has set in its assessment process due to lack of innovations. The need is felt therefore to understand the ground realities in this regard and come up with the viable solution so that the handicap faced by the rural HEI’s can be addressed effectively.

First, it must be realized that for being innovative and to develop best practices technology is not the only medium and even without technology one can be innovative and produce great results. The solution lies in localizing the innovation and best practices. The rural institutions need to introspect and analyze the circumstances around them in which they are functioning. This may lead them to understanding of the unexplored possibilities of developing best practices. Each institution functions in different set of circumstances which are peculiar to it and in this only lies the possibility of doing different things or doing the things differently.

The condition that is very peculiar and specific to the rural institutions is the weakness of students in English language. The contemporary era is of globalization and in this globalized
world there is no point in running away from the global language. The rural institution therefore can develop a best practice around this weakness of rural students whereby they can effectively work towards improving the language of the students. The rural students have certain specific skill set which urban students do not possess. The rural institutions have a possibility of developing best practices around this skill set. For example the students in rural areas are more attached to the population therein and prove to be great catalyst for reaching the community. These students are better equipped for undertaking social services and it is responsibility of the institution to provide them opportunities to make use of their best skills. The rural institutions can make use of the resources around them to come up with the best practices. The farmers in the rural areas are often in distress due to variety of reasons. Why not to make use of students to lessen this distress by involving them in the practices that benefit farmers. For example the students learning economics can be asked to work with the farmers in the area to come up with the most economic method of farming. This will not only help the students in learning the application of the knowledge they have but this will also build a good reputation for the institution. The natural resources found in the rural area can be also taken into consideration for innovating a best practice.

The distinctiveness of the institution lies in the practices that institution has established and implemented successfully. The syllabus taught in the colleges and the HEI’s will be designed by the parent University is there is very little scope of being innovative. Of course innovative teaching methods can be adopted to deliver this syllabus to the students, but the real worth of the institution is in institutionalization of the best practices. And for this the institution need to think differently and act differently.
20. Education and Rural Settings: Fundamental Principles

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Abstract

Under a rural context, education appears to be the only way of imparting a social change and hence improve one's social position and standard of living. Rural areas are today faced with a host of social, economic and political problems. A well supported, easily accessible educational system is an efficient means to make people conscious, and therefore encourage their activate participation in rural and cultural development. Rural development requires educated manpower with a rural background. Rural development occurs as a result of involvement of both rural and urban sectors in complementary activities. The interdependence of education and the cultural framework is a major factor for social change.

Key Words: Rural, Urban, Development, Manpower, Technology.

Education has always been a key factor for rural development. Education should be focused on long term goals as well as short term tactics in developing of an individual, a community and a nation as a whole. In every society, different forms of education produce different culture. Particularly under a rural context, education appears to be the only way of imparting a social change and hence improve one's social position and standard of living. Anyone who has received a good education will seek to improve one’s standard and style of life. For this use of acquired knowledge in interacting with other people plays a significant role. In a rural setting, the basic needs of human life such as food, shelter, education, information, health care, quality of life, and preservation of natural resources call for mobilization of all human intelligence and energy. These are fundamental principles on which the following paragraphs describe the role of education in rural development.

Many development economists apparently believe that education is a primary means of promoting economic development in rural areas. Many insist on a need to change the form of the educational system to make it more appropriate to their national priorities (McGranahan, pp. 530-540, 1984). In my opinion, any person who has received an education will make an effort to
improve his/her way of life and to develop his/her intellectual personality by making a reasonable use of his/her educational experience. We have seen in the past that many children from rural areas have become professionals thanks to educational facilities provided to them, and they have been named as 'model person' not only in their motherland but also at the other parts of the world. Kalpana Chawla and Dr. Abdul Kalam are the best examples of this in the Indian context. These individual achievers can inspire the others around bringing visible change in the region. This would lead to development strategy not only for individual development but also for rural or regional development.

Rural areas are today faced with a host of social, economic and political problems. These problems have significantly outpaced the rate of growth in industry, trade, agriculture and education. Despite greater government efforts in the development of rural areas, the gap has widened between the urban and the rural areas. This imbalance is a factor in the political stability of many developing countries. A well supported, easily accessible educational system is an efficient means to make people conscious, and therefore encourage their activate participation in rural and cultural development. When people become conscious about their environment, their way of life, they will be encouraged to participate in rural development programs. Rural people's participation is of vital importance for rural development. Education helps increase functional ability of rural people: Over the years, education has come to be viewed not only in terms of filling basic intellectual gaps, but as a way of strengthening peoples' critical abilities which enhance their capacity to diagnose their own needs, assert their own right, and have greater control over the decisions that affect their lives. The ability to think and act arouse greater political consciousness in people and in turn, leads them to centre their actions on behalf of their communities.

Rural development requires educated manpower with a rural background. But, undoubtedly, almost all the rural areas or regions in developing countries are desperately short of highly trained manpower with rural background. It is also important to have enough manpower for specific occupations in rural development activities. Obviously, rural development is calling for advanced educational preparation at the rural cultural understanding level. The obvious reasons for limited supply of trained manpower is the shortage of quality educational institutes in rural areas. If more educational institutes are built, it is assured that they will contribute to greater cultural understanding and a larger supply of trained manpower for rural development.
from rural areas (Phan-Thuy, pp. 435-46, 1985). Generally a higher level of rural cultural understanding along with a larger supply of skilled manpower may very well stimulate rural economic development. It is a fact that only rural institutes can provide in larger number the needed skilled manpower with rural cultural understanding.

Education helps rural people to modify their physical and social environments and to make steady progress in meeting their needs. No rural community or rural development program based exclusively on self-help activities is isolated from urban sector or the nation. Education ties both rural and urban sectors through change in attitudes, behaviour, and skills of rural people. Education prepares rural people to face the transitional change from rural to urban areas. Experience shows that educated rural people have less adaptation problems in urban environments. Rural development occurs as a result of involvement of both rural and urban sectors in complementary activities. The interdependence of education and the cultural framework is a major factor for social change. Usually educational institutes take the major responsibility for social change between rural and urban sectors.

Education must be a vital element in providing employment and income opportunities for rural residents. A rural development goal is to improve the well-being or standard of living of rural people by increasing income earning opportunities in rural areas. The role of education in rural development is prominent by its impact on employment and income. Increasing the quantity and quality of education in rural areas can significantly attract private as well as public investors into those areas. Numerous studies have shown that local markets, availability of trained labour, raw materials, and transportation are factors of prime importance to industrial managers in selecting a community location for industrial plants. The interaction of job development with rural education constitutes the whole economic progress in rural development.

In accordance with technological and organizational progress, the quality of rural labour force must also be improved so that new skills can be combined profitably in production activities. Indeed, the greater skills knowledge has become an important factor in raising productivity per unit capital and labour input in both rural and urban areas. Educational facilities in rural areas increase the availability and use of human resources. Human resources are neither capital, nor income, nor are materials resources, but they the ultimate basis for the wealth of any region or area. Capital and natural resources are passive factors of production. But, human beings are the active agents who accumulate capital, exploit natural resources, build social,
economic, and political organizations, and undertake development. Clearly, education has the ability to develop human resources in rural areas. In fact, rural development is dependent to a large degree on the ability of entrepreneurs to bring together human creativity, capital, natural resources, and social and economic infrastructures in a rural setting.

Education in the widest sense is in fact both an investment and a form of consumption which increases an individual's capacity for production while at the same time develops his/her personality and satisfies his/her need to know and understand. The rural world will need competent and dynamic leaders if it is to win the battle against hunger and poverty and succeed in rural development. Education helps to develop and identity leaders in a rural community (Martin, pp. 27-28, 1984). Rural leaders have the ability to look to the future not only for their community development but also for their personal development. Usually leaders in rural regions play a leading role in rural development, to the extent that they have the support of the people and the necessary knowledge, skills, and experience for such work.

This paper describes the most important role of education in rural development. In fact, rural development, as a process, depends on a large number of variables of which education is one. Education should be placed first and foremost in the services of democracy, which demands not only that the citizen be protected against arbitrary decisions but also that he/she take part in decisions which affect the future of his/her society. More often than not, rural development cannot take place until institutions and peoples' attitudes have changed. Education is a very important factor to bring about this change in rural environment. There is a dialectical relationship between a society and education, that is, education is both the product of society and, in certain circumstances, a factor which brings about economic development. By and large, the low standard of education among rural people can be explained partly by difficulties inherent in the rural environment, and partly by the negative belief that rural development can be achieved without educating the rural residents. Education has a role to play in rural development and is therefore directly related to the well-being of large number of rural people. The useful role that education played in the past in rural development clearly suggest that education should be incorporated as an important factor to bring about rural development in developing countries. Although education is an essential weapon in the battle of rural development, it alone will not determine the outcome. Development admires other resources in addition to education. Sometime education fails to contribute its share to rural development. This is because the
different forms of educational programs result from different socio-economic systems. Based on this difference, the various forms of education socialize and reproduce culture which, in turn, determines the need of success of rural development. In many countries the prevailing educational system has in fact induced employment problem and in some instances even has hampered rather than helped the cause of development (Stephens, E. R. P. 167-171, 1985).

Education oriented on urban needs has accelerated rural to urban migration and has not done much in developing rural areas. The colonial type of elementary, secondary and college education in many countries has created white collar employment expectations which are often difficult to meet and has also distorted the concept of education for rural development. Because of this type of educational programs, youth unemployment rates have alarmingly increased in rural areas in many developing countries. A major weakness in the educational system in developing countries is in preparing students for next stage of study. This leads to emphasis on examinations which measures only the knowledge necessary to pass paper-pencil tests, but with little concern for preparation of the individual for the rural life he/she is likely to lead. The pupil who terminates one stage and does not proceed to the next is ill prepared for employment or even the ability to live a full life within the limit of his/her circumstances. National educational planners in many countries have formulated new educational policies on the basis of implicit or explicit assumption that available manpower will be absorbed into productive activities, provided that right qualifications are obtained. But those so-called "new educational system" have created more problems than the traditional systems. In many countries, especially in Asia, large scale, centrally controlled book and blackboard education have failed to serve the rural children. The fact is that education will not contribute to any rural development without appropriate planning and implementation of the whole educational system. In general the educational systems is controlled by those who have economic, social, and political power. This is a big bureaucratic bottleneck in developing rural areas. Thus, control of power is very crucial in conducting education for rural development. Education controlled by the rural people will lead development. Education controlled by outsiders tends to depress rural development. In spite of the above controversial arguments, victory in the world drive to achieve the basic objectives of human needs, that is, to provide food, shelter, education, infrastructure, health care, to improve quality of life, and conserve natural resources, calls for utilization of all peoples' intelligence and energies. Since human being continue to learn, education is generally regarded as a potential
instrument for rural development. It is true that if education is locally controlled, practical, applied, problem posing, and focused on functional specialization, it can and will contribute to rural development in developing countries.

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21. Higher Education and Reforms aiming Excellent Learning and Teaching Experience

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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

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 first section 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.

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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 to India 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 found in 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”, (Pawan Agarwal 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

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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 technology etc. 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 quantitative. 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)

<table>
<thead>
<tr>
<th>4.2 Library as a Learning Resource (20 Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Library is automated (Integrated Library Management System-ILMS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of the ILMS software</th>
<th>Nature of automation (fully or partially)</th>
<th>Version</th>
<th>Year of automation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1 Library Services:

<table>
<thead>
<tr>
<th>Existing</th>
<th>Newly added</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Value</td>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>Text Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e-Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e-Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Database</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD &amp; Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library automation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeding (Hard &amp; Soft)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 $Q_1 M$ is focused on application of library software and details about 5 year’s description about various learning resources. The Metric 4.2.2 $Q_1 M$ 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 $Q_1 M$ is related to e-journals, e-shodhSindhu, Shodhganga membership, 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 QnM. This criteria is to keep a check on qualitative and quantitative increase in the library collection every year. The Metric 4.2.5 QnM 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 QnM 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**

<table>
<thead>
<tr>
<th>Criteria and Key Aspects</th>
<th>Weightage (w)</th>
<th>Key Aspects Grade Points 4/3/2/1/0</th>
<th>Key Aspect Weightage Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 4 – Infrastructure and Learning Resources (100)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Facility</td>
<td>30</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>LRC</td>
<td><strong>20</strong></td>
<td>4</td>
<td><strong>80</strong></td>
</tr>
<tr>
<td>IT Infrastructure</td>
<td>30</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Maintenance of Campus Infrastructure</td>
<td>20</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>

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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3. Institutional Accreditation Manual for Affiliated/Constituent Colleges (Effective from July 2017)

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

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

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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 organize 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. 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 nutshell, 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.

References


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