



MSP Mandal's

# Shri Shivaji College, Parbhani

[NAAC 'A+' Grade, CGPA : 3.52 & UGC - CPE]



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## 1. College Autonomy to Institutionalize Quality and Accountability

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**Abstract:** This present communication is an effort to give a general idea of the mechanism set up to make sure the fulfillment of the aim laid down in the scheme of the grant of Autonomy and the Status of Higher Education Institutes in India. This paper attempts to the need of autonomy and concept of autonomy is a structural solution intended mainly to provide an enabling environment to improve and strengthen the teaching and learning process, benchmarking quality initiatives. Autonomy alone may not guarantee higher quality, just as non-autonomy need not preclude better performance.

**Key words:** Autonomy, Accountability, perception, attitude, approach, criteria, goals and objectives of higher education, MHRD, UGC.

### Introduction:

India is rapidly growing country among the developing and developed nations in the World. Nowadays the Indian graduates are in high demand proving that the education system in India is comparable to any other developed country. The quality of education at very affordable cost has been a key to success of Indian education system. India has third largest English speaking population in the world and English is the medium of instruction for most of the higher studies. India presents a very competitive and positive environment for higher studies ensuring all round personality growth.

Maharashtra, well known for active initiatives in various movements, launched education movement for masses, women and downtrodden. The great human beings such as Mahatma Phule, Shahu, Ambedkar, Gokhale, Tilak, Ranade, Karve, Bhaurao Patil, Panjabrao Deshmukh became the Avant-grade opening the doors of education for all the people. They had a zeal for education. So by taking initiatives they set up institutions. Thus in the pre-independence era Maharashtra was on top of educational map of India and became the foremost state as far as expansion of education is concerned. But today due to the inroads of globalization, modernization and Industrialization, mere expansion of education is not sufficient; rather the quality education is quite essential which can be achieved through autonomy as one of the



foremost means. In comparison with other states like Tamil Nadu (155); Andhra Pradesh (78); Karnataka (49); Madhya Pradesh (35); Orissa (37), there is dismal picture in Maharashtra with barely 28 Autonomous colleges. Taking into consideration the global scenario and the need of time, again it is time for Maharashtra to launch second movement in education and that is achieving excellence through quality education with autonomous status. So in this communication a plea has been made that Maharashtra should become a leading state in education field with autonomous colleges.

### **Autonomy – Need of the Hour**

Though Maharashtra has done satisfactory work in the expansion of education for masses with certain reputed centers of education at Universities, Colleges and Institutions, still it is lagging behind in academic excellence due to affiliation system as compared to world scenario. In order to achieve the essential global excellence in education system autonomous status becomes the primary need of Maharashtra. Gradually mounting proportion of colleges has become unwieldy to the Universities ultimately affecting the quality of education. The autonomy came to the fore because of concerns that the number of colleges they had to manage was bogging down affiliating universities. This, in turn, meant that even small administrative matters, for which the university's approval was needed, took a considerable amount of time. Indeed, it is this discrepancy that has made educationalists to go for granting autonomy to colleges. In 1966, Kothari Commission report for the first time recommended autonomy, stating, "...when there is an outstanding college or a small cluster of very good colleges within a large university, consideration should be given to granting them an autonomous status." The National Policy on Education (NPE), 1986, suggested that autonomous colleges and university departments should be developed within universities. While the NPE-1986 suggested that 500 colleges should be developed as autonomous by the end of the Seventh Plan period in 1990, that figure hasn't become a reality even after 12<sup>th</sup> Plan. The University Grants Commission (UGC) accepted in principle a report submitted by the Central Advisory Board on Education (CABE) in June 2005, recommending granting of autonomy to institutions, on the ground that it is a "pre-requisite for enabling them to achieve their goals and objectives."

### **Autonomy and Financial Status**

Financial security is the soul issue in the concept of autonomous colleges.

UGC is ready to provide substantial grants approximately 40-60 lacks for five years to the college. Autonomous college are free to design and start short term and long term courses on self financing basis that may be remarkable source of funding. The state is

expected not to curtail grants being provided today. On the contrary it is expected that some incentives may be provided to autonomous colleges. So comparatively speaking, autonomous colleges will be financially sounder than the affiliated colleges. After gaining autonomy it is assumed that autonomous colleges will financially be better than other colleges. And it would not be hoping against hope that the state would be liberal to affiliated colleges and thrifty for autonomous units in financial matters. After this financial clarification, with the financial sources like UGC, Government and innovative self-financing courses, the autonomous colleges should not be haunted by financial insecurity, the major misgiving among the teaching community.

### **Developing sense of self-reliance, responsibility and high accountability.**

Work culture will become a boon to the autonomous colleges, as it is a curse to affiliated colleges because of the tendency of dilettantism on the part of the persons associated to education system. Whole hearted devotion, self-reliance, genuine will power, conscience, self discipline, etc, are the salient features of the work culture. The work culture will be preached and practiced in the autonomous colleges. The following vital issues characterize the work culture in academic colleges – Academic and human excellence; Academic innovation ; Evaluation through Internalization; New and improved quality and methods of teaching; Innovative teaching Methodologies; Accountability ; Participatory decision-making; Forming men and women for others and country; Preferential treatment given to the poor and the underprivileged particularly SC/ST and women; Extension services and involvement in the neighborhood communities; Religious and faith formation; A spirit of integration and decentralized administration; Introduction of vocational courses; All round extra-curricular activities and Research.

### **CREATIVE RESEARCH**

Research is a vital trait of higher education and it finds free scope in autonomous status. There is much scope for creative research in autonomous colleges as the research will be free from rigid formalities and in free atmosphere. Such creative research will be quite useful for people in their practical life. Such research will be for the sake of social development and the research degree will not be merely for the sake of degree.

### **CONCLUSION**

By and large taking in to consideration the present global situation in general and the academic scenario in Maharashtra in particular one comes to the conclusion that autonomous colleges will become the panacea for healthy growth, sound development and academic excellence at least at educational levels. After all healthy growth is always possible only in free atmosphere, only in autonomous status. Growth under



restriction or compulsions is nothing but illusion of growth and is not comparable to the growth under autonomy, which is a real development. Hence, the plea for autonomous colleges irrespective of certain limitations and many misunderstandings, sounds quite logical needful and fruitful for all round development of academic life in particular and of general life in general.

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## 2. Improving Role of ICT in Higher Education

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Information and communication technology is a revolutionary force; which has transformed the world and wrought irreversible and fundamental changes in the functioning of society that has changed many aspects of the way we live. If one was to compare such fields as medicine, business, law, banking, tourism, travel, engineering and architecture, the impact of ICT has been enormous. With the world, moving rapidly into digital media and information sciences, therefore the role of ICT in education is becoming more and more important today. There is extensive use of ICT in contemporary higher education and it is transforming teaching and learning in a big way at all levels of education.

### ICT in education

Let's see what is the use of information and technology in the field of education include e-learning technologies, online technologies, digital library technologies, digital learning objects etc. When defined, almost all of the technologies tend to link technology with knowledge; either as knowledge itself or the technical means of doing things, as a tool to advance knowledge as a domain of knowledge for specific purpose. So, education technology generally encompassed computer, software, video communications, interactive video, satellite communication, televisions, robotics, CD-ROM, and the Internet. Among other things, it includes knowledge and skills necessary to use technology as a tool.

### Necessity of ICT education

All education aims at preparing the younger generation to meet the challenges of the future. Being a process of human enlightenment and improvement for achieving a better and higher quality of life, there is an imperative need of devising a sound and effective system of education aiming to not only impart knowledge and scientific temper, but also attitudes and values for a humane civilization. The propose of education is not only to train people for specific employment roles but also to equip them to cope enormous potential of education, the need is to not only provide access but also quality education for all.

Admittedly the known traditional methods and conventional responses will be far too inadequate to meet the challenge of educating millions with quality education.

One must realize that this can be made possible only through ICT enabled education involving the ever and innovative integration of information technologies, as well as open and flexible academic structure.

That is why teachers and faculty from elementary schools to universities are seen using more and more of ICT and multimedia to provide students with skills, preparing them thus to access and use global resources of information, both in their educational institutions and in their future careers.

### **Multimedia revolution**

The rapidity, diversity and multiplicity of the innovations in the ICTs are both impressive and seemingly endless. Yoked with the integrative power of digitalization and interactivity, ICT is heralding multimedia revolution by bringing together all kinds of interactive services such as electronic mail, voice telephony and videoconferencing, electronic commerce etc. The internet without doubt, has resulted in an economic revolution and a revolution of communication in all walks of life. In the fields of education or culture of society, it has transcended limits of time and space. It has multiplied the individual opportunity, having opened up the borders of the world to its users. It has promoted unrestricted movement of information (or trade) in a manner that is without parallel in world history. Today, even beyond the workplace, at the community we have become increasingly technology dependent.

### **The digital revolution**

The digital revolution is now transforming the world as never before. Two million transistors can be etched on wafers of silicon, termed as microchips. All the world's information, education and entertainment can be stored in digital form on this microchip. ICT technologies and more particularly the Internet offer new vistas in the field of education. Users can now avail a wide range of new facilities and have access to knowledge banks on an international scale. With development of unprecedented storage capacities in digital libraries and archives, a worldwide information base for searching and retrieving data has been offered by the Internet. They have brought about a booming mobile commerce, e-trade and e-economy.

In addition, a global wireless network now offers mobile Internet services and high speed local area networks. Also, radio and television are proving to be effective means of bringing together traditional cultural expressions as well as the very latest ones from all over the world. Besides, interactivity and convergence have not only made digital radio and TV both an individual and a mass medium but also created the prospect of integration of multimedia technologies and innovations.

The interconnected nature of the current mass media has led to a merger, creating multimedia conglomerates across countries, thereby dismantling national frontiers and thus bringing about globalization.

### **Potential of ICT in higher education**

In our globalized world of the 21<sup>st</sup> century, knowledge has been identified as the key asset for successful development of any national economy and society. As the creation of new knowledge is the goal of universities, the country needs an innovative and effective higher education. The growth of competitive and dynamic knowledge of society depends on four parameters.

One of them is the dissemination of new knowledge through information and communication technology. This is a first world perspective of ICT the ICT (computer and Internet ) enhanced teaching and learning is through improved interaction across cultures, between students, academics and between both. There is production of wide range of digital tools designed to support development towards knowledge intensive areas. In higher education sector, these tools allow, 'e. g. ubiquitous and multi-channel access to the delivery of information; storing and retrieval of data/ information, development of interoperability between systems, communication and exchange of information in computer supported collaborative learning.'

For Brown, David G (2002)"Computer enhanced teaching and learning via presentations offers more opportunities to practice and analyze, and, more access to source material via internet... Computer and Internet connectivity has been found to enhance communication and interaction between colleagues within faculties, between classmates and between faculties and students."

Both learning systems and knowledge support competence development in the use of new media. Also, for sustainable integration of ICT in universities, there is a need to find a way to relate knowledge management and the existing teaching and learning systems, and respect the need for handling tacit knowledge and the demand for more flexible and interactive learning processes. ICT (computer and Internet) can be used to create new type of interactive learning media for improved quality, equity and access in higher education.

### **ICT as a change agent**

Technology as an agent for change enhances education and enables independent learning. "It breaches many walls created by distance and time zones. It unites people and creates powerful and synergetic partnership at local, regional and global scales. It motivates students and energizes classrooms."

Hawkins argues that judicious integration of ICT in higher education system may take time, but it works well in improving access and usage. The use of Internet enables the formation of various forms of virtual universities within and between countries across the globe. As a communication medium it is enabling easily and conveniently, new local and global synergies in teaching and learning for enhanced higher education to unlimited audience, beyond time and distance boundaries.

UNESCO rightly points to the fact, “the rapid breakthrough in new information and communication technologies will further change the way knowledge is developed. Acquired and delivered.” Moreover new technologies offer opportunities to innovate on course content and teaching methods to widen access to higher learning.

Technology has the capacity to promote and encourage the transformation of education from a very teacher-directed enterprise to one which supports, more students-centered ones. Ample evidence for this today is manifested in:

- Enhanced capability, competency and outcome focused curricula.
- Problems based learning.
- Increased use of the web as an information source.
- Internet users are able to choose the experts from whom they will learn.

The use of ICT in educational settings, by itself acts as a catalyst for change. the teachers should to be the principle help and initiator of the ICT execution at schools. The teachers should to know about the social change in their educating exercises. They should to be the specialist of progress from the established strategy into the current one. They should likewise be the piece of the worldwide change in learning and educating alteration. The followings are the aim and objectives of ICT implementation in education:

1. To actualize the principle of life-long learning / education.
2. to expand a variety of educational services and medium / method.
3. to elevate equal opportunities to obtain education and information.
4. to develop a system of collecting and disseminating educational information.
5. to promote technology literacy of all citizens, especially for students.
- 6 to create separate training with national substance.
7. to promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)

8. to support schools in sharing experience and information with others

### **Digital divide- proficiency divide**

The ever growing need of ICT literacy has brought into focus the issue of the so called "digital divide" and "proficiency divide" in recent years. While digital divide refers to the gap between those who have access to various technologies and those who do not, proficiency divide refers to the gap between those who have blend of cognitive and technical capabilities required to negotiate information demands in the academy, or the workplace or the society and those who lack them."

The urgent need today is to bridge this gap within education at all levels, since the education system has the responsibility of building the citizenry of tomorrow by imparting much- needed skills and technologies, preparing students for success in a multitasking, multifaceted, technology driven, diverse and vibrant world. They must arrive fully equipped to meet the challenges of a knowledge society.

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### 3. Role of ICT in Quality Education

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Principal

The present paper is a review of the experiments in making Shri Shivaji College, Parbhani an A<sup>+</sup> College. In addition to this it will cover some points of the pilot project by NAAC on ICT friendly method of assessment. It will also focus on the new initiatives by NAAC and its method of assessment and accreditation in addition to the main theme of the use of ICT. To make this article reader friendly we will sub divide it into the criteria and key aspects given by NAAC. Let's explore the possibilities of using ICT for each of these criterion.

#### **Curricular Aspects**

Curricular is the main tool in the hands of educationists. Our success ultimately depends upon handling it properly. It is common to have academic planning, and Conventional Calendars as well as diaries. Now it's time for teachers to prepare their academic Plans with Google Calendars and share them publically with all the stake holders. Today is the time of great academic flexibility. World class institution like MIT and IITs are offering online education along with traditional face to face learning. The use of ICT will help colleges to adopt academic flexibility. Shri Shivaji College has an active MoU with IIT Madras which resulted into 100 plus add on courses for our students.

As an affiliated College we can't design the syllabus but nobody can snatch our right to enrich it. Here tools of information and communication technology are of great help to teachers. We can generate number of additional learning resources for our regular students. I am proud that almost all teachers of our college have prepared Power Point Presentations. Many of them are also available on our college website. We all are aware that UGC has already given importance to feedback in its fourth amendment it is now our responsibility to take feedback from all our stake holders. The best way to communicate with many people in short span of time is the effective use of internet.

#### **Teaching-Learning and Evaluation**

As we have discussed the role of ICT in curricular aspect likewise we will focus on use of information technology in teaching learning and evaluation. We know that engineering and medical admissions are online. But it is our urgent need to make our admission process computerize and if possible online also. To help the student from different section of society should be our priority. We do it best by using IT. For example, Shri Shivaji College Parbhani was the first college in entire Maharashtra state in the distribution of scholarship to students. Again thanks to the boon of ICT.

Friends our students are now techno-savvy. They like gadgets even more than their books or teachers. So to be with them we need to adopt to the new technology. Conducting ICT based teaching day to day has become almost a compulsion. Use of smart boards and digital class rooms has become regular feature of any good college. We have more than 50% class rooms equipped with learner friendly devices.

### **Teacher Quality**

NET SET and Ph. D. are required qualifications for college teachers. But digital learning / outstanding research / social commitment and proper training helps colleges in maintaining their teacher quality. In last five years almost 100% teachers from our college were benefited by such types of teacher development programmes by the management. Today is the time of great academic flexibility. World class institution like MIT and IITs are offering online education along with traditional face to face learning. The use of ICT will help colleges to adopt academic flexibility. Shri Shivaji College has an active MoU with IIT Madras which resulted into 100 plus add on courses for our students.

### **Evaluation Process and Reforms**

In good old days we use to say that only teaching is our duty and evaluation is the responsibility of University. But now with semester system, CBCS and internal exams it has become to our additional work. Smart people work smartly. We are proud that shri shivaji college became not only the first college in university but also in Maharashtra to conduct **online assessment** for internal evaluation. To know more about it you can visit our college website [www.shrishivajicollege.org](http://www.shrishivajicollege.org)

### **Student Performance and Learning Outcomes**

Present day education is governed by the outcome that you get. In most of the colleges there is no data available about student's performance and learning outcomes. To overcome this problem, we can get a small utility tool (Software) which will keep all your record systematically. We use Shikshan Krati and ETH software for this purpose.

### **Research, Consultancy and Extension**

Use of information communication technology can a boost our institutional research consultancy and extension activities. The more you are online the more your research is visible. And obviously most cited one. For promotion of research college may provide basic computer and internet facility for all research departments. It is also advised that the institutions may go for institutional online in house research journals.

### **Research Facilities**

Network resource center can be the best ICT base research facility. Use of e-resources and digital documents also facilitates high level research. In the fourth amendment UGC has already made it compulsory to publish research papers in INDEXED Journals notified by UGC. This will spread research culture on the campus. With online publications our local research can go on international level which will help our rural research scholars in getting recognition/ fellowship and awards. Use of

ICT in collaborations can benefit us in getting advanced knowledge from other institutions and industries. Presently Shri Shivaji College Parbhani is connected with seven IITs and IISc Bangalore for academic enrichment.

### **Infrastructure and Learning Resources**

ICT is one of the major infrastructural asset of the educational institutions. Proper ICT facility as well as utility softwares can help us in maintaining other physical facilities available in the college. Class rooms, Laboratories, Canteen, Library, Reading Hall, Hostels, Recreations, Gymnasium, Sports Facilities, Auditorium, Parking etc. are required facilities. But proper use and management of computer technology at each of these facilities can result into better functioning and result oriented outcome of all these facilities. Let's change our conventional class rooms and labs into new age digi class and digi labs. Even we can use computers at minor facilities like canteen, hostels and gymnasium.

We must have to understand Library as a Learning Resource. Libraries be the centers of e-resources with maximum number of databases. The meaning of IT infrastructure is not limited upto computer and printer. It includes several other things and peripherals. Networking is an essential aspects of IT infrastructure. Let all our campus come under LAN/WAN. Internet and Wifi connectivity can help our learners to be globally competent. At Shri Shivaji College we have six dedicated computer labs in addition to MAT Lab, Tally Lab, and Language Lab that give each learner in opportunity to use computer and internet facility. It is not important to have beautiful campus but what is more important is the Maintenance of Campus Facilities. Our establish section has developed unique software that gives us alerts about maintenance of our facilities at least one month advance.

### **Student Support and Progression**

With the changing policy of government, we also have to change our view to student's supports and progression. There are many online scholarship as well as competitions available for students. The colleges are expected to publicize these events and make necessary facilities available for students.

### **Student Mentoring and Support**

Use of recent information communication technology and social media like whatsup, google+, facebook, twitter, Instagram, etc. can help us in marching towards the better students support. Mentoring is about being in touch with each other. We can use sms as well as google groups to maintain our contacts. These days there are several softwares that help us in result analysis. Most of the private coaching classes use computer generated sms to inform regular progress of the students to their parents. At Shri Shivaji College, we use around five lack sms to communicate students progression to their parents.

### **Governance, Leadership and Management**

E-governance is presently being practiced by many private as well as public establishment. Now we must have to initiate and use this concept of e-administration

in senior colleges also. We should be able to manage all our academic and administrative work through ICT. What we do all the time depends on how our vision is. Therefore we must have to focus on our vision and mission. It is suggested that in all our ICT based communication we should sent our institutional vision to all our stake holders. If stake holders come to know about our vision and mission, then and then only they can contribute to quality enhancement. Therefore, it is compulsory for all colleges to provide institutional vision and mission on their website.

A Skillful faculty is as good as a battalion. Therefore, colleges should always promote and encourage their staff to acquire new skills. Organization of ICT tools awareness programs is one of the Faculty empowerment strategies.

### **Financial Management and Resource Mobilization**

If not all at least the principals must be familiar with the world PFMS. It is nothing but absolutely examples of use of ICT in financial management and resource mobilization. Presently it is compulsory for all colleges to use UGC funds from PFMS only. But we have to practice the same thing for all expenses in our colleges.

### **Pilot Project by NAAC green initiatives and RAF 2017:**

As a Green initiative NAAC is moving towards developing end to end ICT solution for NAAC processes. Towards this NAAC has developed a ICT module for online SSR submission. Prior to rolling out to all the HEIs, NAAC intended to conduct a pilot study and requested Shri Shivaji College, Parbhani to be part of this exercise. This resulted into Revised Accreditation Framework.

#### **1. Curricular Aspects**

- Curricular aspects is same as earlier but there is only change in the number of questions.
- It means it is reduced in size since colleges have no scope in designing the curricula.

#### **2. Teaching learning and Evaluation**

- All the Key aspects in the second criteria also are as earlier.
- But the number of questions is reduced to almost 50%. Most of the questions are statistical in nature.
- The Use of ICT is focused upon in the new format

#### **3. Research, extension and Innovations**

- There are major changes in this criteria.
- The first is that promotion to research and research facilities are clubbed together.
- Secondly Innovations from seventh criteria has been included in this criteria.
- Institutional social responsibility is separated from extension activities.

#### **4. Infrastructure and learning resources**

- Infrastructure and learning resources is the least modified criteria. All key aspects are as earlier.
- There is modification in the number of questions only.

#### **5. Student Support and Progression**

- In this criteria student mentoring is removed from first key aspect.

- There is an addition of new aspects named Alumni Engagement.

#### **6. Governance, leadership and management**

This criteria remains as it is except the number of questions being reduced from 36 to 21.

#### **7. Institutional Values and best practices**

- There is a major change in last criteria named as Institutional Values and best practices.
- Institutional social responsibility in the third criteria is shifted here.
- In addition to this green initiatives and environment consciousness is removed from here.
- Institutional distinctiveness is one more addition.
- Best practices are as usual.

#### **Conclusion:**

To tell in a nut shell we can say that NAAC has revised its methodology which is more user friendly and objective in nature. It is also concluded that the number of questions have been deleted and the format is made compact.

#### **References:**

NAAC, *Manual for Colleges* (July 2017).

#### 4. Best Practices of Top (NAAC) Accredited (State-wise) Colleges in India

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##### Abstract

The Indian HEIs are generating new ideas through research and innovation. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in overall assessment and accreditation of a college. Best practices are those which add value to human life and support main cause of an institution. It helps in development of an institution – a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stake holders. Colleges undertake different types of best practices as per their institutional environment, try to bring about innovations and new ideas. Traditional system of teaching-learning and college as the place meant only to cater knowledge has been altered drastically; it is now, hailed as the centre for many activities – socio-economic, political and cultural reformations. Use of technology is the driving force in today's education system. Colleges can turn such technology courses into their best practices which as institutional social responsibility (ISR) can boost the educational atmosphere of the college, connect to the ground level, in turn it could generate social soft power for the growth. The NAAC has developed and published a series of best practices of various institutions as per seven criterion of assessment and accreditation, some are case studies. Best practices reflect the credibility and cheerful life of a college. These practices are able to instill the scientific approach to issues or problems of society. Best practices are the agents of change for a particular educational institution and society as well.

**Keywords:** Best Practices, NAAC, HEIs, UGC, NIRF, SSR, AQAR, IQACRs, MOOCs, ISR.

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## Introduction:

Indian higher education has been continuously developing its quality base since independence but still lack in greater reforms, lagging behind the top world educational institutions. Policy framing and reformations are undertaken by the governments – before and current – and higher education agencies whose outcome yet not more visible but still promising. The Ministry of HRD and University Grants Commission (UGC) has linked the grants, facilities and benefits given to Higher Education Institutions (HEIs) to its performance and quality up-gradation, in a way, it made assessment and accreditation mandatory. HEIs are undergoing the process of accreditation through National Assessment and Accreditation Council (NAAC). India is one of the largest education systems in the world, there are 39000 colleges all over the country (Sawant). It has become the need of hour to cope with the changing dimensions and means of higher education and to sustain in the tide of globalization. The world renowned HEIs use technology not to reach the larger masses of students but also providing the need based quality education, generating their bases world-wide. Technology enabled practices are the new tool employed by such institutions:

“This is why the best universities in the US, like Harvard and MIT, despite having the luxury of having some truly excellent teachers on their payroll, are increasingly embracing the “flipped classroom” format, where students listen to video lectures at home, and spend class time applying their knowledge, solving problems, discussing examples, etc. Professors guide that discussion and fill in wherever necessary, explaining those bits that seem to be eluding the students and throwing in advanced ideas that happen to be topical. What is really exciting is, however, that these universities have made the video lectures which they use to teach their own students available to the world free for anyone who wants to listen and learn from them. They are also encouraging colleges and universities all over the world to integrate these online courses into their own pedagogy, picking the pieces that are appropriate for their needs and building a package around them”. (Banerjee, 9).

The Indian HEIs are also generating new ideas through research and innovation. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in overall assessment and accreditation of a college. Best practices are those which add value to human life and support main cause of an institution. It helps in development of an institution – a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stake holders. Colleges undertake different types of best practices as per their institutional environment, try to bring about innovations and new ideas. Traditional system of teaching-learning and college as the place meant only to cater knowledge has been altered drastically; it is now, hailed as the centre for many activities – socio-economic, political and cultural

reformations. Use of technology is the driving force in today's education system. Many courses are flourished due to technology, e.g. MOOCs, for Bardhan,

"The new technology of distance learning should be fully utilized. Particularly in the advanced streams, we should take advantage of the basic courses currently offered in the international Massive Open Online courses (MOOCs) system. Apart from quality upgrading, this can also partly relieve our acute shortage of qualified faculty". (9).

Colleges can turn such technology courses into their best practices which as institutional social responsibility (ISR) can boost the educational atmosphere of the college, connect to the ground level, in turn it could generate social soft power for the growth. The NAAC has developed and published a series of best practices of various institutions as per seven criterion of assessment and accreditation, some are case studies. Best practices reflect the credibility and cheerful life of a college. These practices are able to instill the scientific approach to issues or problems of society. Best practices are the agents of change for a particular educational institution and society as well. Lakshmi, Rama and Hendrikz define best practice as:

"Best Practice" with reference to a programme may pertain to a specific aspect/ practice within the programme or to an entire programme. A "Best Practice" refers to an institutional practice that exhibits characteristics of a quality teacher education programme or contributes to overall quality of the programme." (1).

So quality becomes an imperative in a best practice, it should impart quality in its outcome and must be beneficial for stakeholders and for those it is carried out. According to Pillai, Manjunath and Hasan, "a practice qualifies to a 'best practice' status if it resulted in high-value impact on any aspect of educational activity in an institution". (v).

The best practices can be grouped criteria-wise and there falls the seven criteria-wise best practices a college can undertake: i. Curricular Aspect, ii. Teaching, Learning and Evaluation, iii. Research, Innovations and Extension, iv. Infrastructure and Learning Resources, v. Student Support and Progression, vi. Governance, Leadership and Management and vii. Institutional Values and Best Practices.

### **Objectives of Study:**

1. To know the different best practices of top NAAC accredited colleges.
2. To find out the role and impact of best practices on college development and/ in process of college accreditation.
3. To list out/ search the significant best practices undertaken by colleges.

4. To compare the various colleges according to NAAC score, NAAC grade and NIRF rating.
5. To provide the processed ready hand data of top NAAC accredited state-wise colleges and their best practices.

### Methodology:

30 state-wise top NAAC accredited colleges (UG, PG and combined) are selected for the present study. For this selection, NAAC score and NAAC grade obtained by colleges in its last accreditation cycle (2016 and before) is considered. The data of the best practices undertaken by colleges are obtained from authentic websites of concerned colleges. Almost colleges displayed this data on their websites, except a few. Self-Study Reports (SSRs), Annual Quality Assurance Reports (AQARs), Internal Quality Assurance Cell Reports (IQACRs) and related material is downloaded from the websites of respective colleges. The same data has been compared and analyzed and presented in the form of table. An annexure of top 50 NIRF (National Institutional Ranking Framework) rated colleges is provided for comparison among colleges between NAAC score and NIRF ranking. The colleges include Arts, Commerce and Science streams. There are 11 women's colleges, remaining comprises of co-education. Two best practices of each college is taken into consideration for analysis. Though the colleges earned the NAAC score in their last cycle of accreditation conducted on or before 2016, the new grading system of July 2017 is applied to them to draw more visible distinctions and inferences among them.

**Table 1: State-wise Top NAAC Accredited Colleges in India**

Sr. No.	Name of College/ Institution	State	NAAC Score	NAAC Grade
1	Government Mohindra College, Patiala	Punjab	3.86	A++
2	Jyoti Nivas College, Bangalore	Karnataka	3.76	A++
3	Cotton College, Guwahati	Assam	3.76	A++
4	M. S. P. Mandal's Deogiri College, Aurangabad	Maharashtra	3.75	A+

5	S.S. Jain Suboth PG College, Jaipur	Rajasthan	3.72	A+
6	Loyola College of Social Sciences, Thiruvananthapuram	Kerala	3.72	A+
7	<a href="#"><u>Stella Maris College (Autonomous), Chennai</u></a>	Tamil Nadu	3.68	A+
8	Andhra Loyola College, Vijayawada	Andhra Pradesh	3.65	A+
9	St. Agnes College, Mangalore	Karnataka	3.65	A+
10	Miranda House (DU North Campus), Delhi	Delhi	3.61	A+
11	Lady Shri Ram College for Women, New Delhi	Delhi	3.61	A+
12	Midnapore College, Midnapore	West Bengal	3.58	A+
13	Patna Women's College, Patna	Bihar	3.58	A+
14	Post Graduate Government College for Girls, Sector 11, Chandigarh	Chandigarh	3.52	A+
15	St. Joseph's Degree & PG College (Autonomous), Hyderabad	Telangana	3.49	A
16	Sanatan Dharma College (Lahore), Ambala Cantt.	Haryana	3.48	A
17	Parvatibai Chowgule College of Arts and Science, Gogol-Margo	Goa	3.41	A

18	St. Xavier's College, Ahmedabad	Gujarat	3.41	A
19	Janta Vedic College, Baraut	Uttar Pradesh	3.39	A
20	Government College for Women, Jammu	Jammu & Kashmir	3.32	A
21	Government College for Women, Srinagar	Jammu & Kashmir	3.31	A
22	Gangadhar Meher College (Autonomous), Sambalpur	Odisha	3.26	A
23	Jamshedpur Women's College, Jamshedpur	Jharkhand	3.26	A
24	Kanchi Mamunivar Centre for Post Graduate Studies Puducherry,	Pondicherry	3.19	A
25	Jawaharlal Nehru College, Pasighat	Arunachal Pradesh	3.13	A
26	Lady Keane College	Meghalaya	3.09	A
27	Patkai Christian College, Patkai, Dinapur	Nagaland	3.06	A
28	Government College, Dharmashala	Himachal Pradesh	3.06	A
29	Shri Guru Ram Rai (PG) College, Dehradun	Uttarakhand	3.04	A
30	Government Bilasa Girls P.G. College (Autonomous), Bilaspur	Chhattisgarh	3.04	A

**Table 2: Colleges and their Best Practices**

Sr. No.	Name of College/ Institution	Best Practice
1	Government Mohindra College, Patiala, Punjab	Data not available on website
2	Jyoti Nivas College, Bangalore, Karnataka	Students' Welfare, Mentor Ward, Value Education, Career Guidance, Placement Cell, Research and Faculty Improvement Programme, Effective Classroom Teaching, Orientation, Helping Hand Counseling Service, Social Services, Clubs and Associations, Alumni Association, Publications of Students, Student Friendly Ambience, Student Evaluation of Teaching Staff, Promotion of Indian Tradition and Culture, Short Term Courses, Sports Promotion, Women Cell, Anti Ragging Squad
3	Cotton College, Guwahati, Assam	<ol style="list-style-type: none"> <li>1. Cotton College Social Responsibility Cell Outcome: improvement in education and health environment, contribution to emotional health of oldies, improvement in education in this sector, impact on policy making, manual prepared for mobile science laboratory in remote areas, gained infrastructural grant, WWF manuals and handbook in Assamese, forest fringe areas became environmentally aware, changes in rural agriculture</li> <li>2. ICT Enhanced Learning Experience Outcome: improved attentiveness and engagement, increased knowledge retention, interactive and fun learning environment, quick</li> </ol>



		understanding, easy tracking of response, enriched overall learning experience
4	M. S. P. Mandal's Deogiri College, Aurangabad, Maharashtra	<ol style="list-style-type: none"> <li>1. Phule-Shahu-Ambedkar Lecture Series Outcome: one of the most acknowledged lecture series in Maharashtra, participation of various strata of society, eminent and knowledgeable speakers from all over state, out bursting response from students, people around the campus</li> <li>2. Exhibition and Demonstration of Science Experiments for School Students Outcome: growing number of schools visiting the college, students interest increased in learning,</li> </ol>
5	S.S. Jain Suboth PG College, Jaipur, Rajasthan	<ol style="list-style-type: none"> <li>1. Community based Practices Fostering Community Responsibility Empowering Women: Laying Foundations for Better Society Outcome: large number of students involvement, connectedness towards society, breeding of values and ethics, counseling for students</li> <li>2. Skill Development Programme Outcome: students selection ratio upward turn, students winning competitions, increase in student confidence, student performance increased, classroom interaction and participation increased</li> </ol>
6	Loyola College of Social Sciences, Thiruvananthapuram, Kerala	<ol style="list-style-type: none"> <li>1. Live Lab Outcome: conducted 40 training programmes for 300 adolescent participants, life skills sessions for parents, life skill training</li> <li>2. BEE-Live: Biodiversity and Environmental Engagements Outcome: change in attitude towards environment, plantation in the campus, improvement in biota, population of insects,</li> </ol>

		frogs, birds, etc. increased, reduced carbon content, quality of harvested rainwater increased, ground water level improved
7	<a href="#">Stella Maris College (Autonomous), Chennai</a> , Tamil Nadu	<ol style="list-style-type: none"> <li>1. Environmental Initiatives</li> <li>2. Extension and Outreach</li> </ol>
8	Andhra Loyola College, Vijayawada, Andhra Pradesh	<ol style="list-style-type: none"> <li>1. Promotion of e-Content Development Outcome: 555 articles uploaded in wiki resources, 350 students trained.</li> <li>2. Andhra Loyola Extension Service for Rural Transformation (ALERT) Andhra Loyola Assistance for Neighbourhood Advancement (ALANA) Outcome: Infrastructures and basic amenities increased, increase in family income, thrift, change in lifestyle, improvement in personality and empowerment, increase in better living standard, better education of children, freedom from high interest loans, entrepreneurship developed</li> </ol>
9	St. Agnes College, Mangalore, Karnataka	<ol style="list-style-type: none"> <li>1. Agnes Towards Community (ATC) Outcome: fund raising by students for Endosulfan victims, increase in attendance in Gram Sabha/ Gram Panchayat, effective implementation of Swachh Bharat Abhiyan</li> <li>2. The Annual Academic Audit by the Internal Quality Assurance Cell Outcome: increase in paper presentation, publication, seminar, workshop, conference, documentation improved, master plan formulation, active involvement of stakeholders, response from students</li> </ol>

10	Miranda House (DU North Campus), Delhi, Delhi	<ol style="list-style-type: none"> <li>1. Women as Leaders and Achievers: Laying Foundation for Successful Life Outcome: great women leaders such as Shaila Dixit, Meera Kumar, Brinda Karat, Romila Thaper, Anita Desai, etc., production of eminent leadership, crowd funding raised, various ventures at international level</li> <li>2. Flavour of Research: Learning in Multidisciplinary Contexts Outcome: various facilities availed, prominent research outcome, gained awards for research, research on new drugs and vaccines, the research projects increased, research publications increased, boost to research</li> </ol>
11	Lady Shri Ram College for Women, New Delhi, Delhi	<ol style="list-style-type: none"> <li>1. Education for All Swavlanban – Equal Opportunity Centre Parwaaz – Annual Activity of REACH Outcome: Activities for differently abled students, conveyance facility for students, workshops for students, visually challenged students trained in JAWS software, confidence built in students</li> <li>2. At Home in the World Office of International Programmes Learning, Resource and Research Centre Outcome: 30 universities from various countries visited to college, MoUs with international universities, 21 universities network, Skype interactions with world educational institutions, ASSK Centre, WISCOMP</li> </ol>
12	Midnapore College, Midnapore, West Bengal	<ol style="list-style-type: none"> <li>1. Research Activities and Quality Teaching</li> <li>2. Student Centric Learning, Sports and Cultural Activities</li> </ol>
13	Patna Women's College, Patna, Bihar	<ol style="list-style-type: none"> <li>1. Providing academic and skill oriented help to economically poor students through Mother</li> </ol>

		<p>Veronica Development Foundation (MVDF) programme Outcome: progress in performance of students, students-teachers-parents interpersonal relatedness, reduction in dropout and failure rate, enhance credibility and employability, job profile increased</p> <p>2. Inter College Women's Association (Patna) Outcome: students of different colleges mix, more active in taking part in activities, increased discussions on social issues, discussions on political representation of women</p>
14	Post Graduate Government College for Girls, Sector 11, Chandigarh, Chandigarh	<p>1. Water and Waste Management Outcome: improvement in infiltration and reduction in run-off, improvement in ground water level, reduced strain on water supply, improvement in groundwater quality, prevention of flooding, improved soil aeration, enriched soil with micro-organisms, improved water holding capacity, enhanced germination, plant growth and yield, reduced waste generation, low capital investment, reduced greenhouse gas emission</p> <p>2. Institutional Social Responsibility Outcome: students developed organizational skills, improved communication, initiative for conducting events, common room, Day Care Centre increased satisfaction levels of female staff</p>
15	St. Joseph's Degree & PG College (Autonomous), Hyderabad, Telangana	<p>1. Regular Conduction of Student Centric Activities Outcome: orientation programme for UG, MA and MBA, organization of workshops, seminars, guest lectures, festivals, special days</p> <p>2. Encourage Faculty and Student Research Outcome: faculty and student development programmes, increase in articles, seminars, conferences, workshops, research activities</p>

16	Sanatan Dharma College (Lahore), Ambala Cantt. Haryana	<ol style="list-style-type: none"> <li>1. Development of College Information Management System (CIMS) Outcome: increased the use of CIMS, decreased students visiting office, students can check their internal assessment, notes and question bank available, useful in compilation of annual reports, cataloguing personal achievements, computing university results, filling SSR, online information available</li> <li>2. Development of Social Progress Index (SPI) of Students Outcome: 697 students participated in 18 different sports, 1092 students participated in 31 zonal and inter-zonal festivals, 11360 students participated in different co-curricular, extra-curricular, NSS, NCC, clubs, etc. won overall trophy for best performance 38 times, won 159 prizes, won 50 prizes in curricular competitions, sport persons won 10 medals, all India and university level 18 medals, 53 prizes and medals at university level, participation of students in Republic Day parade</li> </ol>
17	Parvatibai Chowgule College of Arts and Science, Gogol- Margo, Goa	<ol style="list-style-type: none"> <li>1. Departmental Activities Outcome: large number of students participated in these activities run by departments, help in shaping leader in them</li> <li>2. Clubs and Forums Outcome: large number of students participate in these activities, help them in shaping their personality and academics</li> </ol>
18	St. Xavier's College, Ahmedabad, Gujarat	<ol style="list-style-type: none"> <li>1. SXCA Chronicles Outcome: documentation of all events, unity and oneness in the institution</li> <li>2. Developing Leaders through Volunteerism Outcome: students' positive approach, improved management skills, better performance, started soft skill programme</li> </ol>

19	Janta Vedic College, Barau, Uttar Pradesh	Flexibility in curriculum, introduction of vocational courses, organization of seminars, workshops, conferences, symposia, etc., yoga, moral, ethical education, extra and co-curricular activities, remedial coaching, laboratory facilities
20	Government PG College for Women, Gandhi Nagar Jammu, Jammu & Kashmir	<ol style="list-style-type: none"> <li>1. Out Reach Activities Outcome: availability of varied information to students, won trophies and certificates of merits</li> <li>2. Skill based Activities Outcome: helps in solid waste management, low cost, protection of soil, independent student entrepreneurs,</li> </ol>
21	Government College for Women, Nawkadal, Srinagar, Jammu & Kashmir	<ol style="list-style-type: none"> <li>1. Skill Empowerment Cell Outcome: self-help and job oriented courses started, skill courses helped students to stand economically</li> </ol>
22	Gangadhar Meher College (Autonomous), Sambalpur, Odisha	Data not available
23	Jamshedpur Women's College, Jamshedpur, Jharkhand	<ol style="list-style-type: none"> <li>1. Women Empowerment Outcome: computer literacy increased, made world sports players (Aruna Mishra, Reena Kumari), many national players, increased job profile of students, empowered women</li> <li>2. Environmental Awareness Process Outcome: green house properly maintained, more solar systems, no use of plastic bags in campus, increased tree plantation, effective environment and water management</li> </ol>
24	Kanchi Mamunivar Centre for Post Graduate Studies	<ol style="list-style-type: none"> <li>1. Every department is given an opportunity on rotation basis</li> </ol>



	Puducherry, Pondicherry	to carry out the conduct of semester examination thereby  imparting administrative knowledge to staff members
25	Jawaharlal Nehru College, Pasighat, Arunachal Pradesh	1. The nurturing of entrepreneur talent by the Entrepreneur Development Cell of the college 2. The integration of ICT into academics
26	Lady Keane College, Meghalaya	1. Beyond the Campus: Sharing Intellectual and Cultural Learning 2. Elevation of Underprivileged Sections of Society
27	Patkai Christian College, Patkai, Dinapur, Nagaland	1. Comprehensive Continuous Internal Assessment System Outcome: improved students' performance and semester results, course improvement 2. System of Personal Interaction Outcome: positive impact on achieving quality education, strong bond of oneness among stakeholders, student complaint reduction, practice of fair examination
28	Government College, Dharmashala, Himachal Pradesh	Data not available on website
29	Shri Guru Ram Rai (PG) College, Dehradun, Uttarakhand	1. Not a single case of ragging 2. Declared tobacco/ smoking free campus
30	Government Bilasa Girls P.G. College (Autonomous), Bilaspur, Chhattisgarh	Data not available on website


### Discussion and Findings:

26 colleges have displayed the data of best practices on their website except 4 colleges (during course of research). Government Mohindra College, Patiala has the highest score of NAAC i.e. 3.86 did not have the date of best practices available on its website, the other colleges include Gangadhar Meher College (Autonomous), Sambalpur; Government College, Dharmshala; and Government Bilasa Girls P.G. College (Autonomous), Bilaspur. Among 26 colleges, two colleges listed more than two best practices on their college portal—Jyoti Niwas College, Bangalore and Janta Vedic College, Barau. Two colleges, Government College for Women, Nawakadal, Srinagar and Kanchi Mamunivar Centre for Post Graduate Studies, Puducherry have one best practice to display. 5 colleges did not state the outcome of its best practices undertaken include Jyoti Nivas College, Bangalore; [Stella Maris College \(Autonomous\), Chennai](#); Midnapore College, Midnapore; Janta Vedic College, Barau; and Shri Guru Ram Rai (PG) College, Dehradun whose NAAC score and grade is 3.76 (A++), 3.68 (A+), 3.58 (A+), 3.39 (A) and 3.04 (A) respectively. According to grades, among these 30 state wise top NAAC accredited colleges, there are 3 A++ colleges, 11 A+ colleges and 16 colleges have A grade. These colleges have undertaken various types of activities as their best practices viz. social responsibility cell, ICT enhanced learning experience, Phule-Shahu-Ambedkar lecture series, exhibition and demonstration of science experiments for school students, community based practices, skill development programme, live lab, bee-live, environmental initiatives, so and so forth (see table 2).

The NIRF rating has been measured through five key parameters include Teaching Learning and Resources (100 marks, 0.30 ranking weight), Research and Professional Practice (100 marks, 0.30 weight), Graduation Outcome (100 marks, 0.10 weight), Outreach and Inclusivity (100 marks, 0.10 weight) and Perception (100 marks, 0.10 weight). With this key parameters colleges have ranked throughout the country. The difference found between NAAC score and NIRF ranking, the colleges which scored below in NAAC ranked high at NIRF; the best example of this is Miranda House—ranked first by NIRF and tenth at NAAC score. Government Mohindra College is first by NAAC score but not among top 50 NIRF colleges; Lady Sri Ram College for Women is at 11<sup>th</sup> by NAAC score, 7<sup>th</sup> at NIRF; Andhra Loyola is 8<sup>th</sup> by NAAC score whereas by NIRF 24<sup>th</sup>; Post Graduate Government College for Girls found 14<sup>th</sup> place by NAAC score and in the NIRF it is at 32<sup>nd</sup>. The remaining colleges could not be found among top 50 NIRF colleges in the country.

Colleges who undertook best practices have positive impact on their assessment and accreditation process earning them the expected grade or score. It has created the conducive atmosphere among stakeholders and society around them. Some best

practices have global impact like Miranda House's Women as Leaders and Achievers: Laying Foundation for Successful Life and Lady Sri Ram College for Women's At Home in the World. Some colleges have outstanding achievements in the form of students who directly involved in best practices, e.g. Sanatan Dharma College (Lahore), Ambala Cantt.'s Development of Social Progress Index (SPI) of Students and Jamshedpur Women's College's Women Empowerment. Women colleges have different student and society centric best practices – Patna Women's College, Patna; Jyoti Niwas College, Bangalore; Lady Sri Ram College for Women, New Delhi; Post Graduate Government College for Girls, Chandigarh; Government PG College for Women, Gandhi Nagar; Jamshepur Women's College, Jamshedpur and Lady Keane College, Meghalaya.

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## Appendix

### List of Colleges Rated by NIRF

Sr. No.	Name of College/ Institution, City and State	NIRF Rank	NIRF Score
1	Miranda House, Delhi, Delhi	1	69.39
2	Loyola College, District Chennai, Tamil Nadu	2	68.68

3	Shri Ram College of Commerce, Delhi, Delhi	3	67.18
4	Bishop Herber College, District Tiruchirapalli, Tamil Nadu	4	61.18
5	Atma Ram Sanatan Dharma College, New Delhi, Delhi	5	60.68
6	St. Xavier's College, Kolkata, West Bengal	6	59.12
7	Lady Sri Ram College for Women, New Delhi, Delhi	7	58.28
8	Dyal Sing College, New Delhi, Delhi	8	58.22
9	Deen Dayal Upadhyaya College, New Delhi, Delhi	9	58.06
10	The Women's Christian College, Chennai, Tamil Nadu	10	57.37
11	P.S.G. College of Arts and Science, District Coimbatore, Tamil Nadu	11	55.64
12	Madras Christian College, District Kancheepuram, Tamil Nadu	12	55.44
13	Ayya Nadar Janaki Ammal College, District Virudhnagar, Tamil Nadu	13	54.62
14	P.S.G.R. Krishnammal College, for Women, District Coimbatore, Tamil Nadu	14	53.97
15	Keshav Mahavidyalaya, Delhi, Delhi	15	53.21
16	Ethiraj College for Women, Chennai, Tamil Nadu	16	52.85
17	Christ College (Autonomous), Thrissur, Kerala	17	52.62

18	Loreto College, Calcutta-16, West Bengal	18	51.85
19	Kongunadu Arts & Science College, District Coimbatore, Tamil Nadu	19	51.84
20	Acharya Narendra Dev College, Kalkaji, Delhi	20	51.06
21	AU College of Science and Technology, Visakhapatnam, Andhra Pradesh	21	50.85
22	Sri Krishna Arts and Science College, Coimbatore, Tamil Nadu	22	50.80
23	AU College of Arts and Commerce, Visakhapatnam, Andhra Pradesh	23	49.73
24	Andhra Loyola College, Vijayawada, Andhra Pradesh	24	49.41
25	Rajagiri College of Social Sciences, Dist. Ernakulam, Kerala	25	48.90
26	Holy Cross College, District Tiruchirapalli, Tamil Nadu	26	48.13
27	Fatima College (Autonomous), Madurai, Tamil Nadu	27	47.95
28	Sacred Heart College, Dist. Ernakulam, Kerala	28	47.24
29	St. Joseph's College of Commerce, Bengaluru, Karnataka	29	47.21
30	Rajiv Gandhi Institute of Information Technology and Biotechnology (RGIITBT), Pune, Maharashtra	30	47.04
31	St. Joseph's College, Dist. Calicut, Kerala	31	46.73



32	Post Graduate Government College for Girls, Chandigarh, Chandigarh	32	46.54
33	Ramanujan College, Kalkaji, Delhi	33	45.92
34	Shaheed Bhagat Singh College (Evening Classes), New Delhi, Delhi	34	45.76
35	Fergusson College, Dist. Pune, Maharashtra	35	45.51
36	Degree College of Physical Education, Dist. Amravati, Maharashtra	36	45.48
37	Shri M.V. & Smt. N.V. Virani Science College, Dist. Rajkot, Gujarat	37	45.31
38	V.V. Vanniaperumal College for Women, District Virudhnagar, Tamil Nadu	38	45.06
39	Virudhunagar Hindu Nadars Senthikumara Nadar College, District Virudhnagar, Tamil Nadu	39	44.80
40	St. Xavier's College, Mumbai, Maharashtra	40	44.67
41	Goswami Ganesh Dutta S.D. College, Sector 32, Chandigarh, Chandigarh	41	44.56
42	St. Joseph's College, Dist. Trichur, Kerala	42	44.35
43	A.V.C. College, District Quaide-E-Milleth, Tamil Nadu	43	44.29
44	Dr. N.G.P. Arts & Science College, District Coimbatore, Tamil Nadu	44	44.00

45	St Aloysius College (Autonomous), Mangalore, Karnataka	44	44.00
46	Sri Guru Nanak Dev Khalsa College, New Delhi, Delhi	46	43.86
47	Justice Baseer Ahmed Sayeed College for Women, Chennai, Tamil Nadu	47	43.77
48	Mercy College, Dist. Palakkad, Kerala	48	43.68
49	Little Flower College, District Trichur, Kerala	49	43.59
50	K.S. Rangaswamy College of Arts and Science, Tiruchengode, Tamil Nadu	50	43.32

## 5. Qualitative Metrics (QIM): The information needed to be uploaded

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### Abstract:

The Quality Indicator Framework (QIF format) comprises both Qualitative and Quantitative information. It should be noted that, for each of the Qualitative Metrics the Higher Education Institutes (HEI) have to upload the information as per each key indicator. This paper summaries the information to be uploaded as the first part of SSR while online submission,

### Introduction:

National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation. The revised process is being adopted from July 2017. The main focus of the revision process has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled. It also has reduced duration of accreditation process. The HEI have to keep all the relevant documents and data indicated in the QIF for each Metric under all KIs as a template so that when access to online SSR is available, it's easy to provide pertinent data.

### Criteria wise information to be uploaded:

#### Criterion I - Curricular Aspects (100)

In the Curricular Planning and Implementation, the institution ensures effective curriculum delivery through a well planned and documented process and have to upload a description of the initiatives. In the Curriculum Enrichment, the Institution have to integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum and have to upload a description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics along with the list of core courses.

## **Criterion II - Teaching-Learning and Evaluation (350)**

In this section the institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners and have to upload a description of the initiatives. In the Teaching Learning Process, the HEI should describe the student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences, and to upload a description of student centric methods.

In Innovation and creativity in teaching, the description of Innovation and creativity should be uploaded. For the Evaluation Process and Reforms, the information regarding the Reforms in Continuous Internal Evaluation(CIE) system at the institutional level, the description of reforms in continuous internal evaluation should be uploaded.

The Mechanism of internal assessment is transparent and robust in terms of frequency and variety, and have to upload the description of the measures of transparency and robustness in internal assessment which are maintained.

The Mechanism to deal with examination related grievances is transparent, time-bound and efficient and the description of the mechanism to deal with exam related grievance should be uploaded. The institution adheres to the academic calendar for the conduct of CIE, the schedule/description mentioning the adherence to academic calendar should be uploaded.

The information regarding the Student Performance and Learning Outcomes describing the program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students and all should be uploaded along with the description of Mechanism of Communication. The Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution, and the description of the method of measuring attainment should be uploaded.

## **Criterion III - Research, Innovations and Extension (120)**

In the Innovation Ecosystem the information which Institution has to create an eco system for innovations including Incubation center and other initiatives for creation and transfer of knowledge should upload a description and evidence of its usage with their activities.

In the part of Extension Activities, the Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during last five years should be uploaded mentioning the impact of the activities in sensitizing students to social issues and holistic development.

#### **Criterion IV - Infrastructure and Learning Resources (100)**

In the key indicator, Physical Facilities, the institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment and upload a description of adequacy of facility for teaching learning as per the minimum specified requirements by statutory bodies.

The information of facilities for sports, games (indoor, outdoor, gymnasium, yoga center etc.,) and cultural activities should be uploaded along with a description of adequacy facilities for sports, games and cultural activities which include specification about area/size, year of establishment and user rate.

In the section of Library as a Learning Resource, the information of automated Library using Integrated Library Management System (ILMS) should be uploaded along with a description of name of the ILMS software , nature of automation (fully or partially) , Version , Year of automation.

The collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment giving the description of library enrichment which includes, Name of the book/ manuscript, Name of the publisher, Name of the author, Number of copies, Year of publishing should be uploaded.

In Key Indicator, IT Infrastructure the Institution frequently updates its IT facilities including Wi-Fi and upload the description of IT facilities including Wi-Fi with date of updation and nature of updation.

The information of Maintenance of Campus Infrastructure with established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc and procedures for maintaining and utilizing physical, academic and support facilities on the website should be uploaded policy details systems.

In the Student Support and Progression section, the Student Participation and Activities , Presence of an active Student Council and representation of students on academic & administrative bodies/committees of the institution, the description on Student Council activity and students' role in academic & administrative bodies should be uploaded.

In Alumni Engagement, the details of Alumni Association/ Chapters (registered and functional) contributing significantly to the development of the institution through financial and non-financial means during the last five years, its contribution to the institution should be uploaded.

### **Criterion VI - Governance, Leadership and Management (100)**

In the section of Institutional Vision and Leadership, the governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution. The vision and mission statement of the institution and description should be uploaded on the nature of governance, perspective plans and participation of the teachers in the decision-making bodies of the HEI.

In the institution practices decentralization and participative management, a case study of practicing decentralization and participative management in the institution should be uploaded.

In the Key Indicator Strategy Development and Deployment, the Perspective/ Strategic Plan and Deployment documents which are available and maintained in the institution should be uploaded the Strategic Plan and deployment documents on the website, along with one example of activity successfully implemented based on the strategic plan should be uploaded.

The Organizational structure of the HEI including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism should be uploaded as the organogram of the HEI.

The Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions should be uploaded along with the example of activity successfully implemented based on the Minutes of the meeting of various Bodies/ Cells and Committees.

In the section of Faculty Empowerment Strategies, the institution which has effective welfare measures for teaching and non-teaching staff and upload the list the existing welfare measures for teaching and non-teaching staff.

The Institution which has a Performance Appraisal System for teaching and non-teaching staff should be described and upload the information on the functioning status of the Performance Appraisal System for teaching and nonteaching staff in not more than 300 words.

The Financial Management and Resource Mobilisation system which the Institution conducts internal and external financial audit regularly. The various internal and



external financial audits carried out during last five years with the mechanism for settling audit objections should be uploaded.

The Institutional strategies for mobilisation of funds and optimal utilisation of resources should be uploaded as the resource mobilisation policy and procedures of the HEI.

Internal Quality Assurance Cell (IQAC) which contributes significantly for institutionalizing the quality assurance strategies and processes. The minimum two examples of best practices institutionalized as a result of IQAC initiatives should be uploaded.

The detailed on institution review its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC setup as per norms should be uploaded along with two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.

The Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) and post accreditation quality initiatives (second and subsequent cycles) should be described the of quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years.

#### **Criterion VII - Institutional Values and Best Practices (100)**

In the Institutional Values and Social responsibility the Gender Equity, Institution showing gender sensitivity in providing facilities such as Safety and Social Security, Counselling , Common Room etc covering a description of gender equity initiatives undertaken by the HEI on the specified areas should be uploaded.

In the Environmental Consciousness and Sustainability, the Waste Management steps including Solid waste management, Liquid waste management, E-waste management, its description of efforts towards waste management on the campus should be uploaded.

The Rain water harvesting structures and utilization in the campus and the description of efforts towards rain water harvesting on the campus should be uploaded.

Description of efforts towards green practices on the campus In the Green Practices, Students, staff using Bicycles Public Transport Pedestrian friendly roads, Plastic free campus, Paperless office Green landscaping with trees and plants should be uploaded.

The section of Human Values and Professional Ethics, the Institution organized national festivals and birth / death anniversaries of the great Indian personalities, The complete transparency in its financial, academic, administrative and auxiliary functions should be uploaded as description of efforts of the HEI towards inculcation of human values and professional ethics in students, faculty and society.

State at least two institutional best practices Best Practices as per the NAAC format and the details of two best practices successfully implemented by the institution should be uploaded.

In the Institutional Distinctiveness, the HEIs describe/ explain the performance of the institution in one area distinctive to its vision, priority and thrust and upload the description of the institution performance in one area distinctive to its vision, priority and thrust.

#### **References:**

INSTITUTIONAL ACCREDITATION Manual for Affiliated/Constituent Colleges  
(Effective from July 2017)

## 6. TEACHING- LEARNING PROCESS: AN EMERGING TREND TOWARDS USE OF ICT

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### **ABSTRACT**

Today Teaching and Learning process have acquired significance globally and it became more fruitful not only for teacher but for learner. There are multiple benefits of ICT as tool of teaching learning process. In the area of Education, ICT paved the way towards social transformation of society being an effective device. Gone are the days when teacher used to follow traditional methods of teaching and learning process. This methods have become obsolete and now most of the colleges and school adopting innovative practice in teaching and learning process. Indeed, it will be useful for the pupil. According to changing environment, one should adopt innovative practice for the convenience of learning. It will able to eradicate barrier in teaching and learning process. In this backdrop, corner effort must be taken on behalf of teacher in the college for adopting ICT in learning process in order to improvement of learning process.

Apart from this, it is completely inappropriate to say that traditional methods are useless. But it is endeavour that traditional methods of learning process should be coupled with use of ICT in learning process. This paper will discuss how use the use of Information and Communication Technology would be fruitful in teaching and learning process in education system.

**Key words:** ICT, Higher Education, NAAC, Teaching- Learning Process etc.

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1. **Introduction:** Today in not only in educational field but in all other sector, ICT plays a pivotal role which led to the improvement of society. ICT can make significant contributions in teaching and learning process. It can help in tackling barriers in educational fields as well as it will help in enhancing efficiency in government, dissemination of scientific knowledge. It is one of the effective visual mode in teaching and learning process. The rapid growth of information

and communication technology had profound impact on education system which is benefited to large number of people. Presently, day by day the significance of use of ICT in education are increasing. Use of ICT in educational sector not only focuses on teachers but on students which will help in creating efficiency in various facet.

2. **Meaning of ICT:** The concept of ICT stands for “Information and Communication Technologies.” It refers to technologies that provide access to information through telecommunications. It focuses on communication technologies and it includes the internet, wireless networks, cell phones and other communication mediums.<sup>1</sup>
3. **Objective of Paper :** The objective of the paper will be-
  - 1) To discuss barriers in traditional modes of learning and to focus how the horizon of ICT is widened across the globe.
  - 2) To simplify the contributions and advantages of use of ICT in teaching and learning process
  - 3) To discuss new challenges before use of ICT in educational sector
4. **Concept & Role of ICT in Learning:**

The route of Right to Education in India is reflected under the Constitutional framework. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A under Constitution of India which provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. In this backdrop, Parliament of India enacted The Right of Children to Free and Compulsory Education (RTC) Act, 2009. This Act came into force on 1<sup>st</sup> April, 2010. For the quality and effective implementation of Right to Education provided under Constitution of India and under Right of Children to Free and Compulsory Education Act, 2009 must be focused from the perspective of use of ICT in teaching and learning process so as to enable to the student to avail education being Fundamental Right.<sup>2</sup> It is also obligatory on the part of appropriate government to take necessary step towards stringent implementation of provision regarding right to education under legal and Constitutional framework.

Teaching Process- ICT is having tremendous power which will help in enabling people to learn various facets in educational system. Use of ICT in teaching learning process is having positive impact on the improvement of student. It will enable teacher to make the lesson easier and it is time saving process. Adoption of such innovative device in higher education is welcomed everywhere. It is expected that this method will fruitful

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<sup>1</sup> <https://techterms.com/definition/ict>

<sup>2</sup> <http://mhrd.gov.in/rte>

for innumerable people. It will create ability of student to memorise the subject in very stipulated time.

Use of ICT will help in connecting through communities from each other. It will establish technological environment. It is a theme that focuses on building computing and creating skills in students and teachers using various ICT applications. These include data analysis and processing, creating graphics, creating audio visual communications, working with mapping applications, creating resources with specific school subject related applications and programming.<sup>3</sup>

### **5. Advantages of use of ICT in Education:**

At prime level the use of ICT in Education will be benefited to Teacher and Students.<sup>4</sup>

#### *(1) From Teachers perspective-*

- Exploring educational possibilities of technology
- Learning to make right choices of hardware, software and ICT interactions,
- Lastly, growing to become a critical user of ICT

#### *(2) From Students perspective-*

- The students will able to avail creativity and problem will be solved
- The students will able to know the world of information and technologies
- They will get an opportunity to shape career pursuits.

Apart from this, some of the benefits of use of ICT can be discussed as follows:

There are so many benefits of use of ICT in education

- 1) It will help to eradicate barriers in education. In so far as traditional mode of learning process there were so many barriers like it is time consuming, chalk and board method, health related problem.
- 2) It will reduce the burden on teacher due to emergence of ICT in learning teaching process. Because it became more convenient for the pupil to understand the subject.

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<sup>3</sup> ICT Teacher Handbook

<sup>4</sup> <http://ictcurriculum.gov.in/>

- 3) Use of ICT being easy mode of learning, it will be designated as time saving device. Because within stipulated time the pupil can avail the knowledge of subject
- 4) It will help in establishing mutual understanding between teacher and students and then it will result in maintain friendly and respectful relationship between teacher and students.
- 5) It will create concentration of students upon subject matter and the student will understand the very centre theme of the subject which is being taught by teacher.
- 6) School and colleges will be benefited due to significant improvement on learner's performances and lastly teachers become more convinced that educational achievement of pupils are due to adoption of ICT method in teaching learning process and undoubtedly student will be motivated when computers and Internet are used in class.<sup>5</sup> Use of ICT is one of the source from which we get valuable information.
- 7) Use of ICT will helpful to pupil in completing assignment and it will be evident best result in the examination.
- 8) Use of ICT is already practiced knowledge which can be expressed with new approach by taking the basis of new device like use of PPT in classroom, video conferencing, digital video, internet etc.

#### **6. New Challenges before ICT in Teaching – Learning Process:**

- 1) The National Assessment And Accreditation Council (NAAC) is one of the autonomous body established by the University Grants Commission. The birth of NACC an outcome of the recommendations of the National Policy in Education in the year 1986. Said policy has given special emphasis on achieving the quality of higher education. Therefore, NAAC being autonomous body are bestowed with enormous power to assess and accredit institutions of higher education in the country. Use of ICT in teaching learning process will be helpful in achieving satisfactory credit by NAAC. In this way, participatory approach of various colleges must be increased to maintain the quality and efficiency in the higher education.
- 2) State being custodian and protector of citizen of India, it is obligatory on the part of Government to meet the new challenges in 21<sup>st</sup> century. They must able to learn Communication, access to information and learn to use emerging technologies. Therefore, it is ICT have become an integral part of teaching and learning process.<sup>6</sup> For the purpose of protecting the future of citizens, the scope and ambit of use of ICT in education must be widened so

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<sup>5</sup> <http://edtechreview.in/trends-insights/insights/959-advantages-of-using-ict-in-learning-teaching-processes>

<sup>6</sup> E- book titled "Building Capacity of Teachers/ Facilitators in Technology- Pedagogy Integration for Improved Teaching and Learning", Final Report published on 18-20, June, 2003, Bangkok, Thailand

that it will create learning environment and students and teacher will able to adopt skills to utilise ICT.

- 3) The teacher who are going to use ICT while teaching lessons, are not having knowledge of technologies. Therefore, hardly it would possible professional development. Therefore, faculty in school and college must be well equipped with the modern technology.
- 4) Institution and Government should take initiative step towards providing ICT facility in school and college. If facility are made available to faculty regarding use of ICT in education, then automatically learning environment will be create and student will be motivated which will lead towards achievement of object of Higher Education
- 5) Some colleges and school are not changing according to changing situations. So, if they adopt adopt changing trends, then it will be possible to enhance efficiency in Legal Education
- 6) Improvements in ICT in infrastructure will need to be supported with the help of ICT technical support. Generally, it is evident that there is low response about awareness of use of ICT among the teacher and students.<sup>7</sup>

#### **7. Conclusion and Suggestions:**

- 1) Use of ICT will enable for pupil to grow and improve the academic performance performances
- 2) Use of ICT will be useful for overwhelming number of teachers and students who will become trained and they will taught to think regarding use of ICT as an integral device in teaching and learning process.
- 3) *ICT* Information and communication technology (ICT) generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, video-conferencing).<sup>8</sup>
- 4) Use of ICT in teaching learning process is inevitable and indispensable ICT include computers, the Internet, Broadcasting technologies (i.e. radio and television), and Telephony. In this competitive and globalised world, specific focus must be given on the use of ICT in education so as to increasing the quality of education.

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<sup>7</sup> ICT in schools, Inspectorate Evaluation Studies, published by Evaluation Support and Research Unit, Inspectorate Department of Education and Science, Marlborough Street, Dublin1.

<sup>8</sup> Supra note- 3, page no. 61





## 7. NAAC accreditation: A catalyst for institutional self-improvement

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### **Abstract:**

Reacting upon the rising need of quality assurance and institutional environment, the NAAC has re-framed their accreditation and assessment process to be more qualitative, and outcome based. These new revisions may have been triggered by the urge to stay relevant and internationally acceptable. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes. This paper outlines the new framework and the criteria-wise information to be needed, for uploading and documentations.

### **Introduction:**

The NAAC office have revised Assessment and Accreditation (A&A) framework which is launched in July 2017. It represents an explicit paradigm shift making the accreditation process ICT enabled, objective, transparent, scalable, and robust. The revised guidelines have focused from qualitative peer-team judgement to a data based quantitative evaluation with increased objectivity and transparency.

The use of ICT to ensure scalability and flexibility. Reduction in number of questions, size of the report, visit days, and so on to further simplify the process by introducing pre-qualifier for peer team visit, as 30% of system generated score. Also introduced the **System Generated Scores (SGS)** with combination of online evaluation (about 70%) and peer judgement (about 30%). Along with it the third-party validation of data and the possibility of associating in multiple agencies. No site evaluation of HEIs applying for 4<sup>th</sup> cycle accreditation; and conducting on-site visits only in exceptional cases. It has provided the appropriate differences in the metrics, weightages, and benchmarks to universities, autonomous colleges and affiliated/constituent colleges, which was the

most needed factor. It also focused on revising several assessment metrics to promote participation of students and alumni in the assessment process.

### **Focus of Assessment.**

The NAAC continues with its focus on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement, organization, operations and the processes. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes. The self-evaluation process and the subsequent preparation of the Self Study Report (SSR) to be submitted to NAAC involves the participation of all the stakeholders – management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall, the new A&A is expected to serve as a catalyst for institutional self-improvement, promote innovation and assure quality.

### **Criteria wise information :**

To compile the seven criterions, the following information should be keep ready to answer the questions asked in manuals. The criteria wise points are listed in upcoming part. The information is expected for last five academic years.

#### **Criterion I - Curricular aspects**

The Vision, Mission, Objectives of the institution, IQAC meetings, action plan and academic calendar, regular and internal exams time table, Unit tests and implementation implementations. List of BOS Members, participation in curriculum development. IQAC analysis on feedback from the students and teachers and parents. Library services, its support for curricular enrichment. Co-curricular activities like project assignments, field work, tours. Any collaboration for career options, Soft Skill and Personality Development of students. The interface meeting records, the obstacles faced and remedies. Any new courses introduced during the last four years. The efforts taken on slow learners.

#### **Criterion II- Teaching-Learning and Evaluation**

Criteria adopted and process of admission for students from SC/ST/OBC Women/ Differently-abled/ EBC/ Minority. Details of category wise and gender wise enrolments in each course. Facilities for physically handicap students for scholarship and library services. Efforts on students discontinuing their studies. Action plan to organize the teaching, learning and evaluation schedules. The documentation of Interactive learning Collaborative learning. Library resources used to augment the teaching- learning process. Awards / recognition to faculties at the state, national and international level. Evaluation of teachers by the students. The results achieved during previous five years. The Teaching Materials: Development, Selection and use. Invitation to faculties as a Resource person, session chair, Juries etc.

### **Criterion III - Research, Consultancy and Extension**

Details on minor/major research projects completed, ongoing and applied. Published Books, chapters in the books, research papers , PATENTS. Faculty development Programmes. Support in terms of technology and infrastructural for research activity. Efforts made in developing scientific temper, research culture and aptitude among students. Research Guides, number of the students awarded/submitted thesis/ongoing Ph.D., M.Phil. Grant received for MRP/ conferences/seminars/workshops. Conferences/seminars/ workshops/ training /organized /presented/attended by faculties. Computers and Internet facility, library books, journals, e-books, e-journals available for research. Planning, upgrading and creating infrastructural facilities to meet the needs of researchers, new equipments added. Research Awards to teachers and students. Editorial /reviewer board member of research journals. Consultancy services, advocated and publicized, revenue generated and its use for institutional development. Budgetary details for extension and outreach programmes organized. Linkages/ collaborations /MoUs planning, establishing and implementing the initiatives with other instates/ industry-Institution-community.

### **Criterion IV- Infrastructure and Learning Resources**

Detail of the infrastructure facilities available. Details of the class rooms, laboratories, Botanical Garden dimensions, number of major equipments, Green Plantation. Infrastructure for Extra-curricular activities: Sports, NSS, NCC, IQAC cell. Canteen/cafeteria, Grievance Redressal cell, Women's cell, Anti ragging, drinking water facility etc. Infrastructure facilities for students with physical disabilities. Provisions available to students and staff in terms of health care. Library Advisory committee, planning recommends and implementations. Book, Journals purchase policy, details about Amount spent. Details on the ICT and other tools. Average

number of walk-ins, Average number of books issued/returned. Ratio of library books to students enrolled. Average number of books added during last three years. Services provided by the Library staff to the students and teachers. Special facilities offered by the library to the visually/physically challenged students. Hardware and software information,.

### **Criterion V- Student support and Progression**

College prospectus/ handbook details specifying the types and amount of institutional / Government Scholarships / free- ships. Percentage of students receiving financial assistance. Specific support services/facilities available for physical disabilities, Medical/ health center, health insurance etc. Details on organizing coaching classes/programmes for competitive exams. Skill development programmes. Efforts made to facilitate commercial skills, among the students and the impact of the efforts. Policies and strategies to promote participation of students in extra-curricular and co-curricular activities . Support and guidance provided to the students in preparing NET, UGC-NET, SLET, / Central / State Services, Defence, Civil Services exams, etc. Student grievance redressal cell, the grievances reported and redressed. Provisions for resolving issues pertaining to sexual harassment. Anti ragging committee, cases reported and the action taken. The welfare schemes made available to students, Book Bank, Internet Facility, Awards to Students. Alumni Association and its supportive activities. Student Progression to higher studies/ research /employment. Details of final year merit / pass percentage. Special support to students who are at risk of failure and drop out. Use of feedback data to improve the performance and quality. Publishing materials like wall magazines, College magazine, and other materials. Student Council details on its selection, constitution, activities and funding. Various academic and administrative bodies that have student representatives on them. Support by the Alumni and former faculty of the Institution.

### **Criterion VI: Governance, Leadership and Management**

The vision and mission of the Institution and defining the Institution's distinctive characteristics.

Role of management, Principal and Faculty in design and implementation of its quality policies and plans. The involvement of the leadership in ensuring policy

statements and action plans. Interaction with stakeholders and consultations with the stakeholders. Details of the academic leadership provided to the faculty. Human resource management. Head of the Institution's policy for the top management and the stakeholders. Management encouragement and support, involvement of the staff in improving the effectiveness and efficiency of the institute. Resolutions made by the Management Council in the last year, status of implementation of resolutions related to students/ faculties recruitments. Grievances / complaints promptly attended, resolved and used to maintain stakeholder relationship. Court cases filed by and against the Institute and decisions of the courts. Mechanism for analyzing student feedback, outcome and response on Institutional progress. Efforts to enhance the professional development of teaching and non teaching staff, empowerment through training, re-training and motivating, welfare schemes available for teaching and non teaching staff, percentage of staff have availed the benefit. Measures taken for attracting and retaining eminent faculty. Mechanism to monitor efficient use of available financial resources. Audit report details objections/ compliance. Reserve fund/corpus made available, any funding received from other sources and its utilization. Academic Audit or other external review of the academic provisions.

### **Criterion VII- Innovations and Best Practices**

Environment Consciousness: water conservation, natural sources of energy, solid waste management, vermin-composting, plantation, policies adopted for environmental care. Green Audit committee and Green audit of campus last four years. Initiatives taken by the college to make the campus eco-friendly. Energy conservation, Use of renewable energy, Water harvesting, Check dam construction, Efforts for Carbon neutrality, Plantation, Hazardous waste management and e-waste management. Innovations introduced which have created a positive impact on the functioning of the college. Literary and cultural Associations, Annual Magazine, wall magazines, Career Counselling Cell ( CCC ) etc., research culture for students.

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2. Quality Assurance in Higher Education: An Introduction
3. Quality Assurance: A Tool Kit
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## 8. NAAC REFORMS AND SIGNIFICANT ISSUES IN HIGHER EDUCATION IN INDIA AN OVERVIEW

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### **Introduction**

The system of higher education system in India has a very longer tradition but its growth for masses is significant in the post independent era. Presently it is one of the largest higher education systems in the world. With this great expansion the issues of quality of higher education are also emerging and on the background of these issues reforms in the higher education are taking place continuously.

University Grants Commission (UGC) and other various bodies are involved in the governance of higher education and UGC works as an apex body. The rules & regulations are formed by these bodies and many of the time it is criticized that these agencies have unnecessarily made higher complicated.

13 professional councils like UGC, All India Council for Technical Education (AICTE) etc, and five professional councils at state level like Rehabilitation Council of India (RCI) etc.

The regulatory arrangement of Higher Education in India is very complex and dysfunctional. This is due to highly detailed, time consuming and non-transparent regulations, not allows Higher Education institutions to respond to changing needs of society. As a result there is standardization in Higher Education in India but there is no maintenance of standards.

More tightening of Government control in institutions of Higher Education. The rapid expansion of Higher Education in India has been at the cost of its quality. Quality varies with institutions.

There are three agencies that evaluate the quality of the institutions & programmes.

These agencies evaluate through an external quality assurance in the country. These are National Assessment & Accreditation Council (NAAC) to accredit institutions of

Higher Education, the National Board of Accreditation (NBA) to accredit programmes in engineering & related areas.

The focus of the present paper is to overview the reforms made by NAAC and significant issues of higher education in India :

### **NAAC: Nature and Structure**

NAAC is an organization formed to assesses and accredit higher education Institutions (HEIs) in [India](#). In the response to New Policy of Education (1986) and Plan of Action (PoA, 1992) it was established in 1994. This policy was to "address the issues of deterioration in quality of education". The status of NAAC is an autonomous and statutory body but UGC is funding body on behalf of Government of India.

The vision statement of the NAAC 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."

NAAC claims in the response to the question Why Accreditation that "Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increased access) and quality (relevance and excellence of academic programmes offered) of higher education. The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and a process that provides space for participation of the institution."

According to the NAAC facilitates :

- Institution to know its strengths, weaknesses, and opportunities through an informed review process.
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus.
- Funding agencies look for objective data for performance funding.
- Institutions to initiate innovative and modern methods of pedagogy.
- New sense of direction and identity for institutions.
- The society look for reliable information on quality education offered.
- Employers look for reliable information on the quality of education offered to the prospective recruits.

- Intra and inter-institutional interactions.

(Source : <http://www.naac.gov.in>)

The NAAC assessment is based on pre determined that combine self -study & peer review. NAAC accredit and certifies for educational quality in institution based on seven criteria. They are as following :

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. The weightage of these criteria is different for university, autonomous institutes and affiliated colleges.

In the response to changing trends and devices in higher education the global scenario is transforming drastically. On this background NAAC revised its methodology and scoring system frequently. The present changes inclusion of ICT in Assessment & Accreditation process. This will enable the system /methodology more objective, transparent, scalable and robust. The shift is from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency. Thus it can balance the qualitative and quantitative aspects of Assessment and Accreditation properly.

Revised grading system is as following :

CGPA	Grade	Status
3.76 - 4.00	A++	Accredited

3.51 – 3.75	A+	Accredited
3.01 – 3.50	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not Accredited

### Issues in the current Indian Higher Education:

There are some issues in the current Indian Higher Education system framework which are as follows:

- **Expansion:** The Gross Enrollment Ratio for Higher Education is around 8-10 % where as it is 25 % for many other developing countries.

If India has to achieve the target soon, it would imply more than doubling the scale.

- **Access:** There should not be disparities in the enrollment in Higher Education.
- **Regulation:** The regulatory structures in the current Higher Education system are cumbersome. A vast majority of the colleges are not recognized by UGC. This poses a great challenge for the UGC in respect of maintenance of standards of teaching & examination in Higher Education.
- **Faculty :** Shortage of quality faculty is one of the main problem affecting Higher Education in India today. Apart from increasing compensation of teachers , there is also a need to introduce performance -based incentives in order to ensure teaching of superior quality.

- **Funding** : Public expenditure on education is 3.6 % of G.D.P. various committees have recommended that the state funding be increased to 6 % , while the Central Advisory Board for Education (CABE) recommends spending 1 % to Higher Education.
- **Private Institutions:** The share of private unaided Higher Education institutions increased from 42.6 % to 63.21 % in 2006.

This trend is likely to continue. So it need for the state to recognize the role of the private sector& encourage their participation.

- **Accreditation:** Accreditation in Higher Education pertains to determining the quality of an institution. The criteria on which institutions are judged typically involve expected student achievement, quality of curriculum, faculty, academic support and sciences for students and financial capability. In India accreditation is performed by NAAC has so far completed accreditation of only 140 out of 355 Universities & 3492 out of 18, 064 colleges. This covers 10 % of all institutions. Very few have applied for accreditation by NAAC.

### Summary & Discussion:

We need a free transparent & impartial policy relating to higher education. For raising a quality human capital in the state, a system should be developed which may promote faster, inclusive & sustainable development of the state. Cooperation & coordination between all stakeholders must be ensured. NAAC has to take this responsibility because it is the dedicated body to assure the quality of higher education in India.

Public awareness is very low in India, there is no system of collection & compilation of statistical information on Higher Education in the country. The Ministry of Human Resource Development of the Central Government delegated this responsibility to UGC. UGC still couldn't achieve this.

India has more than 9 % annual growth rate. In order to sustain the growth rate , there is need to increase the number & quality of the Higher Education institutes in India.

NAAC has changed methodology frequently , reforms are made timely and it was claimed that these changes are more effective but unfortunately the accreditation does not protect student from fraud & abuse in the field of higher education.

For more success in Higher Education it is required that instead of depth examinations, at a stretch , the due importance should be given to intelligence test, personal interview & class work at regular.

Expansion, inclusion and rapid movement in quality is needed by enhancing public spending & encouraging private initiating the long overdue major institutional and policy reforms.

NAAC must play role in increase in GER, Diversification of sources of Financing, Reforms for existing Universities, Restructuring of system Under Graduate Colleges, Improvement in Quality Ph.D.s.

There is need to enhance the powers of NAAC and strengthen it by government only changes in methodology of Assessment & Accreditation is not way to assure the quality of higher education system in India.

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## 9. Quality Enhancement in Higher Education in India

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### Abstract:

Making an in-depth exploration, analysis, interpretation, explanation, evaluation and critical appreciation of the overall status and prospectus of quality in education has become the priority of every HEI in contemporary time, particularly after the accreditation and reaccreditation of colleges by the NAAC. But search of the best and excellence is the general aim of education. Sir Richard Livingstone in his 1951's article, "The Essentials of Education" and in a book, *The Spirit of Education*, presents the pros and cons of the concepts of 'best' and 'excellent'. The aim of education is to acquire the first-rate, the best and the excellence in the concerned field. The best is not existed in vacuum. To understand, to learn and to possess the first-rate, the best and the excellence is to meet it. A medical student will learn something from seeing a great surgeon in the operating theatre, or a great doctor in the hospital wards, which all the textbooks in the world cannot tell him. If anyone wishes to know how to teach, let him go and see a great teacher in the classroom. If he wishes to know what good painting or good banking is, let him search out the best examples he can find in them. In any field, the only way to learn what is the first-rate, the best and the excellence is to see it. If we wish to know what the good life is we must make the acquaintance and, if possible, keep the company of those who have known its meaning and, better still, of



those who have lived it. After the reaccreditation of colleges by the NAAC exploration of the first-rate, the best and the excellence in academic life has become a central focus and main target of all the stakeholders of HEIs. In the rapidly changing scenario, it becomes even mandatory to HEIs, most particularly to the teachers to adopt new methods, innovations and such innovative best practices through which they can communicate quality education to the students for their all-round development. Maintaining quality is a perpetual mission. To explore, to execute and to practice the first-rate, the best and the excellence is to maintain quality in the field of higher education. Therefore, the *raisonde'tre* of the exploration, analysis, interpretation, explanation, evaluation and critical appreciation of the overall status and prospectus of quality in education, the first-rate, the best and the excellence for the overall development of HEIs most particularly for students does exist.

**Key-words:** archetypal journey, System Generated Sources (SGS), the first-rate, perpetual mission, orientations, Orientation.

Just as treasures are uncovered from the earth so virtue appears from good deeds and wisdom appears from a pure and peaceful mind. To talk safely through the maze of human life, one needs the light of wisdom and the guidance of virtue.

-- Lord Gautam Buddha

Education must enable one to earn a living and thus cut the root of unemployment.

-- M. K. Gandhi

There is, very unfortunately, no proper system of education in India. An eminent thinker, Mr. Bapusaheb Kaldade in his speech very wittily and aptly described the system of education in India in the words such as: "The system of education in India is a donkey's tail; wherever the donkey goes the tail naturally follows it and the donkey is none other than the scoundrel politicians in India." This is an extremely bitter criticism of system of education in India but it is a fact, and no one can deny the fact. In India, there are many field without a proper system which has caused diabolic effects. All the concerned common stakeholders of such a sick and improper system suffer more or less. The maker of modern India, Mohandas Karamchand Gandhi (CWMG, Vol. 91, P. 135) has explored a few diabolic effects of lack of system or a sick system in the following words:

A person who works regularly in a systematic fashion never feels overworked or tired. S/he knows his/her limits and is able to do in fair time, all that S/he undertakes. It is

not hard work that kills a person but regularly irregularity or lack of system or a sick system.

To overcome this challenge and to find out suitable and tenable antidotes and panaceas we have a few notable internal and external agencies like HRD Ministry, Planning Commissions, the UGC, the NAAC, Rastriya Uttachter Shiksha Abhiyan, CBSE, NCERT to plan, control, run and execute higher education in India. HEIs play a vital role in the development of a nation. In India, it is a dire need of the hour that the quality of HEIs ought to be maintained to provide quality ambience for the all-round development of the stakeholders, most particularly students. To achieve the expected progress of common people quality has to be maintained perpetually. The quality of HEI depends on its efficiency, proper coordination, organic and logical unity and effective implementation of the plans by all the concerned stakeholders. It can be possible when there is an in-depth exploration, analysis, interpretation, explanation, evaluation, critical appreciation and most importantly proper execution of the proposed plans properly time and again. HEIs have been constantly focusing on the technical resources as well as human resources to find out the potential to be used and utilized for the quality enhancement and sustenance in day-to-day affairs. Agencies like HRD Ministry, Planning Commissions, the UGC, the NAAC, Rastriya Uttachter Shiksha Abhiyan, CBSE, NCERT, Institutes of Science etc. has stimulating and boosting the HEIs by providing the efficient and effective system for assessment and accreditation. Changing the criteria of evaluation as per the changing time, the NAAC, in its mission of promoting more excellence, has introduced the Revised Accreditation Framework from July, 2017. The Revised Accreditation Framework is ICT enabled, objective, transparent, scalable and robust. The said Revised Accreditation Framework is based on the System Generated Scores (SGS). It includes the both, online evaluation (70%) and the NAAC Peer Team evaluation (30%). It is expected that such a technology based Revised Accreditation Framework usher in high level of transparency in the quality evaluation of HEIs. In its efforts to remain relevant and globally accepted, the NAAC has taken cognizance of changing trends in higher education, stakeholder perceptions and feedback, besides the experience gained from its accreditation exercise involving more than 11132 institutions (518 universities and 10614 colleges) up to July, 2017, which stands in good stead in all its endeavors.

Quality education is the best weapon to the masses to overcome many problems in life. It is the very oxygen for the overall development of masses unto the last. Nelson Mandela rightly states that "Education is the most powerful weapon which you can use to change the world." Through quality education one can acquire sure foundation and framework of a noble life. The very destiny of a person and a nation as well depends on what quality of education one acquired. The maker of modern India, Mohandas Karamchand Gandhi has rightly stated that "The destiny of a nation is

shaped and reshaped, constructed and deconstructed in a class-room." We are in a dire need of such class-rooms with quality education. Even a rich person without sure foundation and framework of a noble life is an absurd wandering here and there like a wooden-lock caught in the midstream of a sea without any proper destiny. Mohandas Karamchand Gandhi in an interview with Louis Pester has rightly pointed out the *raisonde'tre* of the sure foundation and framework of a noble life in the following words:

Life is greater than all art. I would go even further and declare that the man whose life comes nearest to perfection is the greatest artist; for what is art without the sure foundation and framework of a noble life.

Excellence/ first rate in higher education is just like an archetypal journey of a person from innocence to experience, veil to vision, darkness to light. There are various ideologies and hegemonies which perpetually control the system of education. Unfortunately, the Indian system of education and its quality is also dependant on external foundation. Any external foundation, external agency cannot maintain quality perpetually. It is the job of internal system. But, unfortunately, we give immense importance to external foundation, external agency in compare to the internal one. It is our life style. Such a life-style haunted by external foundation, external agency is not tenable forever. An eminent science fiction writer, thinker and critic, Ursula Kroeber Le Guin (:265) severely criticizes such a sick perspective in the following words:

We don't cooperate- we obey. We fear being outcast, being called lazy, dysfunctional, egoizing. We fear our neighbor's opinion more than we respect our own freedom of choice.

Another scholar, Swapna Majumdar in an article published in *Littcrit*, shares Ursula Kroeber Le Guin's above mentioned opinion and states the importance of home-rule in our ideological, intellectual and action world in the following words:

Our theories have to take roots in our very own experience of literary studies. The West cannot provide us with precepts in this regard. We may borrow their methodology of presentation but certainly not their method of understanding. It has to be based on our own experiences.

For quality enhancement in higher education in India we require besides other things is a critical insight. We have to understand that truth is a matter of interpretation and opinion is a perpetually changing concept. Proper orientation is an antidote, a panacea to ignorance. Knowledge flourishes only in liberated atmosphere. An unexamined life is not worth living. The secret of happiness of happiness is freedom and the secret of freedom is courage. Human being can be moral without theology/religion. Ignorance is the root cause of all the problems. Truth is an interpretation governed by power,

politics and ideologies. Faulty teaching-learning, quality-less education causes diabolic effects as explored by Edward Said in his ground-breaking book of criticism, *Orientalism*. Communication, sharing, exchange of worth living ideas definitely stimulate the mission of quality enhancement in higher education in India. A Nobel-laureate, G. B. Shaw explains the importance of communicating, sharing and exchanging of worth living ideas in the following words:

If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.

It is expected that in a quality institute teaching-learning, evaluation and research are effectively carried out. In a quality institute, teachers are constantly engaged in improving their quality in respect of enriching the knowledge of subject and their personal academic development. But unfortunately, it is not happening in India. Even in the age of technology, largely the age-old lecture method is practiced. Other teaching aids are used in a negligible proportion. There are hardly any innovations introduced in teaching. Teachers do not prepare e-material for classroom teaching. 10-20% teachers are Ph. D. holders/ Research Guides. Research qualification is acquired not for academic but for monetary gains. Ph. D. is deemed to be the end and not a means. Teachers disinterested to undertake post-doctoral research. Orientation and refresher programmes are not taken seriously. All these problems occur because there is no proper recruitment board for the selection and appointment of teachers like the UPSC and MPSC or CBSE or SBI or Railway Recruitment Board.

Even very small things are quite relevant in the quality enhancement mission in higher education in India. While preparing teaching plans due care should be taken to introduce different teaching-learning and evaluation methods. There should be a good planning of using different teaching aids. Each teacher ought to be engaged in research activity. At least yearly one or two publications in standard journals and one ongoing research project are necessary for a teacher. Yearly attending two conferences and presenting one research paper is expected of a teacher. Internet browsing is compulsory for every teacher at least two hours a day. Planning, transmission, enrichment, feedback of the curriculum is necessary. Each and every stakeholder of educational institute has to understand the vision, aim & objectives of the education to stimulate the mission of quality enhancement in higher education in India.

Sir Richard Livingstone in his 1951's article, "The Essentials of Education" and in a book, *The Spirit of Education*, presents the pros and cons of the concepts of 'best' and 'excellent', which becomes a manifesto, a blue-print of the quality enhancement mission in higher education in India. There is no parallel journey between quality and quantity in higher education in India. HEIs courses are just like list of menu in a

metropolitan hotel. Both are far more than one can possibly digest. One sometimes has the same feeling about education, which also offers an enormous bill of fare. Almost any dish can be found in it, from Greek to stenography, from music to economics. Here choice matter much. If our choice of food item or a suitable course is wrong then physical or intellectual malnutrition is compulsory. In this context certain questions emerge such as What is education for? The common answers are such as: We take education because our parents wish it, regular attendance in classes is a habit of our society, it is compulsory, or because it is apparently necessary to success in the world. Another important question is: What we should seek in education? Answer of this question determines the quality enhancement mission in higher education in India.

The aim of education is to acquire the first-rate, the best and the excellence in the concerned field. The best is not existed in vacuum. To understand, to learn and to possess the first-rate, the best and the excellence is to meet it. A medical student will learn something from seeing a great surgeon in the operating theatre, or a great doctor in the hospital wards, which all the textbooks in the world cannot tell him. If anyone wishes to know how to teach, let him go and see a great teacher in the classroom. If he wishes to know what good painting or good banking is, let him search out the best examples he can find in them. In any field, the only way to learn what is the first-rate, the best and the excellence is to see it. If we wish to know what the good life is we must make the acquaintance and, if possible, keep the company of those who have known its meaning and, better still, of those who have lived it.

But our aim, objectives and the very orientations of education are not clear. Many a times they are haunted by utilitarianism, capitalism, commercialism, colonialism, postcolonialism, business, orientalism or a particular ideology to create hegemony of a particular group. This confusing dilemma is aptly described by the Nobel laureate, Thomas Stern Eliot in the following words:

Where is the life, we have lost in living?

Where is the wisdom, we have lost in knowledge?

Where is the knowledge, we have lost in information?

(Where is the information, we have lost in data?)

By and large, in the quality enhancement mission in higher education in India following antidotes and panaceas may be implemented at the earliest:

1. There should be a central Recruitment Board for the appointment of teachers in HEIs
2. There should be a common syllabus throughout the country

3. Medium of instruction ought to be English
4. There should be a biometric attendance for both teachers and students as well
5. The latest University Act may be followed in systemic way
6. Syllabus may be updated time and again
7. Basic Skill programmes may be implemented at the earliest
8. Research grants and basic facilities should be provided to the interested teachers.
9. Constructive changes in examination and evaluation should be implemented.
10. More academic autonomy may be given to HEIs
11. There should be appointments of full-time regular teachers at the earliest
12. Science and technology may be used in teaching-learning.

Last but not the least, each and every stakeholder of HEIs should be free from dilettantism, *i. e.* taking nothing seriously attitude in curricular, co-curricular and extracurricular activities. Likewise, every stakeholder of HEIs should assure to render every possible co-operation to the university, college and in all its activities curricular, co-curricular and extracurricular. Every stakeholder of HEIs should do her/his best to keep oneself up to the glorious tradition of academic and research standards of the great universities like Takshashila, Nalanda, Nagarjuna and great institutes such as Tata Institute of Science, IITs, IIMs as well. In short, each and every stakeholder of HEIs should have an introspection of self. Each and every stakeholder of HEIs should explore, analyze, interpret explain, evaluate and critical appreciate one's role, duties and moral obligations as well. In short, each and every stakeholder of HEIs should edit, control and run the life meaningfully with a proper time management for the quality enhancement mission in higher education in India successfully unto the last. In this aspect the following advice given by Yogi Cameron Alborzian becomes quite relevant to each and every stakeholder of HEIs in particular and to all the persons in general:

People steal in different ways— some steal money, others your time, and yet others, your emotions. I don't want anyone to steal my peace. But I want to protect my peace so I do certain practices, and I don't put myself in certain situations— I don't go to parties and I don't visit certain people. In short, I edit my life. You can, too.



Mohandas Karamchand Gandhi's seven sins are quite helpful to stimulate the quality enhancement mission in higher education in India. The seven sins are: wealth without work; pleasure without conscience; knowledge without character; commerce (business) without morality (ethics); science without humanity; religion without sacrifice; politics without principle and education without character and quality. We have to maintain quality and character in education perpetually for unto the last development.

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## **10. Revised Accreditation Framework – Opportunities and Challenges with regard to Autonomous Self-Financed Private Colleges**

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### **Abstract**

Quality is the essence of all academic pursuits and excellence. The accreditation of institutions of Higher Education is critical in India to shape quality. The National Assessment and Accreditation Council (NAAC) is a flagship quality assurance council

for higher education in India. It has been actively engaged in the evaluation of performance and implementation of quality sustenance procedures in universities and colleges. It also concentrates on the revised accreditation framework with regard to the criteria. On July 2017, NAAC launched a revised accreditation and framework. The shift is from qualitative peer-team judgement to a data-based quantitative evaluation with an inclination towards objectivity and transparency. The parameters such as curriculum, faculty research, teaching-learning evaluation, learning resources, infrastructure and student services would be awarded. The present paper focuses on the opportunities and challenges, and the revised framework proposes to the Autonomous Self- Financed institutions. The study is based on the data collected using Secondary sources as given in the Formats, Guidelines and User manuals for Assessment and Accreditation by NAAC (National Assessment and Accreditation Council). The present paper would facilitate the institutions in smooth adaptation of change from old to the revised accreditation format.

*Keywords: NAAC, accreditation, autonomous, self-financed and criteria*

## Introduction

Quality is the crux of all academic pursuits and excellence. No quality can be had without continual evaluation internally and externally. It is not an accident but a planned activity to get desired goals. Internal evaluation sounds more significant rather than the external one as it is the product of self-study, self-analysis and self-interpretation. Just making a quality is not enough, but it needs to be maintained without fail throughout the academic and administrative performances of an institution. The accreditation of institutions of Higher Education is crucial in India to shape quality. It is conspicuous to create academic ambience in Higher Education institutions to promote research culture and enhance quality in teaching and learning processes.

The National Assessment and Accreditation Council (NAAC) is a flagship quality assurance council for higher education in India. Established in 1994 by the University Grants Commission (UGC), it has been actively engaged in the performance evaluation and implementation of quality sustenance procedures in universities and colleges. In July 2017, NAAC launched a revised accreditation and framework. The shift is from qualitative peer-team judgement to a data-based quantitative evaluation with increased objectivity and transparency. The number of questions and visit days as well as the size of the report has been reduced to simplify the process. System Generated Scores (SGS) along with online evaluation (70%) and peer judgement (30%) have been

introduced and several assessment metrics revised to promote participation of students and alumni in the assessment process.

Universities and colleges will get A++, A+, A, B++, B+, B, C and D grades. The maximum point the NAAC will award to any institution is 4 CGPA. Institutions will get A++ if they score 3.76 or more and A+ if their score is between 3.51 and 3.75. They will be awarded A if they score between 3.01 and 3.5 while B++, B+ and B if their scores are between 2.01 and 3. C and D are virtually the lowest grades which lead to denial of any grants from the UGC.

These points will be awarded on parameters such as curriculum, faculty research, teaching-learning evaluation, learning resources, infrastructure and student services.

The present paper focuses on the opportunities and challenges, the revised framework proposes to the Autonomous Self- Financed institutions. It also focuses on the revised accreditation framework with regard to the criteria.

### **Review of Literature**

Wolf et.al., (2007) in the article "Evaluating and Enhancing Outcomes Assessment Quality in Higher Education Programs" points out that an institution has met high standards set by the profession, and an increasingly significant feature of the accreditation process in higher education is "outcomes assessment". This article presents two points for evaluating the quality of an institution's outcomes assessment system, and the other is for evaluating its student assessment component in particular.

Doley (2014) investigated the "Role of Assessment in Improving Quality in Higher Education". The finding of the study was that different innovative assessment methods have a strong lever for quality improvement in learning of substantive knowledge and skill and teaching various courses. The educators and instructors should plan the assessment procedure systematically for the development of quality and standard of higher education.

Natrajan, (2000) in his paper on "The role of accreditation in promoting quality assurance of technical education" focuses on various planning techniques like SWOT Analysis. This paper explains the essential characteristics of two stages of evaluation that is self-assessment and peer evaluation.

Pillai (2003) in his papers "Quality Higher Education for Socio-Economic Development" explains that every enterprise needs to have a system to check its standard. The educational institutes have the students, teachers, curriculum, libraries, computers facilities as their inputs and their outputs are the graduates who complete

their education. These aspects of input and output are inter-related and contributes towards overall quality. Quality of product or service is everyone's responsibility.

K.C. Chalam, (2003) suggests in "The Changing Scenario of Higher Education: Coping with the challenges of the Twenty first Century" that in order to achieve the goals of higher education, the curriculum and method of teaching should facilitate competence and ability of communication, creative and critical analysis, independent thinking and combination of traditional and advanced knowledge.

Sita Rama Sharma (2003) studies about "Tenth Five Year Plan in Higher Education, Philosophy and Approach in the Book UGC schemes", and explains that the global environment demands for the graduates with sound in fundamentals of their subject and with utility-oriented skills. Therefore, the University Grants Commission has proposed a flexible education approach where student can pursue simultaneously a degree and utility-oriented course to acquire some skill. Here the student should acquire a degree with sound foundation and in addition get training in any area as per the need of type of manpower.

### **Need of the Study**

The revised model of the accreditation framework has been implemented from July 2017. There is a shift in the evaluation from qualitative to quantitative based with regard to the accreditation process. According to NAAC, the revised framework focuses on improving the objectivity and transparency. But there is a dire need to understand the various issues and concerns of the institutions regarding the framework. The present paper also attempts to analyse the various challenges faced by the Autonomous Self-Financed institutions regarding the framework.

### **Objectives of the Study**

1. To study the revised accreditation framework with regard to the criteria proposed by NAAC (National Assessment and Accreditation Council).
2. To study the opportunities and challenges in the revised framework proposed to the Autonomous Self- Financed institutions.
3. To provide suggestions in order to minimise the resistance from the institutions regarding the adoption of the new framework.

### **Research Methodology**

The study is based on the data collected using Secondary sources as given in the Formats, Guidelines and User manuals for Assessment and Accreditation by NAAC

(National Assessment and Accreditation Council), the literature on the subject and relevant information available in the World Wide Web.

## **Discussion and Findings**

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 (Higher Educational Institutions) are: 1. Curricular Aspects 2. Teaching-Learning and Evaluation 3. Research, Innovations and Extension 4. Infrastructure and Learning Resources 5. Student Support and Progression 6. Governance, Leadership and Management 7. Institutional Values and Best Practices. According to NAAC, the Criteria 1 (Curricular Aspects) and 2 (Teaching, Learning and Evaluation) are considered as the grade qualifiers for Autonomous Colleges. In order to qualify for the Grade of A, A+, A++ grade, minimum of credit Grade Point Average of 3.01 in criteria 1 and 2 respectively is desired by NAAC.

Under each Criterion Key Indicators are identified. These Key Indicators (KIs) are further portrayed as Metrics which actually draw out responses from the HEIs. These criteria along with the KIs are given below explicating the aspects as they represent.

### **Criterion I: - Curricular Aspects**

An Autonomous College has the mandate to visualize appropriate curricula for particular programmes, revise/update them periodically, ensure that the outcomes of its programmes are defined by its bodies. The focus of Criterion I is captured in the following Key Indicators: 1.1 Curriculum Planning and Implementation 1.2 Academic Flexibility 1.3 Curriculum Enrichment 1.4 Feedback System

#### **Interpretation:**

In an Autonomous Self- Financed Private Institution, there is a provision to ensure/update the syllabus periodically, with proper approval from the respective bodies. Overall the criteria capture all the key indicators like Curriculum Planning and Implementation, Academic Flexibility, Curriculum Enrichment and Feedback System in an autonomous Self-Financed Institution.

#### **Findings:**

In the Autonomous Self -Financed Private Colleges with regard to the Criterion I: Curricular Aspects pertains to the practices of an institution in initiating a wide range of programme options and courses are in tune with the emerging national and global trends and relevant to the local needs. Apart from various issues of diversity and

academic pliability, aspects on career orientation, multi-skill development, feedback system and involvement of stakeholders in curriculum upgradation are also gauged.

### **Criterion II: - Teaching Learning and Evaluation**

Autonomous college make tremendous efforts to serve students of different backgrounds and abilities, through effective teaching-learning experiences. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study.

The focus of the criteria is understood in the following Key Indicators:

2.1 Student Enrolment and Profile 2.2 Catering to Student Diversity 2.3 Teaching-Learning Process 2.4 Teacher Profile and Quality 2.5 Evaluation Process and Reforms 2.6 Student Performance and Learning Outcomes 2.7 Student Satisfaction Survey.

#### **Interpretation:**

In an Autonomous Self- Financed Private Institution, the criteria constructively capture the efforts of the institution to provide an effective learning experience to the students through the effective utilisation of knowledge, skills and abilities of teachers. The criteria comprehend all the key indicators such as Student Enrolment and Profile, Catering to Student Diversity, Teaching-Learning Process, Teacher Profile and Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes and Student Satisfaction Survey.

#### **Findings:**

In Autonomous Self-Financed Private colleges, Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources are important considerations.

The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion.

### **Criterion III: - Research, Innovations and Extension**

The Criterion seeks information on the results of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. It is the responsibility of the institution to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion. The

focus of Criterion III is encapsulated in the following Key Indicators: 3.1 Promotion of Research and Facilities 3.2 Resource Mobilization for Research 3.3 Innovation Ecosystem 3.4 Research Publications and Awards 3.5 Consultancy 3.6 Extension Activities 3.7 Collaboration.

#### **Interpretation:**

In an autonomous self-financed institution, promoting a research culture in terms of key indicators such as promotion of research and facilities, resource mobilisation for research, research awards and consultancy is considered to be a challenging task.

#### **Findings:**

To promote research culture in an autonomous Self-Financed Private institution is an uphill task.

Mobilising the funds is considered to be a huge issue in private self-financed institutions where the majority of the sources of funds are from the student fees and any additional resources provided to promote the research would lead to the overburden to the institution.

#### **Criterion IV: - Infrastructure and Learning Resources:**

The optimal use of the facilities available in an institution are vital to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns. The focus of Criterion IV is captured in the following Key Indicators: 4.1 Physical Facilities 4.2 Library as a Learning Resource 4.3 IT Infrastructure 4.4 Maintenance of Campus Infrastructure

#### **Interpretation:**

In an autonomous self-financed institution, expanding the infrastructure in terms of key indicators such as Physical Facilities, Library as a Learning Resource, IT Infrastructure and Maintenance of Campus Infrastructure is considered to be a difficult task.

#### **Findings:**

It is very difficult to obtain funds from government bodies (UGC) in Self-Financed Autonomous colleges to develop infrastructure and facilities.

#### **Criterion V: - Student Support and Progression**



Autonomous Self-Financed Colleges makes tremendous efforts to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus. The focus of Criterion V is captured in the following Key Indicators: 5.1 Student Support 5.2 Student Progression 5.3 Student Participation and Activities 5.4 Alumni Engagement

### **Interpretation**

The Autonomous Self-Financed Colleges facilitate holistic student development and progression. The criteria embrace all the key indicators such as Student Support, Student Progression, Student Participation and Activities and Alumni Engagement in the Private institutions.

### **Findings:**

It provides support and assistance to the students.

It captures the progression of the students to higher education and gainful employment.

It promotes student participation in various curricular and extracurricular activities, NSS and NCC.

It also looks into student performance and alumni profiles and the development of students to higher education and gainful employment.

### **Criterion VI: - Governance, Leadership and Management**

Effective functioning of an Autonomous self-financed institution can be gauged by the policies and practices it has evolved in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership. The focus of Criterion VI is captured in the following Key Indicators: 6.1 Institutional Vision and Leadership 6.2 Strategy Development and Deployment 6.3 Faculty Empowerment Strategies 6.4 Financial Management and Resource Mobilization 6.5 Internal Quality Assurance System (IQAS).

### **Interpretation:**

Effective Human Resource Management practices along with support of Management are important in the Autonomous Self-Financed Colleges. The overall criteria are observed through key indicators such as Institutional Vision and Leadership, Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization and Internal Quality Assurance System (IQAS).

### **Findings:**

Proper formulation of policies with regards to human resources procurement, training development and performance management.

Proper management of finances and record keeping.

Efficient formulation and development of strategies.

Optimum mobilisation and utilisation of resources.

Efficient functioning of Internal Quality Assurance System.

### **Criterion VII: - Institutional Values and Best Practices**

An autonomous Self-Financed institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards development in the larger contexts. The focus of Criterion VII is captured in the following Key Indicators: 7.1 Institutional Values and Social Responsibilities 7.2 Best Practices 7.3 Institutional Distinctiveness

### **Interpretation**

An autonomous Self-Financed institution has to incorporate various kinds of programmes, activities and preferences (values) within its regular functioning. The extent to which an institution is impactful in this is a sure reflection of its quality. The overall criteria are reflected in the various key indicators such as Institutional Values and Social Responsibilities, Best Practices and Institutional Distinctiveness.

### **Findings:**

Every institution has a mandate to be responsive to at least a few pressing issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics.

Meaningful practices pertinent to such situations are evolved within the institution and these helps smooth functioning and also lead to enhanced impact.

Practices which are evolved internally by the institution leading to advancements in any one aspect of its functioning – academic, administrative or organizational, - are recognized as a “best practices”.

Over a period of time, due to such unique ways of functioning each institution develops distinct characteristic which becomes its recognizable attributes.

### **Table 1: Distribution of weightages**

SNo	Criteria	Points
1	Curriculum Design	150
2	Teaching Learning and Evaluation	300
3	Research, Innovations and Extension	150
4	Infrastructure and Learning Resources	100
5	Student Support and Progression	100
6	Governance, Leadership and Management	100
7	Institutional Values and Best Practices	100

According to Table 1, overall points assigned to all the seven criteria are 1000 points. According to NAAC, the Criteria 1 (Curricular Aspects) and 2 (Teaching, Learning and Evaluation) are considered as the grade qualifiers for Autonomous Colleges. There is

a flexibility in the framing of syllabus and the effective teaching techniques can be incorporated in the institutions.

There is also an ambiguity in grading the autonomous colleges. There are various categories of Autonomous colleges

1. Government
2. Private Aided
3. Private Unaided/ Self-Financed Institutions
4. Age of the Autonomous status obtained by the institutions – Less than 5 years
5. Age of the Autonomous status obtained by the institution – Greater than 5 years

From the above categories, it can be inferred that the grade given to the institution only based on the autonomous status is inaccurate. There should be more research that has to be conducted in order to award the Grade deserved by the institution.

### **Suggestions**

- UGC (University Grants Commission) should consider providing grants to Autonomous colleges in order to promote research culture.
- Awareness programs regarding the revised framework accreditation should be conducted to facilitate the smooth change process from the old to new format.
- Workshops, Seminars should be conducted in order to increase the awareness towards the revised accreditation format.
- Feedback sessions should be taken with regard to the revised format after implementation.
- Preparation time should be given to submit the revised format.
- Effective communication is quite vital.
- Involvement of Stakeholders is very important when implementing the policies.

### **Conclusion**

The present article clearly indicates that the changes have been triggered by the urge to stay relevant and internationally acceptable. The shift is from qualitative peer-team judgement to a data-based quantitative evaluation increased objectivity and transparency. System Generated Scores (SGS) along with online evaluation (70%) and peer judgement (30%) have been introduced to reduce the human element in the accreditation process. But inspite of the constructive gesture initiated, the above-mentioned suggestions may be considered. The resistance towards change can be addressed through education and communication, participation and involvement of the stake holders, and facilitation and support by the Government.

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## 11. ROLE OF ICT IN HIGHER EDUCATION

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### **Abstract**

Indian higher education insists on optimal and potential use of ICT in its policy to keep pace with the global challenges. The traditional teaching methods needs to be complimented with qualitative, innovative ICT enabled methods to enrich teaching-learning activities.

In this context, the paper ponders over the status, benefits and challenges along with humble recommendations for ICT implementation in higher education.

**Keywords:** Higher Education, ICT, Quality

### **Introduction**

Education has been played a vital role in social and economic transformation of the society. Indian education system witnessed a glorious past as a pioneer of universities worldwide accepted. However present higher education in India is facing ups and downs to regain the status as leading knowledgebase. The present period is experiencing tumult of modern technologies, applications and rapid developments all over the world. The apex bodies in higher education in India realised the needs, opportunities and challenges faced by the stakeholders in global scenario. The introduction of ICT in higher education has long-lasting effect keeping in mind of major transformation in terms of access and quality.

### **Benefits of ICT**

The Information and Communication Technology ICT is an exclusive term that encompasses communication devices or applications like radio, television, Smart phones computers and any other hardware or software, clouds and so on. ICT is popularly misunderstood as the use of computers only. Actually ICT can be considered as a significant component of educational technology. It aims primarily for developing, delivering and sharing content beneficial for education purposes.

The preplanned and successful implementation of the crucial process of ICT will lead to breach the gap between urban and rural educational aspirants. It will also improve the quality and speed of information delivery in the relevant services of education.

Education is emerging as a new market which is not only promising but also ever-growing for those private companies who create digital material for mass and individual usage. ICT will provide innumerable job opportunities for IT experts.

One cannot deny the impact of science and technology on almost all spheres of life, education is not an exception to it. The use of modern technologies have revolutionized the field of education with amazing positive results.

HEI have adopted technology can advancement and innovations in ICT to compete with the global competition. Traditional methods of delivering higher education have failed largely to attract and retain a large number of students. To enrich the learning experience and to provide updated emerging trends, implementation of ICT is must.

ICT paved the way an invaluable treasure of e-resources, video lectures, online courses from esteemed HEI all over the world just at your fingertips.

ICT has multi dimensional role. Broadly it may be used for teaching-learning process and administrative monitoring. NAAC recently stressed the role of ICT in documentation, data management and activity monitoring. Evaluation process has been radically improved in the form of quantitative metrics and qualitative metrics. Affiliated colleges and all HEI have to adopt the dependency of ICT for clarity and transparency intended by NAAC. The personal element or subjectivity will be replaced by impartial, judicious and objectivity in the coming period of evaluation. IQAC should be provided with proper training to monitor academic activities of the Institute through software.

### **Facts**

Inclusion and stress on ICT in national education policy is a welcoming step but the factual grass root level has several challenges and a series of obstacles to be faced.

The ratio of computers and students in HEI is a matter of concern especially in rural section of the country. To fulfill this ratio is not the only intention but effective and potential application is the real target. Computers are placed in safe custody and so remained untouched in most of the institutions. The authority takes maximum care of minimal use of these computers to avoid maintenance charges and enquiry. Very few institutions signed annual maintenance contract regularly.

HEI failed to make potential use of these computers due to lack of trained and efficient staff, technical helps. There is no budgetary provision for this cause.

Most of HEI in rural and semi urban areas are deprived of infrastructure facilitating ICT use in teaching-learning process. Majority institutes don't have smart classrooms yet.



In presented era, computers without net connectivity are nonetheless than typewriters. Institutions rarely provide maximum terminals with Internet connectivity and power backup.

Implementation of ICT will be a successful mission only after clearing these hurdles.

### **Recommendations**

Indian higher education will bear fruits only when the stakeholders will accept ICT wholeheartedly. Following are some of the recommendations or suggestions for effective and efficient implementation of ICT.

The teaching fraternity should be trained in such a way to use ICT willingly, potentially and successfully. Such training courses should be designed in lucid and user-friendly techniques. Teachers' attitude, prejudices against ICT should be clarified and reformed for smooth implementation.

Teachers have to adopt the role of facilitator to encourage self learning activities among students. The traditional methods like chalk and talk, lectures have to be supported with complementary use of ICT.

Students' orientation is strongly needed irrespective of their regional, linguistic barriers. They should be made familiar with the entire process without bias and misconceptions. ICT should be mandatory in examination and evaluation process of students. Teachers and the taught are targeted beneficiaries and must be cared.

MHRD has to work hard to increase awareness on availability and application of various e- resources and digitalization of higher education upgrades in lucid and user-friendly manner for the stakeholders. Drives to increase ICT literacy awareness her to be undertaken with active public participation. Role models of perfect ICT use should be widely displayed for novice institutions.

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## 12. Use of Information and Communications Technology in Teaching –Learning Process for Quality of Education in Maharashtra.

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### Abstract:

In this communication the research paper highlights on the education field. Traditional Non-formal education system process includes activities like admission, Personal Contact Programmes, Exam for any course in an institution. Information and Communication Technology (ICT) can be utilized for the education sector. Education includes online, distance and part time education. There are unlimited applications of ICT in the real world. In this process ICT can play a great role in all the activities by providing a lot of benefits to students, teachers, parents and colleges itself. ICT can be used for providing education to the people who are not able to come to school due to various problems. ICT can play great role in formal and non formal forms of education. The paper examines certain important issues related with the effective implementation of ICTs in all levels of education and provides suggestions to address certain challenges that would help in the implementation of ICTs in education and simultaneously increasing Quality of education.

**Keywords:** ICT, IT, Education, MIS, Quality Education.

### Introduction:

IT has become a buzzword while talking about technology and its applications. IT is used in various business and management functions but not in the improving the quality of education. Quality of education has been issue of concern in the absence of standard parameters of to measure the quality. The hardware, software, the methods and know how required or used in acquiring, storing, processing and displaying data and information is collectively known as Information Technology.

ICT is an electronic means of capturing, processing, storing, communicating information. The use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice. This versatile instrument has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems to enhance their cognitive skills defines ICT as technologies used to communicate in order to create, manage and distribute information. ICT includes computers, the internet, telephone, television, radio and audio-visual equipment. ICT is any device and application used to access, manage, integrate, evaluate, create and communicate information and knowledge. Digital technology is included in this definition as services and applications used for communication and information processing functions associated with these devices.

### **Application of ICT for quality improvement in formal and Non-formal education:**

ICT applications are becoming indispensable parts of contemporary culture, spreading across the globe through traditional and vocational education. In Maharashtra region mainly education system has three tiers primary play group, nursery, LKG & UKG. High school or secondary level (High and senior secondary levels) and the college or higher level (including college, university levels). In all these levels of education ICT can be utilized for better teaching learning process and improving quality of education. Using multimedia in education results in the increasing productivity and retention rates, because people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously. Interactive whiteboard helps teachers to structure their lessons, supports collaborative learning, can help to develop student's cognitive skills, enables ICT use to be more integrated into classroom. Government of Maharashtra has announced 2010-2020 as decade of innovation. Reasoning and critical thinking skills are necessary for innovation. Foundation of these skills can be laid only at primary

level of education. Students who enter school are very curious, creative, and capable of learning many things. At this level, statement picture is worth than thousand of words is very much true in case of teaching –learning process. Befriending ICT in the initial stages of education will help young people come to terms with what lies ahead.

### **Teachers' attitudes**

The strong relationship between computer related attitudes and computer use in education has been emphasized in many studies and Attitudes toward computers influence teachers' acceptance of the usefulness of technology, and also influence whether teachers integrate ICT into their classroom. Attitude is a predisposition to respond favorably or unfavorably to an object, person, or event. To successfully initiate and implement educational technology in school's program depends strongly on teachers' support and attitudes. Among the factors that influence successful integration of ICT into teaching are teachers' attitudes and beliefs towards technology. If teachers' attitudes are positive toward the use of educational technology then they can easily provide useful insight about the adoption and integration of ICT into teaching and learning processes. Many theorists (e.g., van Braak, 2001; Vannata & Fordham, 2004) have maintained that teachers' attitudinal factors have a strong impact on technology integration in schools.

### **ICT and teachers Training:**

Use of ICTs in education requires major shift in the way content is designed and delivered. New technologies cannot be imposed without enabling teachers and learners to understand these fundamental shifts. Ongoing training is necessary for the trainers in institutions and organizations who are engaged in the design of curriculum, teaching materials and delivery of ICT-enabled education . ICT is applied in their teaching practices as well as for delivery for these trainings. In order to implement ICT-driven distance education programmes, the teachers must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge. This can begin by promoting computer-training programmes for teachers. In the modern world of ICT there is decentralization of knowledge source. Technology is only a tool and it must be utilized only to remove the barriers and challenges present in the existing system. ICT provides opportunities to complement on the job training and continuing education for teachers in a convenient and flexible manner.

### **Remedies of applying ICT for learning:**

Development of ICT has changed the epic centre of knowledge and hence in many of the cases student is more informed than the teacher. Certain challenges also exist for the ICT based teaching learning. One of the great challenges for quality control in education is lack of standards for parameters to measure the quality of education. For the solution of this all the accreditation bodies like NAAC,NBA,AICTE,CBSE and other authorities must sit together and circulate a standard list of parameters to decide the quality of education. Teachers lack adequate qualification and training and their lesson plans are most often outdated or irrelevant. Setting up the ICT devices can be very troublesome. It is expensive to afford it is hard for teachers to use with a lack of experience using ICT tools. These reasons destroy the available quality of education. ICT enabled distance education, to a great extent, can combat this problem. One of the important barriers is lack of trained teachers to exploit ICT proficiently. Most of the teachers are not willing to introduce new technologies to themselves first and subsequently to their students. There is resistant from teachers, basically from older teachers as compared to younger ones, to apply ICT in their subject.. Hence teachers need to update their knowledge and skills as per change in the curriculum and technologies.

### **Conclusion:**

The results of this study show that technology-based teaching and learning is more effective in compare to traditional classroom. This is because, using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students. The results are in line with a research findings by Macho (2005) that proved using ICT in education would enhance students' learning. However, most of teachers in this study agree that ICT helps to improve classroom management as students are well-behaved and more focused. Moreover, this study proved that students learn more effectively with the use of ICT as lesson designed are more engaging and interesting. Accordingly, the participants agreed that integrating ICT can foster students' learning.

ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. Quality in education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. By employing ICT in administration can help in solving the problem of Absenteeism of students and teachers. Good quality content is one of the major issues and directly affects the

standards of education and quality. By overcoming the certain challenges involved in the process of education can help a lot in this side. Conclusively a lot of quality improvement is possible after careful and planned implementation of ICT in education by various stakeholders.

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## 13. ICT in Teaching & Learning

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### **ABSTRACT**

*"The use of ICT has revolutionised the human life almost all aspects are affected by the entry of ICT in our day to day life. The most conspicuous impact is left on education system all the comities, commission appointed by government such as NAAC and education commission have been insisted on the changes from traditional to scientific and technologically aided methods in which the use of ICT plays very crucial role hence, the present paper will take a look at the general developments in the education sector in relation to use an ICT."*

### **KEY WORDS**

Information and Communication Technology, Liberalization Privatization and Globalization,

### **OBJECTIVES**

1. To study the meaning of ICT
2. To study the impact of ICT on education sector
3. To study the achievement and failure.

### **INTRODUCTION**

Since, India adopted LPG model in 1990-91, almost all aspects of life of Indian people are affected positively as well as negatively. Indian society is in continuous transformation and the noteworthy aspect is expanding technological advancement which has played a crucial role in the development of nation. Education sector is not exception to this and technology has made significant contribution in the growth and development of modern education. With the opening of LPG models education sector has introduce ICT methods to make education more viable. Almost all educational institution has adopted ICT aids to empower the students in the field of education and technology however, the concept of ICT has not reached to the last person of the line, and there exist a gap between smart users of ICT and ICT illiterate people. Let us examine the pros and cones of ICT in education sector. Information and

communication technology have recently gained groundswell of interest. It is a significant research area for many scholars around the globe their nature has highly changed the face of education over the last few decades. For most European countries, the use of ICT in education and training has become a priority during the last decade. However, very few have achieved progress indeed, a small percentage of schools in some countries achieved high levels of effective use of ICT to support and change the teaching and learning process in many subject areas others are still in the phase of information and communication technologies adoption. By virtue of government interventions and training, seminars, organized thus ICT can improve teaching and learning by enhancing an already practised knowledge and introducing new ways of teaching and learning. In many developed countries, government has spent tremendously to promote ICT in teaching and learning. The potential of each technology varies according to how it is used. There are many advantages as well as disadvantage of using ICT.

#### *Advantages-*

1. Sophisticated tool-The use of ICT treated as sophisticated tool which does not involve any physical labour in minimum efforts it can be used for teaching purpose.
2. Update knowledge-The ICT helps us to keep ourselves update in day to day life specially in education.
3. Makes communication easy-ICT helps us to connect the people across the globe not only that it helps us to gather information scattered over.
4. Makes classrooms smart-after the introduction of ICT in education all classrooms in the schools and colleges are converting into the smart classrooms on the line of western education system.

#### *Disadvantages-*

1. Fear of addiction-the frequent and continuous use of ICT might lead to the students towards addiction as we can see today in the case of smart phones.
2. Artificial experience-since, the entry of ICT in our life students are preferring virtual experiences and going away from real life.
3. Widen the gap between teachers and students-this is another disadvantage of use of ICT that it has broken the regular discussion between teachers and students.

Apart from this, many students who are doing internet projects they need to communicate with students from different states or countries via electronic mail.

Furthermore, the internet should be a part of an integrated teaching system. It is important to acknowledge that students are already interested and engaged in using technology, this would create many amazing opportunities for schools and teachers by using internet. One can make teaching and learning more effective. Learners can use computer based services to write, analyze, present and communicate information. Learners can use information technologies to create network of co-learners and to share, collaborate and construct knowledge. Benefits for teachers while teaching are there are countless online resources, technology which can help to improve teaching. By using various new technologies, teachers can keep engaged students for longer and better time. This technology helps teachers for doing their work properly and helps to save their time this valuable time can be used for those students who are struggling. As described above, the high growth in education is increasing the demand for flexible and innovative approaches to teaching learning, in which information technology can play a crucial role. Today's education system faces the challenges to prepare individuals for the information society in which one of the most important aim is to handle information. Thus, now it is a requirement of the society that the individuals should possess technological literacy.

## CONCLUSION

The use of ICT has revolutionised the entire education system and our country too have jumped in the process of using ICT in education sector number of educational institution or introducing ICT into the teaching and learning process. Even our education ministry has been insisting on the use of ICT in day to day teaching and learning process, but at the same time we should not forget the fact that the overall progress in this sector is unsatisfactory and there is urgent need to promote ICT from bottom to top. Still numbers of rural areas are beyond the reach of the smart use of ICT for that reasons we have to do following things-

1. To arrange camps and awareness programmes on the subject.
2. The use of ICT should be made compulsory in every school and colleges.
3. Government should frame policies so that students can be attracted towards ICT.

## 14. INFORMATION TECHNOLOGY: MEANING, ADVANTAGES, DISADVANTAGES, ROLE AND USES IN DAY TODAY LIFE

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### **Abstract:**

Information and Communication Technology is very useful today. It is the main pillar of Indian Economy. It expels all the traditional technologies. ICT is widely used in almost all the fields of life. Our economy, banking, education system, marketing and science is strengthen by it. Today due to its use the world has become global village. As the world is moving towards digital information, the role of ICT is very vital and empowering to grow and develop 21<sup>st</sup> century.

**Keywords:** Information, Communication, Technology, Advantages, Disadvantages, Internet.

### **INTRODUCTION**

ICT is an umbrella term in day today life. 21 century is the age of science and technology, the age of advertisement, internet and telecommunication. Modern means of communication have been changed the very lifestyle of human being. Face to face communication and handwritten letters were the means of communication in 18<sup>th</sup> century. In 19<sup>th</sup> century radio, television and photocopy were considered the effective ways of transforming information to large number of people. 20<sup>th</sup> century was the new age of electrical, digital and other technologies in the field of communication. Today computer, internet and satellite communication is the popular and effective mass communication. According to Alvin Taffler there are three waves of communication. The first wave is about face to face communication. It is very ancient and less effective way of communication. In the second wave people used written communication, newspapers, radio, and television with face to face communication. The third wave is the age of modern technologies. It is the beginning of computer, internet, Compact disc, satellite communication etc. Today the who world has become the global village.

ICT stands for Information and Communication Technology. It is becoming inevitable part of human life. The inventions and discoveries have improved the facilities and speed of communication. ICT is helpful to common man to fulfil his dreams .with the help of ICT several doors of knowledge have been opened. Information is available through millions of websites. The process of teaching and learning is facilitated by ICT. It is used by schools, universities , governments, non-government organizations (NGO) and industries. ICT involves a large network software and hardware which enables us to gather, organize, and analyze data and information that helps us to meet our needs.

### **ROLE OF IT**

ICT has become the vital and integral part of everyday life. It plays major role every level from the owner of single computer to multi-national corporations. The speed of business is accelerated with the use of internet. Today no organization is left from using IT for their business. The role of IT is follows.

#### **1. Communication:**

ICT is widely used in the field of communication. Different types of communications like order letter, complaint letter, enquiries and replies, claims and adjustments, sales reports etc. are done with the help of email. It was the early drivers of internet and was less expensive. Nowadays it evolved live communication system, online meeting, video-conferencing for effective communication.

#### **2. Data Management:**

Managing the data is the most important role of ICT. Today large data in several files can easily be available at one click. The photo copies of important pages can be stored in soft copies. This storage is helpful to manage this lot of information in a single computer. It also save time to find out particular data within a while.

#### **3. In Science:**

ICT is useful in science for more productivity. It enhances students in learning process in different ways.

### **ADVANTAGES OF ICT**

#### **1. Globalization:**

Due to the tremendous use of IT the whole world has become a global village. It enabled the world's economy system to be a single independent system. It means we are able to gather information of business with a click efficiently and quickly and also bring down global linguistic barriers and geographical

boundaries. The distance among the countries of the world is lessening by means of internet

**2. Bridging the Cultural Gap:**

Information Technology has helped to less the gap among different cultures, values of one country to another. It allows to share values, ideas, thoughts, feelings, customs, culture and awareness to less prejudices amongst them.

**3. Availability of Different Jobs:**

Creation of different jobs is one the major advantages of IT. System analysts, Software and Hardware developers, Computer Programmers, Web Designers are the different job opportunities created in the field of IT.

**4. Availability of Extra Time:**

Because of the Informal Technology it is possible for business to be open 24 hours. It means extra time is available for corporate world to do mere business. Business can be open everywhere and any time for sales and purchases. The boundaries of time are lessen with the help of IT. It is one of the important advancement for business world.

**5. Communication:**

IT made communication all over the world quicker, cheaper, and effective at different level. Now it is possible us to communicate anyone around the world with different ways of communication. It can be done with email, text message, and video conferencing. Video conferencing is the effective and face- to- face communication for those who live far from each other. Communication is one of the major concern of human being and it is accelerated by information and technology.

### DISADVANTAGES OF ICT

**1. Privacy:**

Though IT made communication easier, quicker and convenient, it has brought privacy along. Today man has become self centred because of the facilities. He is more engaged in mobile phone, laptop and internet. The private information is being hacked by information hackers. So it is becoming the part of public knowledge.

**2. Unemployment:**

Though IT stimulated business process, and it has created many jobs at the same time it become the cause of job reductions too. Nowadays a machine operated by a computer is working at the place of thousands of workers. Many workers are being out of jobs.

**3. Cost:**

Different types of resources are being introduced in ICT, but the prises of computer, tablets, laptops, wireless broadband are sometimes out of one's

budget. Economically poor students are not able to purchase costly means of electronic communication.

**4. Misuse of ICT:**

The equipments provided for studies are sometimes not used for the applicable purposes. Instead of using these resources like internet, laptop some students visit social networking sites as Face book and Twitter. Sometime they visit to illegal and porn sites. Then concentrating on teacher's speech would not be their main priority. They would focus on unnecessary things. This would result in lower academic rank.

**5. Reliability of Information:**

Anyone can access internet and post information on it, but just because something is on website doesn't mean it is reliable. Besides this computer viruses, Trojans, worms and spam can cause disrupt our lives.

### **USES OF INFORMATION AND COMMUNICATION TECHNOLOGY**

ICT has become a powerful tool in 21<sup>st</sup> century. It has provided opportunity to meet important development and goals every day. Today we can separate it from daily requirement. Internet, digital computer and networking have changed the life of human being. It has opened doors to access information globally for everyone.

**1. In Education:**

Software and Hardware are used to make teaching and learning more effective and interesting. PowerPoint Presentation gives enormous opportunity to students to develop their talents and inner abilities.

**2. In Science and Mathematics:**

The global economy of 21<sup>st</sup> century has accelerated by technology, fuelled by information and driven by knowledge. Computer and internet has been used in education for acquiring, processing and analyzing information. Computer software is used in teaching and learning Science and Mathematics. In the study of Science video camera is connected to computer.

**3. In Evaluation:**

Due to advancement of technology today it is possible to conduct online exams based on MCQ pattern. It is also possible to access the papers with the help of ICT.

**4. In Banking:**

Today customers are able to do online transactions 24 hours 7 days . They can access company accounts easily and save their time. Bank administrators can manage whole banking systems like Real Time Gross Settlement (RTGS),



National Electronic Funds Transfer (NEFT) easily and effectively. ICT facilitate us at home at any time.

**5. In Industry:**

In Industry different and difficult activities are to be done. But today it is possible easily with ICT. It facilitates production planning and control systems. Workers use machines operated by computer to carry out routine work. In some dangerous activity robots are used.

**6. Other Uses:**

ICT has a great impact on our daily life. It is used to read daily local newspaper, carry out transactions through Debit/ Credit Cards, trading shares and Net Banking. We can book Air and Rail tickets at home. Today we need not to go at shop to purchase books, it can be done online through commercial websites. It is also useful in E-maps, E-Governance, E- Market, E- shopping, E-Commerce and developing Virtual Laboratory.

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## 15. The Role of Quality Higher Education in Nation-Building

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### Abstract:-

Education is normally the acquiring of knowledge as well as the skills that are accepted by a given society. On the other hand, nation-building is the implementation of processes that are geared towards recomposing the nation's institutions so that they can reflect the wishes, needs and aspirations of the wider society. Since education is the pathway to any nation-building enterprise, it provides the following goodies to nation-building: Firstly, education creates an enlightened society. Without this, no nation-building efforts will be set in earnest. Secondly, nation-building requires a 'meritocratic' bureaucracy in order to make the state's institutions effective. Therefore, with education, the country will have the best human resources that are competent enough to carry the day-to-day affairs of the state. Most states collapse as a result of a low level of education because the human resource is so weak that it is incapable of filling state institutions. But with education, this problem is averted. Thirdly, nation-building requires a democratic society that allows the contribution of all, rich or poor. With education, there will always be an increase in democratic participation. This participation will in turn enhance nation-building initiative because the participation of all the citizens is counted in nation-building. Fourthly, education is very crucial in the formation of cross-cutting cleavages that embrace diversity. Overall therefore, education correlates with nation-build. Both of them complement each other. A nation cannot be built without education. With education, professionals are nurtured that will

enhance nation-building. In the same way, education leads to efficient usage of a nation's resources which in turn is very crucial to nation-building because without efficient usage of a nation's resources, nation-building will not be successful. This is evident in the developed nations. To continue to build their nations, they educate their citizens, because education shapes the attitudes and behaviors and values of citizens. These are qualities that are needed for nation-building and it is only education that will bring those mechanics.

**Keywords:** Issues in data collection, quantitative research, respondents, relevant tools, sampling strategies, probability and non-probability sampling, scaling techniques.

### **Introduction:-**

According to Mahatma Gandhi, "Knowledge without character is a powerful evil." Character is based on human values. It's a powerful tool that influences society. Integral parenting addresses the body, mind, soul and spirit of every child and moulds the child's character for long-term growth and development. Character building is further enhanced from knowledge gained from Schools, Colleges, Universities and other centres of learning like Polytechnics, Teachers Training Institutes and other Private Educational Providers. Let us view Education in a larger perspective as integral for growth and development. Education is the best development tool for socio-economic growth. That is why the old Chinese proverb "Teach someone how to fish". In economics they call it "merit good". It means not only to educate people; its benefit goes beyond that – crime reduction, unemployment reduction, more revenue, higher GDP and many other benefits. Today, we are living in the world which encompasses knowledge. Education is crucial – it is not machines, land, capital but human brain which is the most important asset to any family, community and nation. We have to safeguard it and develop it for socioeconomic development. The quality of education meant growth and development of intellectual, emotional, spiritual, and social. Research and creativity and innovation are very important for the future development. Are we achieving these through our Education?

### **The Role of Education and Challenges of Nation-Building:-**

These are places where students are taught to respond to their calling in life: be it mother, wife, husband, and father or even to single life. They learn how to always stand tall, uphold strong value systems and strengthen their character. Educational institutions should be places where students are taught to care for one another in normal and challenging environments. They should learn what it takes to succeed in

life and lose with grace if they must. Core values and attitudes must be the focus and centre of our Educational Planning Board. The duty of any responsible government is to provide the resources and support for achieving this objective. The government should not be a stumbling block in interfering in the guise of exercising their power. Educational policies of the governments may be laudable but the implementation, review and accountability are the key and critical factors. The greatest disservice any government can do to its people is unnecessary interference and control when yeoman service is being done by the education providers to prepare the children to meet the challenges of life.

Education all to contribute to nation building and that is the true purpose of education. It is said that a good education system develops the mind of a child towards progress, nationalism and social development. Children must be allowed to think, analyze, debate, react and come up with their own conclusion.

In a research paper investigating 'The Quality of Learning and Teaching in Developing Countries: Assessing Literacy and Numeracy in Malawi and Sri Lanka' in 2000, UK Department for International development researchers concluded from their literature search that a definition of quality education should also take into account the determinant factors such as the provision of teachers, buildings, equipment, curriculum and so on. As such, they concluded that the general concept of quality of education is made up of three interrelated dimensions. These were: the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes).

Further complexity arises at a national level in the number of preschool, primary, secondary and tertiary institutions involved in providing education. If the curriculum itself is not measured against the national interest, then the education system may well be producing great measures, a high pass rate, of an output which does little to build a nation by virtue of the skills being unusable.

It is clear that education quantity and quality have a distinct impact on the economic progress of a nation by improving productivity and competitiveness. It is clear that using education as a means of fostering understanding of cultures increases the level of tolerance in the diverse communities.

It is clear that the economic progress that a quality education brings, delivers better jobs and more jobs which in turn offer the citizens of a country more choice in what they do with their lives and indeed the lives of their children. It is also clear to me that the belief that we have choices in our lives builds contentment.

The Government of India has formally accepted importance and role of higher education for nation building. We need a paradigm shift in our education policies and

its firm implementation, rather than doing ephemeral changes here and there. Recent initiative of the Ministry of HRD in setting-up more Central Universities, Indian Institutes of Science, Education & Research (IISERs), NITs Central Institutes of Technologies, IITs, IIMs and access to education through open and distance learning are a few positive initiatives. These institutions need to be provided with a robust internal governance mechanism capable of preventing dilution of the main mission of these institutions.

### **Globalization and Nation-Building:-**

Globally, the traditional Universities are in a transition phase and should be gradually getting prepared for transformation. With the Internet and technological advances in Information Technology, the educational needs are changing. Students, faculty, administration, every component of the education system will have to change to face these new requirements. The major change to befall the universities over the last two decades has been the identification of the campus as a significant site of capital accumulation. Unlike many American Universities, Indian Universities are much behind in protecting and capitalizing the Intellectual Property Rights. Global efforts are for systematic conversion of intellectual activity into intellectual capital and, hence, intellectual property. Gradually the academic programs and 'courses' are getting transformed into a commodity of 'courseware'. India is now on a cross road where she needs to increase her literacy level to 95% of the population for social mobilization and use technology for creating the best possible skilled manpower for nation building. The financial aspects and markets of the education system as a whole will determine the levels of all the attributes including but not limited to: excellence, equity, commitment, autonomy, accountability and most important-its relevance to the societal and national development. This entire issue of University education reform needs to be addressed holistically from the socio-economic perspective. This is a matter of intellectual interdisciplinary exercise and is critically required to reinvent education system on track in the best national interest. Quality and innovation will be the major determining factors of the survival of the University system and its components including the faculty, the administrators and the rulers. Like in business and in the jungle, it will be the survival of the fittest. Monopolies will dwindle and competitive excellence will automatically emerge.

Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, labour market patterns and general global environment, all require policy responses. Traditions, culture and faith all reflect upon the education system and at the same time are also affected by them. The element of continuity and change remains perpetual and it is up to the society to determine its pace and direction.

We are living in an inquiring and innovation-oriented society. The demand of twenty first century is novelty, creativity, and integration of knowledge at global level, research, critical and analytical thoughts. Rapidly social changes are creating uncertainty and complexity in the society. To prepare the children and youth to cope with the present situation needs to develop analytical and critical thinking, skill and attitude that would make them more flexible and innovative to deal with uncertainty and crises at national and global level.

The greatest need of the hour is to re-design curriculum, textbooks, teaching methodology and children's literature, formal and non-formal educational systems. It has been demonstrated by researcher that active learning (questioning and investigate the nature of topic) develop creativity and stimulate for learning.

### **Conclusion:-**

In short, this paper emphasizes the contributions of education to national development. It stresses the fact that a nation develops in relation to its achievement in education. This explains why contemporary world attention has focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement in terms of living conditions and development of the environment.

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## 16. Quality Enhancement in Higher Education

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### Abstract:

*"Indian education system like other education systems is subject to continuous assessment and periodical reviews, since independence day India has been adopting the techniques that are required to cope up with the existing demands. It also succeeds in doing so up to certain extent but there is conspicuous lack of adaptation with the changing scenarios in educational system. When we compare our educational system with western one then it is quite obvious that we need lot of changes to empower the education system in which some major changes can be cited as flexibility, Practical Knowledge, Use of computer and ICT technology, changes in existing syllabus and most important through changes in the social sciences. The aim of this paper is to focus on the above factors."*

### Objectives of Study:

1. To study the existing nature of education and its impact on the students
2. To study the feasibility of adopting foreign pattern of education
3. To study the benefits of changes in education system.

### Introduction:

The world is in transformation and the main reason behind this is advancement in technology and globalization, everyday new innovations and concepts are affecting the life of people across the globe. In order to survive in this one needs adaptation and keep oneself update to walk with world, this rule applies to all aspects of life including education sector. Indian education has experienced changes from traditional or informal to formal education. The beginning of formal education can be traced back to the arrival of British in India who brought with them western education and a new approach of life, whatever reasons may be behind such move but certainly it compelled



local people to adapt and adjust with these changes. Initially limited in nature now this western education became the *sin qua non* of modern life now education is not imparted in 'Gurukula's' but is taught in schools and colleges likewise it has been categorized as primary, secondary, higher etc by which the level of person is assessed and evaluated. Adding to this, in the last couple of years drastic changes have taken place in the field of education such as skilled based education or employment oriented education is in demand hence lot of students are moving from traditional education to scientific and professional education and this change is bound to arise because of changing requirements in the job sector.

Accordingly all universities rushed to bring new changes and framed their syllabus that could cater the contemporary needs. But is it sufficient? This question needs holistic explanation. In top 200 universities ranking India failed to find its place though we always appreciate the present changes saying as better than previous but ironically to have place in top 200 universities we must be excellent. My opinion in this regard would be somewhat different, job oriented courses and skills are important to earn bread and butter but does it support the nation's development? Rather it would be self-centric approach the American and European nations are not confined up to this approach rather they prepare a citizen which would contribute in the development of nation. What kind of education they provide to students? This question might be more important than this discussion. Let us examine few aspects of their education

Here I will try to acquaint with the exact difference between our education and western education.

### *The Concept of Flexibility:*

The first and perhaps most important difference is the concept of flexibility or scope to move from one stream to another, normally student has to run through same track once he choose and it closes the door for him. In western countries students have wide scope for selection as B.Sc. student can go for social science and can pursue his research in the same field further; here concept of flexibility applies but while doing so he can perform well in both fields because at primary level he learns all subjects with same temperament and without any prejudice for either subject on the contrary, in India student generally focus on science as source of opportunity and ignore the utility of social and language science that also led to saturation and dignity of any particular course as everybody rushes towards same field hence talent is concentrated at one place.

### ***Need of Practical Knowledge:***

This is quite conspicuous in Indian education system that, it lacks practical touch to the course. Numbers of courses in India are based on theoretical foundation and it is taught and learnt theoretically, hence student are incapable to grasp and understand the importance in day to day life this is most common phenomenon in social sciences where teachers are unable to combine teaching with practical cases. We always prefer to follow text book and are apathetic towards contemporary relevance and combine our teaching with latest developments in the field. That acts as a limitation on the students learning process in Foreign countries almost all subjects are taught with update developments and use of course in once life.

### ***Use of ICT in Education:***

Use of ICT in education is quite old practice in developed countries and reached to developing nations only after the advent of globalization, accordingly India too embarked on major changes in teaching learning sector by introducing information technology in it. Since then almost all universities and colleges have been directed by UGC to use ICT in teaching-learning process and the implementation has begun but there is also one major problem exists that major portion of students belong to rural area and not aware about these changes hence feel weird and find difficult to understand. In many cases the faculties are poor in use of ICT hence they cannot handle this change.

### ***Traditional Syllabus:***

Though there is cry regarding the need of change in the traditional syllabus, still it continued to be the base of teaching while almost all fields are changing rapidly including social sciences but we still rely on the theoretical aspects of subject. No doubt conceptual clarity is essential for understanding the subject but complete reliance on theory will not serve the purpose of education and it should be complemented with contemporary demands.

Above discussion highlights different aspects of education and relative difference in foreign education after contemplating over these following suggestions might be helpful to enhance the quality of higher education.

1. As far as the flexibility is concern, syllabus at primary and secondary level should be framed in such a manner that student may opt anything confidently and without any prejudice in mind. One condition must be considered that, there must be scope and future for every course like policy making, research etc. For this it is very important that government must provide platform to them to expose their qualities.
2. Although theory is base of any subject, it should be noted that every subject has contemporary relevance and evolution of new ideas in subject every time is quite natural hence it must be combined with the latest developments and practical applicability's so student will not regret on his decision and can sustain with his knowledge.
3. Today almost everything goes computerized and ICT is used widely in every sector including education but there is lack of awareness and skills among the teachers and students regarding the smart use of ICT, hence ICT training must be made mandatory in every educational institution and their performance to be assessed and reviewed periodically.
4. Traditional syllabus is not applicable today says some experts especially social science but it can be made applicable by using scientific methods and introducing contemporary developments. Perhaps the most important would be that, there must be clear cut demarcation in the area of specialization which is followed in many central universities in India but it should be implemented in every state university, deemed as well as autonomous universities.

It would ensure the exact ability of the candidate to perform the particular task specially it is lacking in social sciences.

Above suggestions are some of the reforms to enhance the quality of higher education however, these are some of the changes and not the sole condition of improvement.

## 17. Need and Importance of Information Technology In Education

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Information Technology in education, effects on the continuing developments in information technology (IT) on education.

The pace of change brought about by new technologies has had a significant effect on the way people live, work and play and worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology is having a major impact across all curriculum areas. The present paper is an attempt to focus on need and importance of Information Technology in education.

### **Need :**

- Education is a lifelong process therefore anytime any were to it is the need.
- Information explosion is an ever-increasing phenomena therefore there is need to get access to this information.
- Education should meet the needs of variety of learners and therefore IT is important in meeting this need.
- It is a requirement of the society that the individuals should possess technological literacy.
- We need to increase access and bring down the cost of education to meet the challenges of illiteracy and poverty. IT is the answer.

Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication, plus increased access to IT in the home, at work and in educational establishments, could mean that learning becomes truly a lifelong activity – an activity in which the pace of technological change forces constant evaluation of the learning process itself.

### **Significance of IT in Education :**

IT aids plenty of resources to enhance the teaching skills and learning ability. With the help IT now, it is easy to provide audio-visual education. The learning resources are being widens and widen. With this vivid and vast technique, as part of the IT curriculum learners are encouraged to regard computers as tools to be used in all aspects of their studies. They need to make use of the new multimedia technologies to communicate ideas, describe projects and other information in their work.

### **Importance of Information Technology**

#### **- Immediacy to Information :**

It has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very-very fast and one can be educated anywhere at any time. New IT has often been introduced in to well established patterns of working. For ex. personal computers have replaced typewrites.

#### **- Anytime Learning :**

In the age of computers and web networks, one can study whenever he wills irrespective of whether it is day or night.

#### **- Collaborative Learning :**

New IT has made it easy to study as well as teach in groups or in clusters. With online we can be unite together to do the desired task. The internet and its websites are now familiar to many children in developed countrnies and among educational elites elsewhere, but it remains of little significance to very many more who tack the most basic means for subsistence.

#### **- Multimedia Approach to Education :**

Audio visual education, planning, preparation and use of devices and materials that involve sight, sound or both for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, recodes, teaching machines, computers and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

#### **- Authentic and Up to date Information :**

The information and data which are available on the net is purely correct and up to date.

Internet, a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly provides true and correct information.

- **Online Library :**

Internet supports thousands of diff kinds of operational and experimental services one of which is online library.

As part of the IT curriculum learners are encouraged to regard computers as tools to be used in all aspects of their studies. They need to make use of the new multimedia technologies to communicate ideas, describe projects and order information in their way.

- **Distance Learning :**

Distance learning, method of learning at a distance, rather than in a classroom. Late 20<sup>th</sup> Century communications technology, open-up new possibilities both individual and Institutional for an expansion of home-based learning, much of it part time. Distance learning appeals to or gainers of professional and business education providing an incentive to rethink the most effective way of communicating vital information.

- **Better Access to Children With Disabilities :**

IT has brought drastic changes in the life of disabled children. IT provides various software and technique to educate these poor people. The integration of IT in teaching is a central matter in ensuring quality in the educational system. There are two equally important reasons for integrating IT in teaching. Pupils must become familiar with the use of IT, since all jobs in the society of the future will be dependent on it, and information technology must be used in teaching in order to improve its quality and make it more effective.

The advantage of using IT is that time consuming work routines can increasingly be performed by means of this technology and time can thus be devoted instead to communicating and informing, to the processing of information and the production of knowledge.

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## 18. USE OF ICT IN TEACHING-LEARNING PROCESS

By

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Teaching-learning activities including the outcomes of interaction among teacher, student and education environment in accompany with technology make the process of learning more effective. In a virtual system of learning, technology replaces educational environment. Technological literacy is required for learning with technologies to be possible, implying a two-step process in which students learn about the technologies before they can actually use them to learn. The Digital Technology has influenced all aspects of human life. Education is not an exception. At present majority of devices are based on Digital Technology. One such device is Computer. The Computer is an electronic device that has the capacity to store, retrieve & process both qualitative & quantitative information fast and accurately. The computers were never developed for improving quality of teaching – learning process. The ICT has opened new avenues, like, Online learning, elearning, Virtual University, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective. It provides email facility also. One can access it anywhere. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation. The ICT being latest, it can be used both at school and higher education levels in the following areas: • Teaching • Evaluation • Online Tutoring • Instructional Material Development

### USE OF ICT IN TEACHING

Teaching at School as well as Higher Education, mostly, concentrates on giving information which is not the sole objective of Teaching. most of the teachers use Lecture Method which does not have potentiality of achieving majority of above mentioned objectives. The objectives are multi-dimensional in nature, so for their achievement multiple methods should be used in an integrated fashion. At present ICT may be of some use. It is a well known fact that not a single teacher is capable of giving up to date and complete information in his own subject. The ICT can fill this gap

because it can provide access to different sources of information. It will provide correct information as comprehensive as possible in different formats with different examples. ICT provides Online interaction facility. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise.

#### USE OF ICT IN EVALUATION

At present the paper pencil tests are conducted for evaluating the academic performance of students. These tests are conducted in the group setting. The content coverage is poor and students cannot use them at their own. These tests are evaluated by the teachers and they may not give feedback immediately to each and every student. It may be due to this that students are unable to know their weakness and do not make any attempt to improve upon them. The ICT can be made use in the evaluation. The students from other institutes can also make use of it. Not only the students even the teachers can also use it to assess their own understanding of the subject. If used by teachers before teaching the topic, they can prepare the topic properly. Such software can be used for internal assessment. Thus, ICT can be used to improve the quality of pre as well as in-service teacher's training.

#### USE OF ICT IN DEVELOPING INSTRUCTIONAL MATERIAL

At present there is a shortage of qualified and competent teachers in all most all subjects at all levels. The book reading is not very enjoyable and does not help students in understanding the concepts and retaining the information. There are many teachers who are well known for the specific subject. Their lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the classrooms. The teacher can use them in the classrooms and can organize discussion after it wherein the new points can be added both by the teacher as well as students. It will make the teaching effective, participatory and enjoyable. Sansanwal (2006) has done this. Of course, digitalized lectures will have their limitations of revision and inbuilt interaction. These lectures can be uploaded on any website and students & teachers can access any lecture they like. Another form of digitalized lectures is e-content. The CEC is making efforts to develop e-content material in different subjects for the benefit of diverse users. The competent teachers can develop e-content in their own areas of specialization. This has lots of potentiality to bring quality in teacher education. The ICT can be used in developing Instructional Material and e-Content.

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## 19. Influence of ICT enhances the effective teaching & Learning

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### Abstract

ICT means the information and communication technologies which is playing very significant role in the today's education system. As we know that 83% knowledge is gain by only eyes and rest of 17% is by ears,tounge,nostril&skin. The percentage of gaining of knowledge itself indicate that the teacher should concentrate on the eyes base while making resources to learner. The teacher should use the ICT in classes which help to visualize the center idea of topic. In ICT one can use input,output &other sources such as student response system ,PC,application software,slate,tablet,projector,interactive whiteboard,display,monitor,TV.,Digital camera,digital recorder,switcher and many other technologies can be implemented in classroom. Because world wide research has proved that ICT can help to improve student learning and better teaching in terms of 'knowlwdge', 'comprehension', 'practical skill' & 'presentation skill'in all discipline.

**Keywords-** ICT, teaching,learning &impact.

### Introduction :

In the pedagogy the basic concept is transmission of knowledge which is expected in the simple form to learner in terms of exploration .in this paper author is trying to focus the colleges which are in rural province in state. where maximum student came from rural area in to the colleges and students strength is more,but when we look into the real condition there are many hurdles to use ICT between teacher and students in classrooms. Different ages teachers are teaching various subject in the UG level some of them older who are not ready to adopt new skill in some are medieval who are partially shows the adaptability in pedagogy and third is newly appointed in teaching who are very excited with latest updated shows interest in new technique or ICT.with few exception this concept is applicable to every college in rural area overall in nation. In addition to this there are other reasons also to implement ICT. Such as

lack of teacher training, infrastructure, lack of confidence, poor vision of management, lack of encouragement to teachers, not recommendation from students, society about ICT and inadequate skills about ICT. In order to diffusion and utilization of ICT the educationist, expertise, government, teacher alliance, student, society these all are need to focus and recommend to implementation of ICT in pedagogy. Oration or textbook, interaction, reading, dictation these are very ancient methods of teaching so need to promote the acquisition of knowledge and skills through new technologies to ensure efficient, continuous & lifelong teaching as well as learning. The government education policy would mandatory that use of ICT in all colleges with respect to all streams. An endorsement of computer laboratory, internet connectivity, should be make available for teacher & students. More over the ICT teaching & learning is rely on availability of ICT infrastructure and teacher adoption, perception of ICT education system. Further need to maintain the teacher competency is another indispensable variable to ensure the use of ICT in the learning, teaching surrounding, despite the availability of computer laboratories & centered of media in different colleges, teachers imply various issues that make barriers in use and the integration of ICT in their pedagogic activities.

### Methodology :

The following table shows that use of ICT where can be done..

Table No.1

Sr.no.	Use of ICT sources	In pedagogy
1	Projector	Can be use for to show graph, figure, picture, video, demonstration of dissection, ecosystem, life cycle, which save time of teacher.
2	Sound	Sound can be use for to teach Poem of English, Marathi, hindi with the help of tracks, interaction of two person on sound track which enable students to percept lingual skills.

3	Digital camera	A live photograph of animals, plants, leaders, social reformers, activist, poets, scientist if shown to students they can motivate
4	Internet connectivity	This facility would help to show or see live film of education, based on research, invention, history, geography and many..
5	Computers	Computer laboratory would encourage students to self finding, develop the skills, and to access online many books in same place.
6	ICT auditorium	This will help to organize seminar for students, teachers, to conduct workshop, conference, also help to make healthy environment of ICT.
7	Application software	Its computer program designed to perform a group of coordinated functions, task or activities for the benefits of user. ex-word processor, a spreadsheet, accounting application, web browser, media player, photo editor and more.

The above tabulated data shows that where and how the ICT can be used in daily teaching hours in different subjects with respect to the different topic level.

#### **Influence of ICT on pedagogy :**

1. ICT acquire & fulfill the educational aims because of reinforcement and practice that ICT has afforded.
2. An allowed students to learn independently which has enabled more work to be completed.
3. It also allow students to produce high quality multimedia products & increase opportunities for classes to evolve and for students experiences to shape outcomes.

5. It improves poor calligraphy & lingual skills through word processing.
6. It equalizes individual differences and has particularly dramatic effects for students with special needs.
7. ICT enables collaborative learning with little indication of the isolated learner.
8. Encourages use of peer coaching & peer reviews.
9. ICT has an edit effect in terms of quality of student work and practical examples through visualization.
10. Information communication technology develops communication and awareness of different audiences.
11. Has impact on resource-based learning and access to real world information through the web.
12. Facilitates self-pacing with increased capacities to deal with individual learning style as students can work at the pace and intensity suitable to their needs and gives students more control.
13. ICT enhances information reliability and accuracy adding to authenticity of learning tasks, with realistic and help in up-to-date information.
14. Changes teacher practices, planning tools and assessment rubrics, also help to motivate students to commit to learn and to participate in learning activities.

In addition to this ICT also influences student motivation through hands-on activity, visual representations and improved modes of presentation. Encourages independent learning, individual preferences for process, layout, style, and format. Eventually ICT improved students' quality of work and has given them the confidence to perform learning tasks.

### **Conclusions :**

If we could establish the ICT in rural provinces, this phenomenon will remarkably influence the teaching learning process and increase the achievement rate of education goals & aims. The downtrodden student who is poor in every manner will become a good token of future society & efficient representative of various fields. The author has presented this data with the focusing of rural student, rural colleges & management, rural colleges teachers, society as well as education & political leaders. Because these are main impediments in the ICT establishment due to their poor vision, attitude, management, pessimistic about education &



development, lack of confidence, no awareness about education policy, lack of positive attitude. Therefore the Indian government is unable to diffuse ICT in education. As Indian education system dividing day by day like as CBSE (central board of secondary education), CISCE (council for Indian school certificate examination), IB (international baccalureate), CIE (Cambridge international examination), SSC (secondary school certificate) and many coming in existence in basic level. Except SSC rest of all has adopted the ICT education but the SSC is very poor about ICT and same student are coming in to higher education. So here I want suggest that from primarily in basic education ICT should be implemented up to higher education.

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## 20. Best Practice of the Classroom Teaching-Learning Process

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**Abstract:** Good teaching practice is a key influence on student learning - a desired outcome and primary goal of higher educational institutions. Teachers strive to meet the principles of good practice in an effort to provide the best learning experience for their students. Education is not merely teaching or increasing cognition. It is more about preparing a media for the learners' cognition-It is an attitude. Having good attitude will provide a good medium for the cognition, learning behavior, learning autonomous, and critical thinking. Education will facilitate simple knowledge for anyone who needs it. As education is the two way process, the involvement of students in it is an essential part. Hence best practices of higher education and its classroom must be related to students only. Student oriented practices are required as the best practices in the classroom. Present Paper deals with best practices in the classroom of higher education.

**Key Elements:** Goal, Primary, Higher, Education, Best practice, classroom, students etc.

**1.1 Introduction:** A teacher is one who changes the life of students. He/she is called as the second parent of students. Moreover, they are the pot-makers of student's life. How they shape, their success is depend on it. The way of teaching and method of teaching affect the process of teaching-learning. Which strategy, the teacher is using in the classroom is important part to get the result of teaching. A teaching strategy comprises the principles and methods used for instruction. The choice of

teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it may also be influenced by the learning style, aptitude, skills, and enthusiasm of the students. Teaching at its most literal level educating, imparting knowledge is the most fundamental part of a teacher's job. It is more obvious than (though just as important as) inspiring, motivating and forming relationships. But just like many other elements of the job, the act of teaching is personal. There are various aims and objectives of teaching-learning in the classroom. Few common aims and objectives are as:

- a. To Encourage contact between students and faculty.
- b. To Develop reciprocity and cooperation among students.
- c. To Encourage active learning.
- d. To Give prompt feedback.
- e. To Emphasize time on task.
- F. To Communicate high expectations.
- g. To Respect diverse talents and ways of learning.

These all aims and objectives can be achieved with using different methods and techniques in the classroom. Though, the job of teaching is personal, it is connected with students and classroom. Hence the best practices in the classroom are to be used for the good result of teaching-learning process. Overall the best practices as per the guideline of NAAC are important, yet some practices as a classroom practices can be used by individual teacher in his classroom to achieve the goal of Excellency in teaching. Few common best practices in the view of researcher are as below:

## **1.2 Best Practices in the Classroom:**

**a. Active Learning:** Teaching-learning is a two-way process. Two-way learning is about the trainer respecting the knowledge, learning processes and perspectives of another people and recognizing that they are learning about another culture and knowledge system, at the same time as sharing their own knowledge. It can be called as Active Learning. Active learning is the process of involving all students in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon the material being presented. In other

words Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.

With the active learning process, students transition from being mere recipients of information to being participants actively engaged with new information in a learning environment. Simply stated, active learning is anything students do during a class session other than passively listen to a lecture. There is no one "correct" way to achieve active learning in the classroom. Within the class the instructor selects suitable active learning strategies, dependent upon the lesson objectives and classroom situation.

Such activities may take minutes or the entire class period and may involve the students as individuals or in groups. Thus, active learning can give feedback of teaching-learning process. Hence various activities as *ROLE-PLAY, QUESTION-ANSWERING, and CONVERSATION SESSION etc.* will help to create the active environment in the classroom as well as give good result of teaching-learning process. Therefore, Creating Active Learning Environment in the classroom may be called as the best practice in teaching-learning process of the classroom.

**b. Classroom Assessment:** Feedback is the key element of the process of communication. Classroom Assessment is one the best method of checking the result of the teaching-learning process in the classroom. Classroom assessment is the process of gathering evidence of what a student knows, understands, and is able to do. It can also help to identify students' learning needs. Teachers set specific criteria based on learning outcomes and expected levels of performance to evaluate students' learning. In other words Classroom assessment is a formative approach to assessment. Its main purpose is to improve the quality of student learning, not to provide evidence for grading students. It serves as a means for providing faculty with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. Classroom assessment techniques, expertly utilized by faculty, provide information on what, how much, and how well students are learning. Thus using

*Assessment for Learning (Formative Assessment) ...*

*Assessment of Learning (Summative Assessment) ...*

### *Comparing Assessment for Learning and Assessment of Learning. ...*

#### *Assessment as learning etc.*

With these all the classroom assessment can be completed. Through Educational assessment which is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs one can improve the process of teaching-learning in the classroom as well as it is useful to achieve the above mentioned best practice to create the active environment in the classroom. As to create the two Assessments is often used interchangeably with test, but not limited to tests. Classroom assessment takes on many varied forms, from simple interactions between the teacher and students during instruction to homework, projects, classroom presentations, and more formal quizzes and tests. Regardless of their structure, classroom assessments are usually teacher-developed.

**c. Consistency in the Management of Classroom:** Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. ... A major reason was negative student attitudes and discipline. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. In other words Classroom management and management of student conduct are skills that teachers acquire and hone over time. ... Skills such as effective classroom management are central to teaching and require "common sense," consistency, an often undervalued teacher behavior, a sense of fairness, and courage.

Consistently establishing and managing student expectations and behaviors to ensure a productive learning environment are among the most critical issues faced by both novice and experienced faculty members. Classroom management refers to matters of supervision, mediation, and facilitation, as well as intervention, if necessary. Students learn best when their minds are engaged and their bodies are moving. People learn through experimentation with the real world, rather than by memorizing a list of rules. This statement has implications for the design of instruction. Learning opportunities should be based, as much as possible, on real tasks and rich environments, and include opportunities for reflection and application. While management

approaches vary dependent upon the individual instructor's philosophy/style and the classroom composition, several proactive, preventative strategies and practical solutions have proven effective in creating a positive teaching and learning climate.

Classroom control is major issue of classroom management. Following are the main points which are the causes of to lose the classroom control:

- a. The teacher does not know the subject
- b. The teacher does not care
- c. The teacher is not organized
- d. The teacher has not provided an effective learning environment and structure.

Wikki Educators defined few principles of successful teacher in the classroom management as:

- a. One who creates an inclusive classroom in order to prevent unnecessary conflict and reduce physical and emotional violence.
- b. One who Engages in hands-on, experiential activities focused on prevention and intervention.
- c. One who Re-commit to the process and joy of stimulating young minds and building positive long-term relationships with learners.
- d. One who Discovers strategies to "create a space for listening" to increase students' sense of belonging and connection.
- e. One who Helps students re-evaluate their behaviors in relation to their own goals.
- f. One who understands the importance of conveying high expectations.
- g. One who Develops skills for welcoming and sending positive invitations.
- h. One who develops appropriate rules, procedures, and routines for the classroom.
- i. One who develops a model discipline plan appropriate for the age of their students and one that is aligned with their educational philosophy.

j. One who Develops strategies for implementing the model discipline plan.

**1.3 Conclusion:** Thus, to achieve the goals, aims and objectives of teaching at higher education, first one has to start to work on creation of positive environment in the classroom. It means first use of best practices at teaching-learning level in the classroom. Teacher must have to create positive environment in the classroom, try for the active participation of each and every student of class, try to get involvement of each student in teaching-learning process, continuous assessment in the classroom to get the feedback of teaching-learning process, development of confidence amongst the students, etc. are the best practices used by teacher in the classrooms to achieve the aims and objectives of teaching-learning process as a successful one.

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## 21. Role of ICT Classroom in Higher Education

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**Abstract:** *Education means change in behavior. Teaching-learning is the two way process where students are on the first priority. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. ... The methodology of teaching is called pedagogy. True education is simply the process of developing the ability to learn, apply, unlearn, relearn. Training and practice are major components of developing expertise in whatever human beings do. In ICT era the practical knowledge is more important for students. One can learn easily through watching videos. Their development in all aspects of life is the main motive of education especially higher education plays a vital role in their development. Today's era is the technical era where the need of technological development is important. The ever-changing field of technology has made the world a smaller place, as information is easily and rapidly exchanged through devices of telecommunication. The internet has proved a huge advancement in the ICT community. Videoconferencing and distance learning allow people thousands of miles apart to speak together as if they were in the same room. ICT involves more than just sharing of information, however it also includes the quest to improve communication throughout the world.*

*The role of ICT in Higher Education has an important role. The generation is also vast in getting technical knowledge. The handling of mobile, computer, Tablet PCs, I-pod are the game like task for today's youth moreover to kids too. Hence use of these technologies to create interest in the process of teaching-learning can definitely give positive result. Hence, it is an attempt to focus on the role of ICT in the classrooms of higher education level.*

**Key Words:** *ICT, students, mobile, classroom, technology, society, education, technology, modern era, information etc.*

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.....

**1.1 Introduction:** ICT is very important in our daily lives. ICT has become within a very short time, one of the basic blocks of modern society. Through ICT teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration. Around 8 out of 10 internet users owning a smartphones, information and data are increasing by leaps and bounds. This rapid growth, especially in developing countries, has led ICT to become a keystone of everyday life.

Fernandes Arung( Lecturer at Universitas Sembilanbelas November Kolaka in May 2016) defined the term of education as, “Human beings deserve to be educated although they are being alive and have thought, emotion, and willingness. They need a long life education to support their existence to live. Their various souls’ condition makes them more optional in life in making any decision. This habit indicates that they could be wrong or exact to do so. Therefore, human beings still need to be educated in order to place them in the appropriate concept of thinking. This is not about the cognition but attitude. Human beings are sinned since their ancestors felt into the sin. This condition makes them trigger any concept, proposition, and hypothesis that might be different with others. Education plays the role in this case. It immerses them into appropriate thinking in stating any thought, emotion, and the willingness. Human has preference in judging based on what he knows. He will defend on his statement when another criticizes his statement and gives judgment.<sup>[1]</sup>”

It means the education is the only way to learn all the aspects of life including emotions and feelings as well as the need of specific eras where individual is learning and living.

**1.2 ICT Definition:** Information technology consists of two words Information and Technology. If one who knows these two words, can understand the word information technology together.

Communication Technology is comprises of two words like "COMMUNICATION and TECHNOLOGY"

"Communication Technology" implies the knowledge, skills and understanding needed to exchange information verbally or non-verbally.

The term information refers to any communication or representation of knowledge such as facts, data or opinions in any medium or for including textual, numerical, graphic cartographic, narrative or audio-visual forms.

Examples of ICT: Use of computers, , cellphones, televisions, radio and satellite system are became an integral part of individual's life. These all are the examples of ICT tools.

The scholarly view on ICT is, "It is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning.<sup>[2]</sup>"

ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries.

Information and Communications Technology (ICT) is an extended term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio- ..

"ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.<sup>[3]</sup>" (Jan 4, 2010)

"ICT" is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT". Educational ICT tools can be divided into 3 categories: Input source, Output source and Others. ... Worldwide research has shown that ICT can lead to improved student learning and better teaching methods.<sup>[4]</sup>

An ICT policy is a roadmap to ICT implementation strategies. ... ICT policy main aspects are telecommunication (mainly telephone

communication), broadcasting (radio and TV) and the internet. Learn more in: Gender and National Information and Communication Technology (ICT) Policies in Africa.<sup>[5]</sup>

Communications technology, also known as information technology, refers to all equipment and programs that are used to process and communicate information. Professionals in the communication technology field specialize in the development, installation, and service of these hardware and software systems.

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.”<sup>[6]</sup>

Hence ICT can be defined as, "ICT is that technology which uses the information to meet human need or purpose including processing and exchanging." In other words, “The term ICT is also used to refer to the convergence of audio visual and telephone networks with computer networks through a single cabling or link system.”<sup>[7]</sup>

Thus, there are various tools and examples of ICT. Educated and even less educated people in India are using various ICT tools as a social media. It is the destination for people exploring the role of social media. Since students are using social media outside the classroom, integrating media into the classroom, help students learn best practices for social media, which offers an interesting new twist on the lesson. All are aware 2/3 of the global population visit social network. 96% of 18-35-year-olds are on a social network. 95% of higher education use social media. Facebook has 600 million active users, 103000000 registered users are of age 14-35. 236700 list in colleges for Facebook. Heavy traffic is there on YouTube search engine. YouTube, is the second largest search engine. There are more than 200 million, who have registered on twitter. Our events and digital platforms facilitate discussion about social media amongst contributors, practitioners and explorers. Let's see the ICT education in India.

**1.3 ICT in Indian Education:** Now-a-days, in India there are very little large scale ICT supported programmes, scaling up programmes is difficult due to poor infrastructure, we still stick to traditional methods and love to do lot of paperwork, use only chalk and duster. ICT plays an important role in the field of education. It helps the teachers as well

as the students. ICT plays a vital role in education activity. The change or revolution brought by new technologies has had an important effect on the people. A new technology always challenges the traditional process of teaching & learning. Learning truly is a lifelong activity. IT has increased significance in education. ICT encompasses all those gadgets that deals with the processing of information for better and effective communication. In education, communication process takes place between teachers, students, management and administrative personnel which requires plenty of data to be stored for retrieval as and when required.

Still ICT is most sorts after field due to its quick access, easy availability and global connectivity. In India, Today, the use of the ICT has increased dramatically in recent years. In education we are faced with new generation, the generation whose lives are strongly related to the cyber world. Cyber world offers us plenty of information, entertainment, and new forms of communication, but there are also several problems that deserve our attention. Therefore, using technology in learning process is a need as a new skill for teachers.

**1.4 Growth of ICT:** If we will study, we will find that the growth of ICT is having rapid growth. Various studies have shown it as According to a United Nations report (1999) ICTs cover:

- @ Internet service provision
- @ Telecommunications equipment and services
- @ Information technology equipment and services
- @ Media and broadcasting
- @ Libraries and documentation centres
- @ Commercial information providers
- @ Network-based information services.<sup>[8]</sup>

According to Daniels (2002) ICTs have become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.<sup>[9]</sup>

Thus, the growth in Technology is changing second by second. Lots of work is going on continuously. It needs to check the current scenario of Indian Education and use of ICT.

**1.5 USES OF ICT in Education:** - As Education is a lifelong process, it requires having change according to the need of age, time or era. As ICT has some notable qualities as the potential to accelerate, enrich the skills, deepen the skills, to motivate and engage students, to help relate school experience to work practices, to create economic viability for tomorrow's workers, strengthening teaching and helping schools change etc. these all qualities are useful in teaching-learning process. It means this technical era needs to have education with the use of ICT. Following are the benefits of using ICT in education:

- To facilitate communication for pupil with special needs.
- To exchange and share ideas among teachers for the professional growth.
- To carry out internet-based research to enhance, educational process.
- To Broadcast Material, Online Facility.
- To facilitate communication for pupils with special needs.
- To use electronic toys to develop spatial awareness.
- To use online resources
- To Facilitates Video Conferencing.
- Carry out internet base Research.
- For Blended learning combining conventional Classroom learning with
- To explore knowledge to learn the content through self study.
- To access the information in seconds by connecting to the internet and surfing through Web pages.
- ICT in education is necessary to expand educational opportunities. Every individual should get opportunity and proper facility to learn.
- ICT helps to improve the quality of teaching and learning process.
- ICT in education is needed for professional development for teachers.
- ICT in schools and colleges helps students to understand the concept in a better way.
- Most importantly, ICT provides the facility of distance learning. Students can learn from home, they can attend lectures by watching videos or by participating in video chatting etc.
- Shruti Machadlo (22 March 2017) explained the use of ICT in Education as:
  - To broadcast material, online facility or CD-ROM can be use as sources of information in different subjects.
  - To facilitate communication for pupils with special needs.

- To use electronic toys to develop spatial awareness and psycho-motor control.
- To use the on line resource like Email chat discussion forum to support collaborative writing and sharing of information.
- To facilitate video conferencing or other form of tele- conferencing to involve wide range of students from distant geographic areas<sup>[10]</sup>.
- To process administrative and assessment data.
- Develop a supportive policy environment.
- Makes life easier
- Saves time
- leads fewer mistakes
- updates knowledge

**Conclusion:** Thus, ICT is to consider all the uses of digital technology that exist to help individual, businesses and organization use Information . In the past few decades, information and communication technologies have provided society with a vast of new communication capabilities. For example, people can communicate with others in different countries using technologies such as instant messages voice over IP and video-conferencing. social networking websites like facebook allow users from all over the world to remain in contact and communicate on a regular basis. ICT is A new level of collaboration, both internally and with other organizations, and a new approach to scaling solutions to achieve a really material impact are needed. "ICT" an abbreviation for information and communication technology, refers to all equipment, applications and services that involve communication. Thus, technology then should not drive education; rather, educational goals and needs, and careful economics, must drive technology use. Only in this way can educational institutions in developing countries effectively and equitably address the key needs of the population, to help the population as a whole respond to new challenges and opportunities created by an increasingly global economy.

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## 22. A Critique of the Revised Accreditation Framework (July 2017) of NAAC for Universities and Colleges

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### **Abstract :**

*The science of accreditation and assessment (A&A) is at the nascent stage in India. It has to be updated evolutionarily with the fast changing global scenario of higher education and the unique and diverse nature of Indian higher education system. The English word 'Accreditation' is etymologically derived from the Latin word 'credito' which means 'trust'. Actually, accreditation is associated term with assessment, certification, evaluation, ranking, audit etc. In this sense accreditation is an accounting principle related to GAAP- Generally Accepted Accreditation Principles. The NAAC in India is the agency of accreditation. It is not the judge but the catalyst, advisor and counsellor to the HEIs. Accreditation offers a recognition of quality and trust to a college or university. Accreditation helps in quality improvement, peer recognition, funding support, public recognition and government approval. National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission. The mandate of NAAC as reflected in its vision statement is in making Quality Assurance(QA) an integral part of the functioning of Higher Education Institutions (HEIs). The vision of NAAC 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 revised process is an outcome of the feedback received by NAAC over a long period through various Consultative Meetings, Expert Group Meetings, which comprised of eminent academics representing the university and college sectors. In addition, the NAAC also solicited feedback through the web from the stakeholders and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire revision exercise has successfully resulted in the development of an assessment and accreditation framework which is technology enabled and user friendly.*

**Key Words:** Accreditation, Quality, Quantitative and Qualitative Metrics, ICT etc

### **Introduction:**

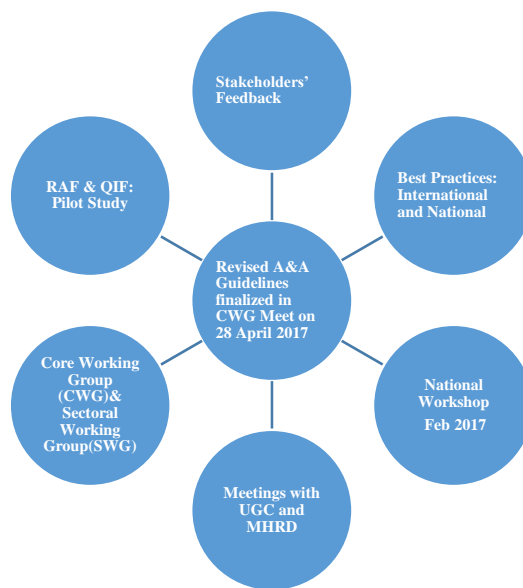
The science of accreditation and assessment (A&A) is at the nascent stage in India. It has to be updated evolutionarily with the fast changing global scenario of higher education and the unique and diverse nature of Indian higher education system. The English word 'Accreditation' is etymologically derived from the Latin word 'credito' which means 'trust'. Actually, accreditation is associated term with assessment, certification, evaluation, ranking, audit etc. In this sense accreditation is an accounting principle related to GAAP- Generally Accepted Accreditation Principles.

The revised accreditation framework of NAAC is based on five core values detailed below.

- (i) Contributing to National Development
- (ii) Fostering Global Competencies among Students
- (iii) Inculcating a Value System among Student
- (iv) Promoting the Use of Technology
- (v) Quest for Excellence

#### **Methodology of the Revised Guidelines Formation:**

The revised process is an outcome of the feedback received by NAAC over a long period through various Consultative Meetings, Expert Group Meetings, which comprised of eminent academics representing the university and college sectors. In addition, the NAAC also solicited feedback through the web from the stakeholders and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire revision exercise has successfully resulted in the development of an assessment and accreditation framework which is technology enabled and user friendly.



### The Making of Revised A& A Guidelines (July 2017) of NAAC

In its existence of over two decades, National Assessment and Accreditation Council (NAAC) has continuously strived to improve its methodology. Taking cognizance of changing trends in higher education and aligning the reforms and rapidly transforming global education scenario, NAAC has embarked in revising the Assessment and Accreditation (A&A) methodology. With inputs from the stakeholder feedback, Best Practices in A&A both at National and International level and experiences of NAAC a concept note for the revised A&A methodology was prepared and extensively discussed in a National Workshop organised during February, 2017. Based on the outcome of the National Workshop and inputs provided during the meetings with MHRD and UGC, a draft Revised Accreditation Framework (RAF) was developed. Core Working Group (CWG) and Sectoral Working Groups (SWG) were set up to discuss and deliberate on the RAF. Inputs from several rounds of discussions and deliberations in the meetings of CWG and SWGs, resulted in a Quality Indicator Framework (QIF) for quality assessment. Several individuals and institutions responded to the QIF posted on the website of NAAC by providing critical inputs and volunteering for the Pilot study. The response to the Pilot study and feedback from different stakeholders to the QIF posted on NAAC and the outcome of several round of meetings and deliberations were placed for the National Consultative meeting held in New Delhi on 25th April 2017 in the presence of Hon'ble Minister of HRD followed by a final round of review by the CWG meeting on 28-30 April 2017 wherein the QIF was finalised. The revised framework developed in partnership with stakeholders has a distinct focus on data capture for quantitative assessment and process details for qualitative assessment and is an effort to make the A&A process more robust, objective, transparent, outcome oriented and stake-holder friendly.

## Salient Features of the Revised Assessment and Accreditation Framework

1. **Qualitative to Quantitative Shift:** The paradigm shift in the new and revised guidelines of NAAC is from qualitative peer judgement to data based quantitative indicator evaluation with increased objectivity and transparency.

The QIF comprises of the qualitative and quantitative metrics. For some Qualitative Metrics (Q<sub>1</sub>M) which seek descriptive data it is specified as to what kind of information has to be given and how much. It is advisable to keep data accordingly compiled beforehand. For the Quantitative Metrics (Q<sub>n</sub>M) wherever formula is given, it must be noted that these are given merely to inform the HEIs about the manner in which data submitted will be used. That is the actual online formats seeks only data in specified manner which will process digitally. It is necessary to fill in details for denominator and the numerator, as well as the percentage and/or the value arrived at.

2. **The Use of ICT for Scalability:** The revised guidelines are a step towards extensive use of ICT confirming scalability and robustness. The revised format of the SSR has to be filled up only online and the IT format will be made available on the NAAC website. The first level would be submission of Institutional Information for Quality Assessment (IIQA) which is more or less similar to the Letter of Intent (LoI) of the earlier process. Unlike in the earlier system, two specific Windows will be opened in an year for HEIs to submit their applications. The first window will be from May – June and the second window will be from November-December.

Attempts have been made to make the whole process user friendly and link the formats with National databases on HEIs. Towards this providing the AISHE reference number/code is mandatory at the application stage itself and affiliating Institutions can submit a self declaration with reference to the latest affiliation status. On acceptance of the IIQA, institutions can submit their data /information online in the formats provided as Manuals for Self Study Report (SSR). There would be no requirement for submission of hard copies of the SSR. The formats for submission of online SSR are available on NAAC website.

3. **Simplification of the Process:** In terms of simplification of the process, the NAAC has made a drastic reduction in number of questions, size of the report, visit days in the revised guidelines for assessment and accreditation of the higher education institutions. The QIF presents the Metrics under each Key Indicator (KI) for all the seven Criteria. While going through the QIF, details are given below each Metric in the form of: data required, formula for calculating the information, wherever required, and documents needed to be uploaded, from which data could be compiled.

These changes will help Institutions in the preparation of their SSR, viz., what is the import of the item given, the kinds of data to be provided and how, kinds of documents to be made available and the mode of response.

The Seven Criteria to serve as basis for assessment of HEIs are: 1. Curricular Aspects, 2. Teaching-Learning and Evaluation, 3. Research, Innovations and Extension, 4. Infrastructure and Learning Resources, 5. Student Support and Progression, 6. Governance, Leadership and Management, 7. Institutional Values and Best Practices.

#### Institutional Grades and Accreditation Status

CGPA(Cumulative Grade Point Average)	Letter Grade	Status
3.76-4.00	A++	Accredited
3.51-3.75	A+	Accredited
3.01-3.50	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

4. **Benchmarking:** Benchmarking is a quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks. The revised guidelines clearly show the influence of American and Australian QA frameworks. The NAAC has compared and contrasted the criteria of assessment and accreditation with the other developed countries.

Benchmarking has caused the shift from qualitative to quantitative assessment and accreditation of higher education institutes in India. The NAAC is imitating the developed countries like USA and Australia. But after some years, may be in 2025, these metrics would be criticized for several reasons. Indian higher education system is unique in nature and the accreditation framework modeled on any other country would not be compatible completely to the Indian system of higher education.

At present the use of quantitative metrics for accreditation is widely criticized in USA as it neglects the uniqueness of a higher education institute. The QIF is an approximation of a set of quality indicators. An attempt has been made to equally incorporate the qualitative and quantitative metrics.

The NAAC received the grievances on the subjectivity and fake data in SSRs. As a result the NAAC revised the process of accreditation to make it more objective and the onsite visit of the peer team is given only 30% weightage.

5. **System Generated Scores for Objectivity:** These guidelines have introduced the pre-qualifier for peer team visit, as 30% of system generated score. This is a brand new feature of the revised guidelines of NAAC. The data uploaded in the IIQA is verified and minimum 30% score is required for the approval.

This is a step towards partial automation of the assessment process of the higher education institutes.

6. **Online Data Validation and Verification(DVV):** introducing *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%). Data Validation and Verification (DVV) and Pre-qualifier Score. Data /information submitted in the SSR will be subjected to an online assessment mechanism/process with Data Validation and Verification (DVV) process after an online evaluation generating a pre-qualifier score. Institutions securing 30% on the quantitative metrics will qualify for onsite peer review/assessment. The pre-qualifier scores are exclusive of the Student Satisfaction Survey (SSS).
7. **Electronic A&A and Off Site Evaluation:** in adopting a 100% off site evaluation of HEIs applying for 4<sup>th</sup> cycle accreditation. The methodology for subsequent cycles of accreditation i.e. second and third would remain the same. However due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality



Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second and third or fourth cycle accreditation. From fourth cycle onwards, HEIs would be subjected to only Electronic- Assessment and Accreditation (E-A&A); on-site visits in exceptional cases.

8. **Metrics Appropriation:** The NAAC has provided appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges. There is a reduction in the number of key indicators and metrics. The following table exhibits the distribution of metrics and key indicators across criteria for assessment and accreditation.

**Distribution of Metrics and KIs across Criteria**

Type of HEIs	Universities	Autonomous Colleges	Affiliated Colleges
Criteria	7	7	7
Key Indicators	34	34	32
Qualitative Metrics	38	38	42
Quantitative Metrics	99	98	79
Total Metrics (Q1m + QnM)	137	136	121

9. **Student Satisfaction Survey:** This is a welcome step , but what about the satisfaction of the management, public, parents, families, teachers and other stakeholders. Linguistically, 'satisfaction' is a bedroom metaphor. The word 'satisfaction' has the Latin origin – '*satis*' + '*factio*'- which means 'doing enough + to give pleasure'. The connotations of 'satisfaction' are- gratify, pacify, please, want,

desire, lust, give pleasure, gratification! See the formations of the root 'satisfy' - satisfied, unsatisfied, satisfaction, satisfier, satisfying- what do they all connote? It should be replaced with 'contentment' or some other suitable term - 'Student Contentment Survey'!

This element has been included to bring in enhanced participation of students and alumni in the assessment process. The introduction of Student Satisfaction Survey (SSS) is an attempt to engage students who are the main stakeholders in the quality assurance process. The SSS is conducted concurrent to the DVV. The scores obtained in the SSS will be part of the overall CGPA. For taking the Student Satisfaction Survey institutions will be required 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% of the enrolled students qualifies for scoring on the metric.

**10. Onsite Assessment - Peer Review by Visiting Teams:** The onsite assessment will be a peer review by visiting teams nominated by NAAC and will focus on the assessment of the information provided on the qualitative metrics. The quantitative and qualitative metrics are distributed in proportion of around 2/3rd and 1/3rd respectively. HEIs will submit the information and data online in the formats provided by NAAC. The compiled online SSR will be used for the onsite and offsite evaluations. Institutions scoring 30% and above qualify for the third level of A&A which would have two sub processes viz. Onsite assessment by visiting Peer Teams and generation of results by the NAAC.

a.) an Onsite assessment of the qualitative components of the SSR by a visiting team resulting in generation of a qualitative report of the institution identifying the strengths, weaknesses, opportunities and challenges (SWOC) and assigning scores as per the performance on each of the qualitative metric.

b.) On completion of onsite evaluation NAAC will combine the scores assigned by the teams, the pre-qualifier scores and the SSS to arrive at overall Criterion wise Grade Point Averages (CrGPA).

c.) The final outcome will be placed for approval of Executive council of NAAC before declaring the Accreditation status and the institutional Grade. Based on the size and scope of academic offerings at the HEIs, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions. The visiting teams' role would be very specific in the revised model

limited to Qualitative Metrics (QIM). The teams would play an important role in reviewing the intangible aspects.

Unlike in the past NAAC will not pre-disclose the details of the visiting teams and HEIs will not be responsible for Logistics for the Visiting Teams. NAAC will make necessary logistics.

### **Conclusions:**

The Revised Assessment and Accreditation (A&A) Framework is launched in July 2017. It represents an explicit Paradigm Shift making it ICT enabled, objective, transparent, scalable and robust. The revised framework of the NAAC is a comprehensive manual of guidance. It provides the opportunity for the HEIs for self-renewal.

The following conclusions can be drawn in general in this context:

- i. There is a shift from entire qualitative to the quantitative metrics in order to bring the objectivity in the process of accreditation. This shift is under the influence of global rankings, NIRF and parameters used in developed countries America and Australia.
- ii. The revised guidelines of the NAAC have contributed a new set of jargon of acronyms and terminology- IIQA, QIF, RIF, DVV, QIM, QnM etc.
- iii. This is a numero-qualitative input driven ICT enabled system of assessment and accreditation of HEIs. Higher education in India is always more diverse and qualitative than any numerical summary accreditation of inputs. Don't we need an output driven reliable system of accreditation?
- iv. The reliability of the qualitative data submitted to the NAAC is put under question and as a remedial measure the revised guidelines of the NAAC came into existence focusing on the quantitative metrics and online data validation and verification.
- v. Change is a continuous and ongoing process in the pursuit of excellence. The revised guidelines are just a step in the journey not the destination . With the passage of time soon , these revised guidelines will undergo the process of revision.
- vi. The inclusion of the student satisfaction survey is a novel element in the revised guidelines. It will surely result in positive impact towards needs analysis of the students as the major stakeholder. But what about the satisfaction of other stakeholders- public, employers, parents, families, teachers, non teaching staff,

administrators and the management? Do our students graduate with knowledge, skills and competencies they need for successful careers and 'rich' lives? We need to research on the needs of our stakeholders.

- vii. Do we know the needs of our stakeholders? Do we produce employable graduates? The accreditation framework should include the needs analysis of the stakeholders and the employability of the graduates.
- viii. The NAAC today is at the different stage of evolution as compared to the NAAC before 20 years. The previous guidelines of the NAAC comprised largely the qualitative data and subjective assessment of the HEIs. The peer team visit played a major role. The peer team was given the royal hospitality and bulk remuneration. This surely influenced the outcome of the process.
- ix. The NAAC grade was partially a matter of chance. The two institutes with same quality in the perception of public and students got the different grades surely raised the eyebrows making the complete process doubtful. The personality type of the peer team members affected the process.
- x. The expansion stage of higher education should now be accompanied by the quality enhancement. How far the process of accreditation will prove to the future- builder of the students, colleges, teachers and the public good. We need to focus on teaching learning and research informed learning now.
- xi. It is disheartening to the third largest system of higher education in the world that the Course Outcomes (COs) and Programme Outcomes (POs) are not clearly defined yet. The large part of the system is covered with the traditional degrees- B.A., B.Com. and B.Sc.; but what a student will be able to do after the completion of these programmes is not yet defined. Aren't we pushing the centre of the system into darkness.
- xii. Cost of accreditation process as an 'Event' is an unaddressed issue. Time, money and resources are spent in the process. The peer team visit was a grand festival. The renovations, coloring, beautifications, role-plays, performances, presentations, uniforms, fake data collection, fake meetings, rehearsals and mock- assessments!
- xiii. The public opinion of higher education system is not good in India. The confidence of the general public is very weak in higher education in India. What is the public perception of higher education in India? It should be studied and met with urgently along with accreditation. Do our colleges and universities meet the needs at the local, national and international level?

- xiv. The focus of interest is shifting towards documentation and extracurricular activities. The teaching –learning is the core of the system still neglected. The NAAC should give weightage to the Active Learning Strategies. How can the active learning strategies be incorporated in the teaching- learning process?
- xv. Last but not the least, the revised guidelines do not seek to assess the negative or positive impact of the higher education policy of the government. The stakeholders’ experience – the colleges and universities- may help in revising the government policy on higher education.

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## 23. Role of Teacher in Quality Enhancement

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**Abstract:** “ Gurur Brhama, Gurur Vaishanav, Gurur Devo Maheshwara,

*Gurur Saksht prabraham, Guruve Devo Namahs,” this is lesson, we taught from child age. But change is the nature of Nature. It is applicable to Education system also. Now-a-days, the concept of Teacher is changed. Now Teachers are facilitators of learning, providing students with the information and tools they need to master a subject. At times, teachers act like tutors, working with small groups of students or individual students within the classroom or after class. Teachers also play the role of evaluators, constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement and assigning grades. Now-a-day, the concept of a teacher is changed. He is guider, he is mentor, and he is the supervisor. Hence the role of teacher in quality enhancement is important role. Present paper is an attempt to study on the role of teacher in enhancement of higher education.*

**Key Words:**

**Introduction:** The role of teacher is varied at school. And college level according to his task. As At the planning stage, teachers play multiple roles. They are learners, constantly taking classes and attending professional development sessions to learn the latest best practices and strategies for effective teaching. Many teachers regularly collaborate with one another to gain new ideas for teaching, planning grade-level instruction and combining subjects to enhance the learning experience. Education as a means of maintaining differentiations in Social Class: A set of beliefs widely shared by Educators, Social activists, trade unions, academic researchers, Indian middle class, government, non-government etc, all see Education as a means of differentiation among social classes.. ‘Excessive and inappropriate” Education would disrupt existing Social Order. Does not train children of the poor to work

(service/white collar jobs)They should work with hands (ruled) than heads (ruler)Parents and not state are the ultimate guardians of Children.

Teacher analyze test results and other data to help determine the course of their instruction and make changes in their classrooms. Teachers also design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs.

**Indian Scenario on Education:** Independence the country has witnessed phenomenal educational development both in quantitative and qualitative terms. But the Nation goals of Universal Elementary Education (UEE) and the total eradication of illiteracy still remains elusive. Some of the relevant features are:

- a. Pupil often stay at home to care for cattle, tend young ones, collect firewood, work in field or are employed elsewhere as above.
- b. Pupil are economic asset to Poor Families. Thus, sending them to schools involves explicit opportunity costs

Today India is way behind in decreasing Illiteracy Rates. It is the single largest producer of Illiterates in the World. The literacy rate stands at 65.38% (2001 census). Percentage of Primary Students Enrollment for boys is 63.6% while for girls is 50.3%. Still startling is the Gross drop-out rates, 38.4% for boys and 39.4% for girls (2001 census).

**Teacher as a Leader:** Teachers are the role model of the students. Most of the time of their crucial age, they invest in the influence of the teacher. If teacher decides, can create a good or an ideal students through his own role. The most important roles teachers fill involve interacting with students. Teachers must be leaders in the classroom and in the school, earning the respect of students and setting a positive example. They must be disciplinarians, doling out fair and consistent punishments to students who break the rules. At the same time, teachers must show care and concern for students. A teacher has the power to build up or tear down a student's self-esteem and make a student's day or ruin it in an instant. When interacting with students, a teacher must fill the role of a counselor, a surrogate parent, a nutritionist and someone who has the best interests of every child at heart.

**Teacher as a chaperone:** Throughout the school day and over the course of the school year, teachers take on other roles, as well. They are



chaperones at school functions and coaches of school sports. They are monitors at lunch and recess and serve as fundraisers for field trips and school supplies. Teachers also play the role of interior designer, making sure their classrooms are set up to support learning and act as artists when they update their bulletin boards and other displays.

**Journey towards Easy from Hard:** Teacher is a felicitator who makes the contents of the text easy from hard. Good teachers provide twist room in their lessons for students to escape the learning mode and turn into teachers of their new acquired skills! A simple way to do it is to put an enigmatic picture in front of students and because a picture is worth a thousand words, students will have to apply their new knowledge to this picture and convince others that they are right in reading their learning in the random picture..

**Practice of Empathy:** generally individual has the habit to show sympathy towards others. But the role of teacher is to create the habit of Empathy amongst student other than sympathy. In other words he/she would to teach empathy as putting yourself in the shoes of someone else, or many people in a certain environment does promote transferring new skills in a new set of realities and this is higher order thinking already...students can be given a whole theme and design the lessons and again they are learning to be independent enquirer

They are so many techniques a teacher could use other than: "How do you know what you know?" and "where can you use this knowledge efficiently!" One main role of a teacher is..... Just get into the habit of giving them the opportunity to use new knowledge and new skills in their own way and Voila!

**Teacher as a Demonstrator:** Scholarly survey has shown that a student will only retain 10% of what they read and only 5% of what they hear. However, you get them to direct learning by giving them activities or asking guiding questions where they use their knowledge to apply it to the question and get a deeper understanding? Around 75% of the information is retained and letting them work in groups to solve problems? 90% is retained. So, it's better to let the students lead the learning through group work, demonstrations and peer learning with the teacher just guiding them through the lesson, at times pointing to certain keywords or phrases and having a basic powerpoint with few slides. Keeping this in mind a teacher can demonstrate the content with

the use of various technical tools and can increase the quality of teaching-learning process.

**Create Employable Skills Amongst Students:** There is number of arguments on the employment and un-employment. Is India having problem of Employment or there is lacking of employable people. A Teacher can create employable skills amongst students. We need to interleave learning with working, instead of seeing these as separate things. The work should be carefully monitored so that you are doing the stuff you like, are good at and get challenged at the right level. With using following techniques he/she can enhance students to improve the qualities and develop skill based learning in the classroom.

**Identity skill-sets:** After schooling, students will go to college through a bunch of "skill identification" tests to find out where they are good at. It is not about pass/fail, but finding the relative order of skills. Maybe you are really good at design, while someone is really good at writing. This test should be taken every year or if the student wants, even more times too - until he/she sets with the right skill-sets that both match interests and core strengths.

**Apprenticeship:** Allocate one hour a day of school for students to work on this skill under the tutelage of a mentor.

**Track, monitor, and assign more tasks:** The progress of students wills also tracked by a central system and that might recommend more fine tuned skills based on your performance.

**Keep Increasing the Work Time:** For each year, increase the time they will spend at the skill by 1 hour. For instance, in 1<sup>st</sup> year they will spend 2 hours a day, in 2<sup>th</sup> - 3 hours a day and so on. By the time they come to final work will be more than 80% of the college. Instead of doing random jobs, they would be doing highly specialized jobs with high level of mastery that they love and have skills in. More importantly, doing work should not take anything of the play time, but just take out the meaningless time spent on homework and tests.

**Create Companies:** Entrepreneurship should be a basic thing that everyone should experience. If you show good work skills, teacher could go to the next stage. The college will attempt to take its seed money and maybe you could repay the school in some cases so that students will own 100% of the company. If not, the investors/parents/government or

whomever who paid that money lose that seed money and see it as an education.

**Conclusion:** Instead of reading about programming from a dry text, teacher would be working on increasingly challenging real life programming tasks under the careful guidance of a mentor. Then when you sit down with the book, you might be able to relate a lot. The issue is, the design needs a large number of dedicated and sincere teachers and counselors. This dedication and sincerity is actually the core issue in current India, and not only in teaching but in almost all sorts of professions. The key component in enhancement of quality in teaching the teacher is the mentor/guru who gets your work for almost free and in return spends his precious time coaching you with real world knowledge you cannot get anywhere else.

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## 24. Problems and Challenges of Higher Education in India

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### **Introduction :**

India has considered as the largest democratic nation in the world. It has also the second largest growing population after china. It is full of diversities, linguistic, cultural, religious and ethnic for more than sixty five years we have witnessed the conduction of successful elections, peaceful changes of govt. at the centre and in the states people exercising freedom of expression, realization of decentralizations, establishment of local self government. India has also been developing and changing economically and socially. At the same time we listen complaints about prevalent inequalities, injustice, or non fulfillment of expectations of certain sections of the society. In this connections these people do not feel themselves participative in the democratic process. Poverty, unemployment, hunger, black money, corruption, regional imbalance are increased day after day with growing population. Higher education spread on lot from few decades, number of colleges and students are increased but on International level the quality of our universities are not found. The dropout rate from primary education to higher education is large. So the percentage of higher educated people are very less as compare to the population. most of the people engage in fulfillment of their daily need. So less importance is given to the education by public.

### **Objectives of the study :**

- 1) To study the education situation in India.
- 2) To study the problems and challenges of higher education in India.

### **Research methodology :**

For writing this research paper secondary sources of data are used. In this reference books, magazines, news papers, conference proceedings etc. are used.

India is a nation which have higher population after china. Developed countries said that this nation will became a super power nation in coming years in the world upon its younger population. Because when all the developed nations population are in olden age India have younger population. But on the other hand this nation face various problems like unemployment, poverty, hunger, economic inequality, regional imbalance, corruption, black money, illiteracy etc. In our constitution upto 14<sup>th</sup> years of age all children (boys and girls) get free education. But after that higher education did not get free. In the globalization era various private universities are establish to give education as well as foreign universities are also interested to came In India.

Higher education plays a pivotal role in nation building and it is one of the most powerful means to create knowledge based society. Historically India was knowledge centre in the world attracting pupil from Europe and South East Asia by its well established universities like Nalanda and Takshila which were the centres of excellence for different disciplines like mathematics, medicines, physics, Asronomy, numerology, economics and philosophy. But with the passage of time India lost its glory in higher education for well known historical and political reasons, especially due to foreign invasion and recently higher education imported by universities in India is facing challenges interms of access, equity and quality. The govt. of India has taken initiatives during the 11<sup>th</sup> and 12<sup>th</sup> five year plan periods to increase access to higher education by adopting the specific strategies.

Out of the total illiterate population in the world half illiterate population live in India, Pakistan and Bangladesh. In that India's share is high, find the UNESCO Report 2003 out of the total intake in first standard only 2 to 3%. Childs are became graduate. The age group 15 to 25 years only 6 to 7% people get opportunity for education. It is expected that out of the total national income 6 to 9% income spend on education but more than 4% are not spend from independence. In short dropout rate is very high in higher education.

According to the technical group on population projections out of total population in the age group of 15 to 65 years will be around 67.8% of total population by 2021, and will further increase to 68.4% by 2026 in the famous book dreaming with BRICS the path of 2050. Goldman sachs predicted that on account of this advantage among the BRICS (Brazil, Russia, India, China and South Africa) Countries India would be amongst the top three economies in terms of GDP in the years nearing 2050.

Higher education is the source or feeder system in all walks of life and there fore 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 of the higher education system as they are on the working class. Higher education provides opportunities for life long learning, allowing people to upgrade their knowledge and skill from time to time based on the societal needs. In brief we can say that higher education is the backbone of any society. It is the quality of education that decides the quality of human resources in a country. But there are various problems and challenges in the way of higher education these are..

1. **High cost :** The unit cost of traditional education, particularly of professional education is quite high and has gone out of reach of the Indian middle and lower classes.
2. **Global competitiveness :** The competition will essentially be for offering quality education recognized at the international level and relevant to the local needs. The major issue is how to raise the quality and standards of Indian education and make it globally competitive, locally relevant.
3. **Comodificaiton of Education :** Higher education is becoming a marketing commodity. It is a multibillion dollar business, foreign universities are trying to have a share of Indian educational markets.
4. **Concern of weaker institutions :** High disparities in educational standards and quality of education offered by Indian universities and colleges is of great concern to all. National and global competition may create problems of survival of weaker universities and colleges.
5. **Less use of advanced technology :** As compared to advance countries use of advanced technology for the better higher education in our country is veryless.
6. **Examination reforms :** Teacher as well as students community has totally become habitual about the age old examination pattern. We are still not ready to accept that there is a need to reform the current examination, pattern, still we are having the undue influence of the three hours performance to judge both teachers and students.
7. **Lack of practical approach :** At present there is a wide gulf between the practical life and the education which is given to students. During their education period they feel that they are aware about everything. But when they enter into the battlefield of actual life their fantasy get shaken by reality. They go for door to door in search of service and return disappointed. There is huge gap between the industry's demand and what student's learn.

8. **Mechanical way of study** : It is a matter of common knowledge that our students are taught even those subjects in which they have no interest at all. There is waste of time and energy many of the educated youths remain misfit in their practical life owing to their defective education.
9. **Examination centric education** : Our education is examination ridden. The ability and work of the teachers is judged by the percentage of passes. Students study only that much as is likely to help them to pass the examination easy and shortcut methods are popular with them they get very less real knowledge.
10. **Teacher student ratio** : Now a days there is over crowding in the classes. The teacher pupil ratio is very high in India even though the condition in foreign countries is same their teacher student ratio is also high but on the other related field they are much ahead than us.

### **Conclusion :**

Higher education in India faces various problems and challenges as discussed above on the one hand very few pupils get higher education and in the globalization world Indian universities are not in the top ranking. In near future India has a huge younger population as compared to developed countries. They also want to enter in Indian market for giving higher education. So our education system again receives a challenge from them. So practical based education is necessary.

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## 25. QUALITY ENHANCEMENT IN HIGHER EDUCATION

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Higher Education plays very important role in the development of a country. Education helps in exposing the students to new Frontiers of Knowledge in different fields of life. Elementary and secondary education cater to the needs of a common man, while Higher education leads man head of others in the competitive world. The Government India has been trying its best to ensure progress in the growth of Higher education. There are number of policy issues and the government is still striving hard to fiddle them. The issues of Higher education in India are multi faceted like. The of governance, financial crunch and privatization holds importance the issues of quality has not attracted desired attention. So there is a need to focus on consolidation of goals of equity and expansion. India is the second most populace country in the world with thirty percent of young population. This population can prove liability rather than asset if India does not convert them into performing asset. Hence the biggest challenge before India is converting its huge young population into performing asset & education is the only option.

Our nation India is the march towards a bright & prosperous tomorrow. The social organ that had play a most important role in this aspect is education without a sound & goal oriented system of education. The dream of reconstructing nation's economic, social & political life cannot be realized in order to fulfill the ideas, the quality of education imparted to the children, has to be improved. Indian education system turns out millions of graduates each year, but there are many challenges which India is facing with needs to be addressed. Such as there has, unfortunately come into existence, a big class & caste divide coupled with a rural, urban divide in education in terms of facilities & qualities, which has serious social consequences & could lead to social upheaval. schools & colleges in backward rural & tribal areas are the most neglected, & the standard of teaching deplorable, poorly maintained building dilapidated classrooms, ill-equipped libraries & laboratories, lack of sanitation facilities & even drinking water are issues that the students grapple with every day. Availability of qualified teacher & student teacher relation is another. Today's education produces only money making machines. The moral values are getting eroded. We are imparting theoretical knowledge based education. There are some challenges which should cover all the aspect in the present scenario of education & we have to implement hard on them.

India has recently embarked on the process of quantitative & qualitative expansion of higher education. However this process will not be successful unless our overall attitude towards higher does not alter & unless we overcome the lacunae in system itself. Higher education refers to a level of education that is provided at academies, universities, colleges, vocational universities, community colleges, liberal arts colleges institutes of technology & certain other collegiate level institutions such as vocational schools trade schools & carrier colleges that award academic degrees or professional certificates. India has a long tradition & rich heritage of values culture & education. In ancient times Nalanda Virkamshila & Takshashila were glorious centers of religion & philosophy. Before the British occupied in India, different indigenous system of education were prevalent, which included patshalas( Gurukul Ashram) of hindus, monasteries(Viharas) of the Buddhist & madrasses of Muslims. India needs multi-dimensional & broad based quality education to maintain its leadership in 21<sup>ST</sup> century. Therefore India should show the concern over the quality in education in India is not competitive in terms of the quantity and quality with other countries. Quality means standard, Some what the superior from others, Lesser price & superior quality.

#### **QUALITY:-**

Q – Quotients – multiplication of use, U – Users exceptions, A – Assurance of satisfaction, L – Lesser price, I – Investment of intellectuality, T- Tactics & strategies of customers, Y – Yield – returns from expended amount- Satisfaction.

#### **EDUCATION:-**

E – Evaluation process, D – Deep knowledge, U – Utilization for the last man, C – Character building, A – Ambitious & anticipations, T – Through & positive thinking, I – Investigation of fact & situation, O- Opportunity of building carrel, N – Neatness & accept numbers of challenges.

The following points provides a policy frame work for improving the quality of teaching & learning by taking into account the various levels of & key factors in education. The Teaching & Learning process brings the curriculum to the life. It determines what happens in the less room & the quality of learning outcomes. Good practice requires attention to three key policy issues in direct impact on teaching & learning. It also requires attention to the resources that irectlyenable the process. As the goods & aims of curricula are reflected in the subjects taught in schools, there is a policy debate regarding how subjects are defined how many are taught and the time allocated to each. In practices the number of subjects or subject areas listed in official curricula around the world has changed relatively little over the last two decades. Massive & complex machinery manages the Indian education system. Education being

on concurrent list of the constitution, it's responsibility is shared between the union Govt. and state Govt.

There are various committees & commissions formed to bring reforms in higher education namely the Radhakrishnan commission also known as university education commission appointed in 1948, highlighted that Indian education must be rooted in its cultural heritage. It recommended the setting up of the university grant commission & suggested guidelines for the structuring the higher education to meet the present & future requirements of the country .

Green and Harvey (1993) have identified five different approaches to quality in the field of Higher Education. Quality may be viewed: 1. In terms of the exceptional ( highest standards ), in terms of consistency (without defects and getting it right the first time). 2. As fitness of purpose 3. As transformative. The concept of quality has been drawn from industry. Not very long ago education and industry functioned independently of each other and displayed a very contrasting ethos and values. This is no longer true as the two have moved towards each other borrowing ideas and practices.

- The curriculum – its structure, aims, intended learning outcomes and types of assessment;
- institution's educational provision; and relevant training and

development activities for staff and students. The promotion and support of effective learning – to include types of teaching and learning; provision of student support services, library and IT facilities; measures to involve students in monitoring and enhancing the 'Quality enhancements (QE) in higher education is a deliberate process of change that leads to improvement .... QE is an inclusive concept and a collective enterprise. It involves everyone who teaches, support and guides students and the managers and administrators of HE institutions. It includes significant strategic initiatives and many small things that people do to try to make things better.'

Indicators can be divided into three classes: educational inputs, educational outputs, and educational processes. Inputs include financial measures, physical measures, and manpower measures associated with the resources that are provided for students at each educational level. Financial measures are generally summarized by educational expenditures per student. Physical measures include the age, condition, and comprehensiveness of such facilities as classrooms, laboratories, and libraries and the provision and use of international materials and equipment. Manpower or human resource measures include the number of personnel of different types, often expressed as ratios in relation to student numbers at each level. They also include background information about these personnel such as educational

qualifications, experience, and perhaps knowledge competencies and attitudes (Murnane, 1987).

Educational outputs refer to the consequences of the educational process as reflected in measures such as the levels of knowledge, skills and values acquired by students while educational processes refer to all processes from curriculum development to final assessment including admission, teaching and learning. These quality indicators are difficult to measure. There are different approaches to address this problem. Harvey and Green (1993) identify five different approaches in measuring quality in higher education. We are imparting theoretical knowledge based education. There are some challenges which should cover all the aspect in the present scenario of education & we have to implement hard on them. Having known that 70% of India lives in villages, majority of the work force comes from rural areas. The student from rural colleges are equally good in academics, but are shy & make to present themselves b'use lack of communication skills, particularly in English. According to me, along or among all these challenges, the most important is the challenge providing of higher education to rural girls must be put in the context of demographics & cultural tradition of the country. The percentage of students who qualify for higher education is small particularly among female students.

## CONCLUSION:-

Now it is the time to bring a qualitative change in the scenario of higher education in India, India has a demographic advantage in the form of a huge number of young people to make the best these young minds to be provided for accessing quality higher education. only quality human resource will ensure emerge of a true knowledge society which will ultimately enhance the country's competitiveness in the global economy. India should give free education will facilities in private and foreign universities. "If you want to leave your foot prints on the Sands of time ,do not drag your feet."-A.P J. Abdul Kalam. According to me, it is done by improving your personality and personality is nothing but the integration of an individual's structure modes of behavior, abilities ,attitudes and capacities. And it all is developed by giving or taking a good education.

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## 26. The Need and Relevance of Quality in Higher Education

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### ***Abstract:-***

The academic world urgently needs a critical discussion on what is meant by 'good' research. While there is no single yardstick for assessing research quality across all disciplines, regions and cultures, this does not make the question of quality irrelevant. Then there is the 'privatization' of higher education where private provision is claimed to be closely linked to the economy and the needs of employers. This leads to a concentration on fields in high demand, a curriculum geared to the workplace, more teaching by practitioners and more practical experience during courses. Yet the researchers refer to experts who suggest study provisions at many private institutions are of poor quality, in some cases so low that graduates have difficulty gaining employment.

***Keywords:-*** teaching factors, innovative and best practices, quality education, academic performance.

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### **Introduction:**

There is a common saying which says, “the king’s respect is limited to his own kingdom whereas a learned man is respected everywhere” (**Swadesh pujiyate Raja, Vidvam Sarvatra Pujiyata**). That is why in our country, from ancient times, education (Vidya) was considered to be ‘the third eye’ of man, which not only gave him insight but also mental strength and equilibrium of material and spiritual life. Various religious scriptures and number of philosophical thought in India too have highlighted the importance of education right from the early days of human. The overall scenario of higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country’s educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute’s admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates. This view of determining Quality in higher education, popularly termed as the “value-addition” approach, does not measure the competencies students develop through the courses offered.

### **Quality concepts in Higher Education**

Quality in industries could be defined as adhering to the stated or implied performance requirements of the customer, but with interpretations as varied as the individuals, it is rather difficult to define the Quality in educational institutions. Although, the Quality management concepts in business and in education remain same, there are certain limitations in adopting the corporate methods of Quality management because educational institutes cannot be considered as industry and the products are not their students, but it is the education imparted to the students. Students, their parents, and their future employers are the customers of this product (education).

### **Expectations from educational institutions**

Institutes of higher education, through their curriculum, are expected to provide knowledge, know-how, wisdom, and character to the students. “Knowledge” enables them to understand what they learn in relation to what they already know, and creates an ability to generalize from their experiences. “Know-how” takes them beyond merely understanding and enables them to put their knowledge to work. “Wisdom” makes them capable of deciding their priorities. ‘Character’ development is the combined effect of knowledge, know-how, and wisdom, coupled with motivation. Character development is recognized by certain traits, viz., honesty, integrity, initiative, curiosity, truthfulness, cooperativeness, self-esteem, and ability to



work alone and in a group. Wisdom and character, the two important human Qualities, are best developed by making students participate in creative team activities, wherein they learn to set priorities, to work together, and to develop the social skills required in a society where teamwork is essential to success.

### **Need for Quality:**

What is quality? It may be defined in terms of excellence, perfection, standards and value for money, competencies for work, consistency and relevance. On the quality of education, a policy perspective (1985) entitled 'Challenges of Education', it is said that "a quality-conscious system could produce people who have the attributes of functional and social relevance, mental ability and physical dexterity, efficacy and reliability, and exercise initiative and make innovation and experimentation with new situations.

Quality therefore defines the goals and purposes of education. Quality impacts the content of higher education, its processes, its output or product, as it seeks to develop human resources with required skills, excellent in performance and capable of delivering the goods as a unit of the work force. The quality of knowledge in a society depends upon the quality of education it provides. Quality makes the knowledge relevant in individual and social needs. Quality makes education socially and individually relevant, but if the quality of education is not assured then the education, which is advocated as a solution to social problems, may itself become a problem. Quality education thus is required today, to enable persons, societies and nations to acquire the skills and competencies required for living meaningfully in a competitive, global world.

### **Steps to Sustain Quality:**

Once we are convinced of the importance and the role of knowledge or education can play in the development of any society, society at large should attempt to answer the following questions.

The development of quality education first and foremost will depend upon the quality academic leadership provided within an institution. It is the quality of leadership determines the quality of an organization. Accordingly the leadership therefore must create an environment, which encourages performance of every one. Educational institutions should promote a transformative leadership who is capable of translating intentions into actions and actions into quality.

According to the Baldrige Education Criteria for Performance Excellence in Higher Education, the leadership system should perform the following:

- A visionary leader should “set directions and create a student-focused, learning-oriented climate; set clear and visible values; and high expectations;
- Ensure the creation of strategies, systems and methods for achieving excellence, stimulating innovation and building knowledge and capabilities;
- Inspire and motivate entire workforce and encourage all faculty and staff to contribute, to develop and learn to be innovative and to be creative;
- Be responsible to all stakeholders for the ethics, vision, actions and performance of education organizations;
- Build loyalties and teamwork based on the organization’s values and the pursuit of shared goals;
- Encourage and support initiative and appropriate risk taking;
- Avoid chains of command that require long decision plans;
- Respect the capabilities and requirements of faculty and staff and other stakeholders;
- See high expectations for performance and performances improvement.

### **Developing a Quality Culture:**

There is a need to develop a habitual quality culture in our institutions. This will require mental infrastructure more than physical infrastructure, because quality depends upon our sincerity to purpose, our vision and conviction to do our duties. In this process the strong areas in the institution such as teaching, research or innovation, etc., should be identified to boost further development. It should become a motivation for further improvement. For this the necessary strategy should be employed to put extra effort and resources, into areas needing improvement and those having potential for growth. It means number of goals need to be reorganized in the light of present and future challenges. Hence new targets will have to be set up for the future and new work plans will have to be drawn up keeping these targets in mind so that sustenance of quality could be maintained to move with quality achievement.

### **The role of teaching Faculty:**

It is said that the destiny of India is dependent upon the talent, skills hard work, commitment, foresight, patriotism, missionary zeal, quest for knowledge of the teachers. Teachers should be convinced intensely within them that teaching is not a profession or occupation rather a excellent mission. Rabindranath Tagore said, “A teacher cannot teach unless he is teaching himself. A lamp cannot burn another lamp

unless it continues itself to burn." It is imperative therefore the teachers have to play a vital, active and decisive role in fostering universal education and promoting and developing the values and vision in the society.

Educational institutes are a system of inter-dependent processes, comprising of collection of highly specialized teaching faculty, linked within a functional hierarchy. Teachers work 'in' a system, whereas the Head of an institute works 'on' the system and continuously improves the Quality with the help of teachers. Students study and learn 'in' a system, and the teachers have to continuously work 'on' the system to improve the teaching Quality with the help of students. Quality education is what makes learning a pleasure. Some measures of student's performance may be increased by competitions for grades, or by prizes, but such learning would be unhealthy. It takes a Quality experience to create an independent learner. Teachers must discuss with the students of what constitutes a Quality experience for them.

Teachers in their pursuit to quality higher education should not forget basics of student teacher relationship. In their attempt to provide quality education students in general should feel a sense of confidence in their teachers. Dr. Sarvapalli Radhakrishnan thus said, "Help the students to think rightly, make them feel nobly, let them do rightly, above all let them possess the spirit of compassion, universal love and brotherhood so that we can live together in a global village as brothers and sisters".

Steps to quality enhancement in higher education, student's commitment and their outlook towards higher education play an important role in determining the quality of education provided in our country. Therefore it is said that the best way to measure quality education provided by us is the performance of students in the process of learning and after learning. Now let us see various steps should be undertaken so that students may be helped to attain quality education.

In the cow method of learning according to S. Muthukumaran "the learner is taught what to learn and how to learn, he becomes a lifelong learner. A person who is helped to climb a coconut tree will require someone to help him climb another coconut tree. But a person who is taught how to climb a tree will climb any tree anytime without assistance from others. Therefore a learner who underwent learner oriented education is fully equipped to face newer challenges; hence he is likely to be highly successful in his life."

### **Conclusion:-**

To conclude, Dr. APJ Abdul Kalam has proposed steps to meet this challenge. "Firstly, the educational system should highlight the importance of entrepreneurship and prepare the students to get oriented towards setting up of the enterprises... The youth should be imparted the spirit and confidence that "We Can do it". Secondly, the

banking system should provide venture capital right from every village level to the prospective entrepreneurs... Thirdly, the capacity to identify marketable products and methods of enhancement of purchase power among the people has to be built as part of education."

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## 27. Constructivism: One of the Best Practices in Teaching and Learning

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The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.

- Jean Piaget

(Swiss clinical psychologist known for his [Piaget's theory of cognitive development](#))

Director of the [International Bureau of Education](#))

### **Abstract**

Quality has become the central element of education in the 21st Century in the context of new social realities. Teacher is an agent of change not only in the life of student but also life of institution. Teaching and learning process is the soul of an academic arena. Quality in education is a multi-dimensional concept. It helps the educationists to maximize the use of their resources. Quality in education is dependent upon basic stakeholders of education they are; students, faculty members and industry including institute, university, curriculum etc.

Constructivism is a study about how we learn. It proclaims that when we come across with something new, we have to compare it with our previous ideas and experience. In any case, we are active creators of our own knowledge. According to constructivism, in education the main role of teacher is to prompt the students by asking questions that will lead them to develop their own conclusions on the subject.

Author here is very optimistic in bringing about positive change in learning environment. This is need of the hour that our students are now at global platform. Self learning and self evaluation is the tonic of 21st century in enabling the student to fight at competitive market.

### **Constructivism: One of the Best Practices in Teaching and Learning**

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.

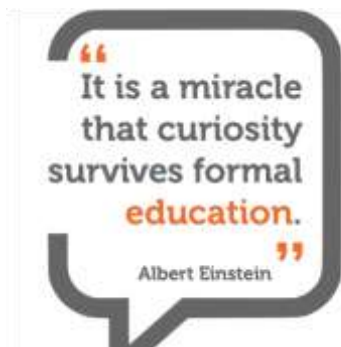
- Jean Piaget

(Swiss clinical psychologist known for his [Piaget's theory of cognitive development](#)

Director of the [International Bureau of Education](#))

### **Prologue**

The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the driving force of development in the new millennium. Quality has become the central element of education in the 21st Century in the context of new social realities. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual.



The main aim of education is to create human unawareness so that we can understand the difference between truth and untruth. Education is necessary for the development of human beings. Person can sharpen his skill by getting knowledge through education. New discoveries and inventions are the outcomes of new knowledge. Therefore education is for life and not for mere living. Education helps to improve standard of life and develops standard of living.

Education has to instill the human values and must broaden the vision of individual so as to be concerned with the welfare of the people. Education helps in shaping the qualities of individual character. Character is an important quality to an individual.

Education is a lifelong process. It has to teach the students to share his views with others and also takes care of other companion. The essence of education is to provide that information which must lead towards knowledge and ultimately knowledge must lead to wisdom.

We want education by which character will be formed, strength of mind is increased, and the intellect is expanded by which one can stand on one's own feet. Today Higher education is undergoing momentous changes.

### **Best Practices**

Best practices are the practices which add commendable value to an institution and its various stakeholders. These practices are considered as reliable benchmarks or standards of quality. Institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance.<sup>9</sup> Constructivism is an approach whereupon we need to think seriously. This is compelling situation for us to make the student competitive enough to stand on their feet in this cut throat competition. Spoon feeding is not to be done neither reproduction of information is feasible but making student tough enough to face the challenges is the need of the time.

### **Constructivism: an approach**

Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.<sup>10</sup>

Knowledge is  
**CONSTRUCTED,**  
not transferred.

Peter Senge

The traditional method fails to bring about desired outcomes. Therefore there is new trend i.e. constructivist approach to bring out the desired outcomes in teaching-learning process. The term constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually and socially constructs meaning as he learns.<sup>11</sup>

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<sup>9</sup> Best Practices in Higher Education for Quality Management, NAAC

<sup>10</sup> <http://www.thirteen.org/edonline/concept2class/constructivism/>

<sup>11</sup> Kiran Nagtode, University News, AIU Vol. 55No. 16, Apr. 17-23, 2017 at pg. 15Constructivism in teacher education and role of teacher as constructivist



In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

Constructing meaning is learning there is no other kind. Constructivism is a philosophy of learning founded on the premise that by reflecting on our experiences, we construct our own understanding of the world we live in each of us generates our own 'rules' and mental models', which we use to make sense of our experience.

Learning, therefore is simply the process of adjusting our mental models to accommodate new experience i.e. constructivism is a philosophical position that views knowledge as the outcome of experience mediated by one's own prior knowledge and the experience of others. Objectivism embraces a static reality. It is independent human cognition. Each new conception of the world is mediated by prior -constructed realities that we take for granted. Human cognitive development is a continually adaptive process of assimilation, accommodation and correction.

Learning in constructivist setting are characterized by active engagement, inquiry, problem solving and collaboration with others, the teacher is guide, facilitator and formulate their own ideas, opinions ad conclusions.

### **Characteristics of constructivism**

Constructivist learning is a process of active construction and transformation of knowledge. Following are characteristics of constructivist learning:

1. It emphasizes knowledge construction instead of knowledge reproduction.
2. It encourages thoughtful reflection on experience.
3. It provides multiple representations of reality.
4. It provides learning environment such as real world setting or case based learning instead of predetermined sequence of instructions.
5. It depends on current understanding.
6. It facilitates social interaction.

### **Role of teacher as constructivist**

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## 28. “Quality Enhancement in Higher Education through an Academic Audit”

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The right to a quality education is, I believe, the perfect path to bridge the gap between different cultures and to reconcile various civilizations. Without such a right, the values of liberty, justice and equality will have no meaning. Ignorance is by far the biggest danger and threat to humankind.

• Moza bint Nasser  
(Chairperson of the Qatar Foundation for Education, Science and Community Development )

### **Abstract**

Teacher is an agent of change not only in the life of student but also life of institution. Teaching and learning process is the soul of an academic arena. Qualitative improvement in higher education is necessary to realize the desired dimensions of human resource development. Best practices are considered as reliable benchmarks or standards of quality. They are the practices which add laudable significance to an institution and its various stakeholders.

Academic audit is one of such best practices as also suggested by NAAC for enhancing the quality in higher education. This paper is in the search of reality that how an academic audit is responsible in brings positive change. Quality is the quest for perfection. This voyage in search of quality can measure by everybody keeping his conscience at witness. Otherwise an assessment of the institution/individual by an external body becomes farce which nobody likes to carry.

Teachers have a critical role in building competencies of learners through best pedagogic practices. Finally, students, for whom the whole system is designed, should desire and demand the best. Then everything else will follow.

## **Introduction**

Education is a lifelong process. It has to teach the students to share his views with others and also takes care of other companion. The essence of education is to provide that information which must lead towards knowledge and ultimately knowledge must lead to wisdom. In all this process a teacher is an important player. He is the one who is responsible in shaping the path of student. Teacher is considered as an academic leader showing career track to the learner.

It is only the education which differentiates men from other animals. Since the beginning of civilization till today each and every society as well as individual more or less has tried their level best to refine, modify, change and civilize themselves through education.

A focus on quality, access and relevance of higher education to achieve the required social renovation for sustainable economic development of the country has been the national priority. Qualitative improvement in higher education is necessary to realize the desired dimensions of human resource development.

Best practices, the practices which add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The Academic Audit in Institutions provides the opportunity for a regular organized and strategic overview. It also looks for the learning and teaching activity. It assures efficacy, efficiency and effectiveness on institutions. In this process of audit verification of institutional inputs made by the faculty and achievement of students is being calculated.

## **Object of Paper**

In this paper the researcher is tried to satisfy his quest as to how academic audit can be helpful in improving quality in higher education. The paper is based on the hypothesis that an academic audit is a catalyst of quality enhancement in higher education. Thus the object of paper is to justify the necessity of academic audit as it emphasized by the NAAC.

## **Quality:**

Quality is nothing but a motivating energy behind all the human activities and accomplishments. Quality is a very ambiguous term as it has connotations of both standard and excellence. Quality is a unifying force; and it provides a unifying value to a matter or concept.

Quality in education is a multi-dimensional concept. It helps the educationists to maximize the use of their resources. Quality in education helps teacher to discharge his duties properly helps students to gain maximum from the educational tasks. Quality is to be maintained at each point of education starting from pre-primary to higher level. Quality is to be measured in terms of input- processing- output approach.

Quality in education is dependent upon basic stakeholders of education they are; students, faculty members and industry including institute, university, curriculum etc. Therefore quality is not an isolated from all these factors. All these factors should come together to enhance the quality in higher education. However it is illusive to imagine amalgamation of all these factors. One of the tools available to measure the adequacy of this academic input is 'academic audit'. Academic audit is measuring unit as well as contributing matter in achieving quality.

### **Quality in Higher Education**

Higher education is a powerful tool to build knowledge-based society of the 21<sup>st</sup> Century. Today gross enrollment ratio in higher education is increasing day by day. According to an estimate, at least 25 million students every year are eligible for higher education. Therefore the serious concern is raised regarding a challenge of providing quality education, which implies that all the students who qualify should be employable<sup>12</sup>.

Academic inputs set the standards in education. Quality is not only to be measured at the end of academic sessions but it is a process which shall be followed at each stage of learning. Quality has now become a hotspot of the debate in every corner of the nation. It is admirable that many endeavors have been taking place in bringing quality aspects in education field. Audit also serves to evaluate contribution to continuous improvement of the quality culture.<sup>13</sup>

### **Best Practices**

Best practices are the practices which add commendable value to an institution and its various stakeholders. These practices are considered as reliable benchmarks or standards of quality. Institutional excellence in higher education is the aggregate of the best practices followed in different areas of institutional performance.<sup>14</sup>

<sup>12</sup> <http://www.thehindu.com/features/education/careers/academic-audit-the-need-of-the-hour/article6969479.ece>

<sup>13</sup> <https://www.azvo.hr/en/evaluations/evaluations-in-higher-education/audit-of-higher-education-institution>

<sup>14</sup> Best Practices in Higher Education for Quality Management, NAAC

The best practice benchmarking approach is an inductive approach to quality management in higher education institutions with a focus on practice and continuous improvement.

Many best practices are institution-specific and individual managed. In most cases, that individual happens to be the leader or head of the institution. Leaders as innovators have been the change agents in many institutions, mobilizing and ensuring the wide-spread support of the campus community for the best practices. Academic audit is one of such best practices observed in educational arena.

Audit of a higher education institution is a systematic, periodic procedure. It helps in ascertaining whether activities and outcome of the activities of an institution bringing the system of quality assurance. Quality assurance of a higher education institution are expected to be an efficient and in compliance with national standards.

### **Academic audit**

The Academic Audit is a peer review process including a self-study and a site visit by peers from inside and outside the institution.<sup>15</sup> This process emphasizes self-introspection and self-improvement instead of compliance with predetermined standards. The purpose of an academic audit is to encourage educational institutions to evaluate their “education quality processes”.

The aim of this process is to develop the culture of producing and regularly improving the quality of teaching and learning. An audit asks how faculties are engaged in educational decision making and how they organize their work, using the resources available to them. It focuses on how to provide a quality education in the best interests of the course and student learning.

Towards achieving this goal, while the participation of all stakeholders is essential, the involvement of student participation in the institutional quality enhancement processes is crucial and invaluable, because of the following:

- Students are the largest group within any institute of higher education and therefore are the main stakeholders who have a much stronger voice than any other stakeholders. Students could therefore be the driving force behind ambitious and far reaching Higher Education reforms.
- Students are quite well informed, committed, participative, motivated and curious, and this provides for valuable contributions.

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<sup>15</sup> <https://www.roanestate.edu/webfolders/SMITHCC/academicAudit/AcademicAuditOverview2005.pdf>



- The several dimensions of student participation often surpass the four walls of the institution and other academic frontiers, following the trend that induces or obliges the institutions to open up to the society.
- Of late, world over, there is a wide and positive attitude towards increased student influence in higher education governance including the role of student activism in social changes.

An academic audit reviews the process or procedure that faculty members use to provide a quality education in their department. The purpose of an academic audit is to encourage departments to strengthen the techniques and processes they have in place to improve the quality of their work. The teacher and students should be participative in progress.

#### **Elements of the Academic Audit:**

➤ The Self Study: <sup>TM</sup>

An institution shall consider following elements on their own then shall prepare report. This will help them in searching own pros and cons.

- Determining Learning Objectives
  - Designing Curriculum and Co-curriculum
  - Designing Teaching and Learning Methods
  - Developing Student Learning Assessment
  - Assuring Implementation of Quality Education
- The Peer Review: peer review shall be conducted from expert and experienced persons to whom we can call as auditors from within and outside of the institution.

Thus academic audit involves three stages ; 1. Self study understanding teaching-learning, 2.

Peer review and 3. Evaluating the self-study and peer review. This process of audit shall become voluntarily and not as sanction. Institutionalization is the process of making the best practices an integral part of the institutional working. Quality is thus to be a habit and not an achievement.

Findings of the audit shall be discussed seriously at institution level and also find solution to overcome the lacunas, short comings, backlogs. There is nothing wrong or shameful in finding pitfalls but it is the desired outcome of audit. This helps to reconcile the drawback and to set forth new benchmark of progress. An honesty and quest for perfection is precondition of conducting academic audit.



Academic audit provides an opportunity for a regular strategic overview of a college's teaching-learning process. It is the process which can assure the authorities the quality of the learning process.

However it is presumed that there are some genuine limitations in the application of best practices, but many are imaginary. Instead of finding solutions to problems, sometimes our 'academic eminence' may lead us to find problems in every solution.

### **Concluding remark**

In a democratic and socialistic state, the duties, responsibilities, desires, requirements of its citizens are vast and varied and very difficult to explain. Therefore, we should redesign our education system in such a way that it caters to the needs, requirements and purposes of present day situation.<sup>16</sup>

When one wants the best output from an educational system, then he has to relate the education system with certain standard as well as purposes. For maintaining quality in output quality in input and processing is preconditioned. Input may be in the form of Teacher, Students, Infrastructure, Community support, Curriculum, Finance etc.

Processing components can be: Teaching-Learning methods, Management, Research and innovations etc. Thus output may be measured in terms of: Skill, Employability, Research orientation, vigil citizen etc.<sup>17</sup>

Each department of an institution needs to bring out the learning outcomes course-wise, programmes-wise to enhance the students' ability to learn and have good evaluation. Good learning outcomes focus on the application and integration of the knowledge and skills acquired in particular unit of instruction/activity/course.

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<sup>16</sup> Quality, conformity, Equity and Excellence in Education- Tapan Kumar Basantia, University News, 55(23) June 5-11, 2017 At pg. 7

<sup>17</sup> Academic audit: Pathways for quality and sustenance, Ganesh Hegde, University News, 55(15) April 10-16, 2017 at pg. 5

## 29. NAAC: Revised Accreditation Methodology

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**Abstract:** The NAAC (National Assessment and Accreditation Council) an autonomous body assigned to assess the quality of education in various Universities and Higher Educational Institution in India. All the Higher Educational Institutions in India are to be assessed by NAAC periodically. NAAC has designed new instrument for assessing the institutions of learning. NAAC recently revised Assessment and Accreditation methodology based on seven criteria and thirty four key indicators. Each aspect of a criterion is differentiated in to number of key indicators. Review of this methodology is taken in this paper.

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The NAAC (National Assessment and Accreditation Council) was established by UGC in September, 1994. It is an autonomous body assigned to assess the quality of the higher education in Universities and colleges in India. The main objectives of NAAC are:

- To grade the institution of higher learning and their programmes
- To stimulate the academic enrollment and quality of teaching and research
- To promote necessary changes-innovation and reforms
- To encourage self evaluation and accountability in higher learning

NAAC regularly revised the assessment frame work to assess the quality of higher education in educational institution

All higher educational institutions in India are assessed by NAAC periodically. NAAC has two tier system of quality assurance, firstly, through performance evaluation through a process based on self study and peer review report. NAAC from its establishment derived the methodology for assessment through criterion wise key

aspects & further through key indicators. For effective assessment initially the following processes were initiated:

- Changing grading pattern from earlier 9 print scales to the new 3 letter grades, viz; A, B and C for accredited institution & D for those which are not accredited.
- Shifting the institutional over all scoring pattern from the earlier percentage to Cumulative Grade Point Average (CGPA) system on a 4-point scale.

This instrument was designed to bring in to operation the seven assessment criterion

into Criteriawise Key Aspects for Assessment of Institution.

### **Criteria wise Key Aspects for Assessment of Institution:**

The NAAC has identified seven criteria to serve as the basis for its assessment

Procedure viz;

- I Curricular Aspects
- II Teaching, Learning and Evaluation
- III Research, Consultancy & Extension
- IV Infrastructure & Learning Resources
- V Student Support & Progression
- VI Governance & Leadership
- VII Innovative Practices

NAAC classified the three type of institutions of learning i.e. University, Autonomous College / Institutions and Affiliated / Constituent Colleges. NAAC has evolved Criterionwise differential weightages for these types of institutions.

NAAC revised methodology of Assessment and Accreditation time to time to enhance the quality of educational institutions in the years 2007, 2013 & now in 2017 respectively.

### **Revised Methodology of Assessment & Accreditation:**

In its existence of over two decades NAAC has continuously strived to improve its methodology. The revised framework was launched in July 2017. This revised framework is:

- i) ICT enabled, objective, transparent & simplified in terms of reduction in number of questions, size of report, visit days and so on.

- ii) Introducing of pre-qualifier for peer team visit as 30% of system generated score.
- iii) Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%).
- iv) Introducing the element by third party data
- v) Differentiating in metrics, weightages and benchmarks to universities, autonomous colleges and affiliated colleges.
- vi) Enhanced participation of the students and alumni in the assessment process.

The revised frame work is more ICT based & outcome based. The current gradation system of NAAC (A++, A+, A, B++, B+, B, C, D) will be continued for accreditation. For Assessment and Accreditation time lines are suggested.

**Revised process of Assessment and Accreditation:** As stated earlier, in this methodology grading pattern is based on the distribution of weightages across seven criteria and thirty four Key Indicators (KIs). Revised Assessment and accreditation process of NAAC can be summarized in following way. The distribution of weightages is of 1000.

**Table I: Revised Methodology Criteria wise weightages**

Sr.No.	Criterion	University	Autonomous College	Affiliated College
1	Curricular Aspects	150	150	100
2	Teaching-Learning and Evaluation	200	300	350
3	Research, Consultancy & Extension	250	150	120
4	Infrastructure and Learning Resources	100	100	100

5	Student Support and Progression	100	100	130
6	Governance, Leadership and Management	100	100	100
7	Innovations and Best Practices	100	100	100
8	<b>Total Score</b>	<b>1000</b>	<b>1000</b>	<b>1000</b>

The process includes three level accreditation processes would be more ICT enabled with student satisfaction survey, data verification & validation adding value to the process.

**Table I: Distribution of metrics & KIs across the criterion**

Sr.No.	Types of HEIs	University	Autonomous College	Affiliated College
1	Criterion	7	7	7
2	Key Indicators (KIs.)	34	34	34
3	Qualitative Metrics (QIM.)	38	38	42
4	Quantitative Metrics (Qn M.)	99	98	79

5	Total Metrics (QIM+QnM)	137	136	121
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### **Institution Information for Quality Assessment (IIQA) and Self Study Report (SSR):**

In this level there will be submission of Institution Information for Quality Assessment (IIQA) similar to that of Letter of Intent (LOI). Unlike earlier system, two specific windows will be opened in an year for HEIs to submit their applications. For this AISHE reference number is mandatory. On acceptance of IIQA in state can submit their Self Study Report (SSR) in prescribed format. No need of submitting hard copy of SSR.

### **Data Validation and Verification (DVV) and Pre- qualifier Score:**

SSR by the institution will be subjected to an online assessment process with Data Validation and Verification (DVV) to generate pre-qualifier score & institution securing 30% on the quantitative metrics will qualify for peer assessments which include Student Satisfaction Survey (SSS) too.

### **Student Satisfaction Survey (SSS)**

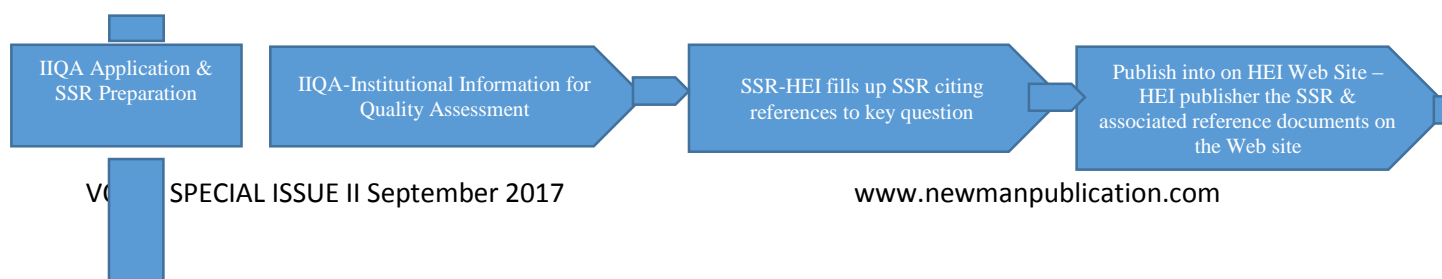
This is an attempt to engage students who are main stakeholders in the assessment process .The score obtained in the SSS will be the part of overall CGPA. For this survey institution has to submit the details of the students including their enrollment number, programme, year of study, e-mail Id and mobile number.

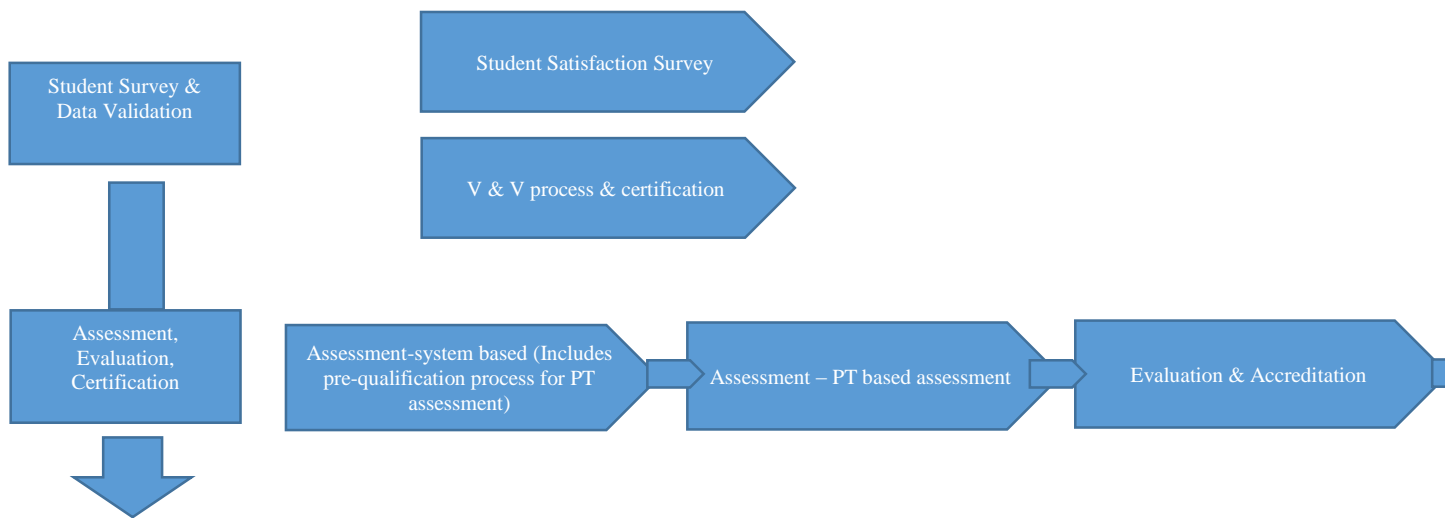
### **Peer Team Visit**

The onsite assessment will be by visit of peer team nominated by NAAC. After on site evaluation NAAC will consider the score assigned by the team, the pre-qualifier score and the SSS to result in to Criterion wise Grade Point Average (CrGPA).The final outcome will from the Executive Council of NAAC.

Revised Assessment and accreditation process of NAAC can be summarized in following way.

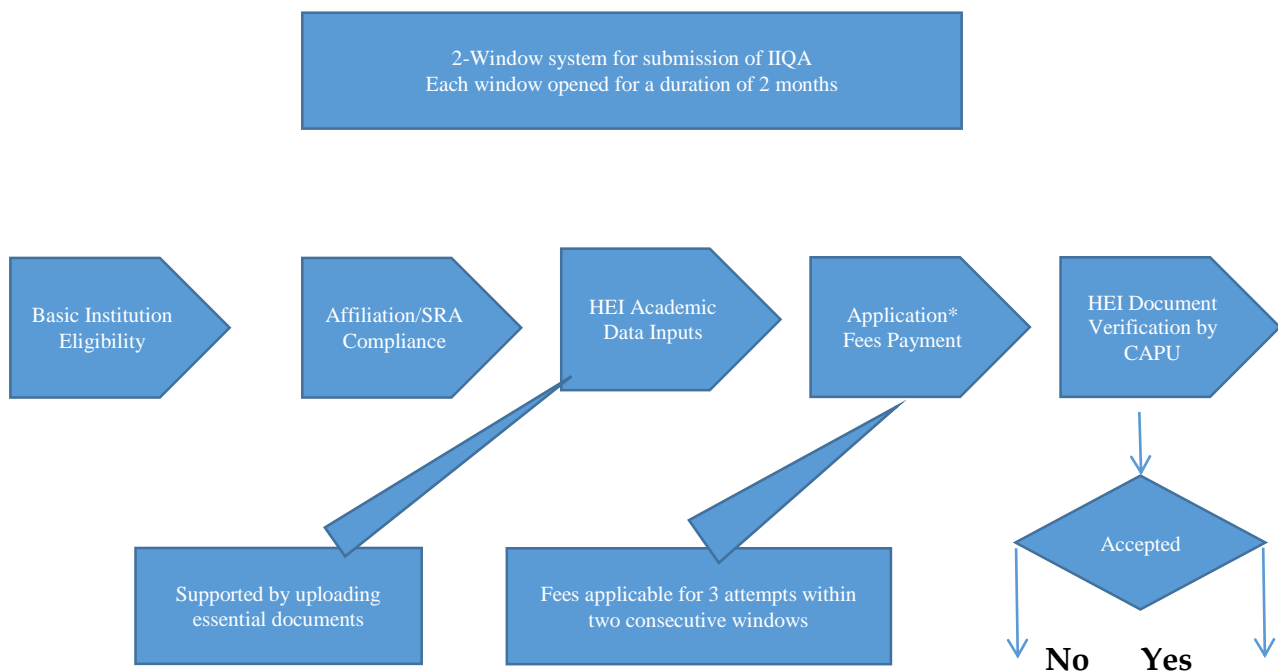
#### **NAAC A & A Process\***





### \*Main Process Components-normal path

### IIQA Application Process



SSR

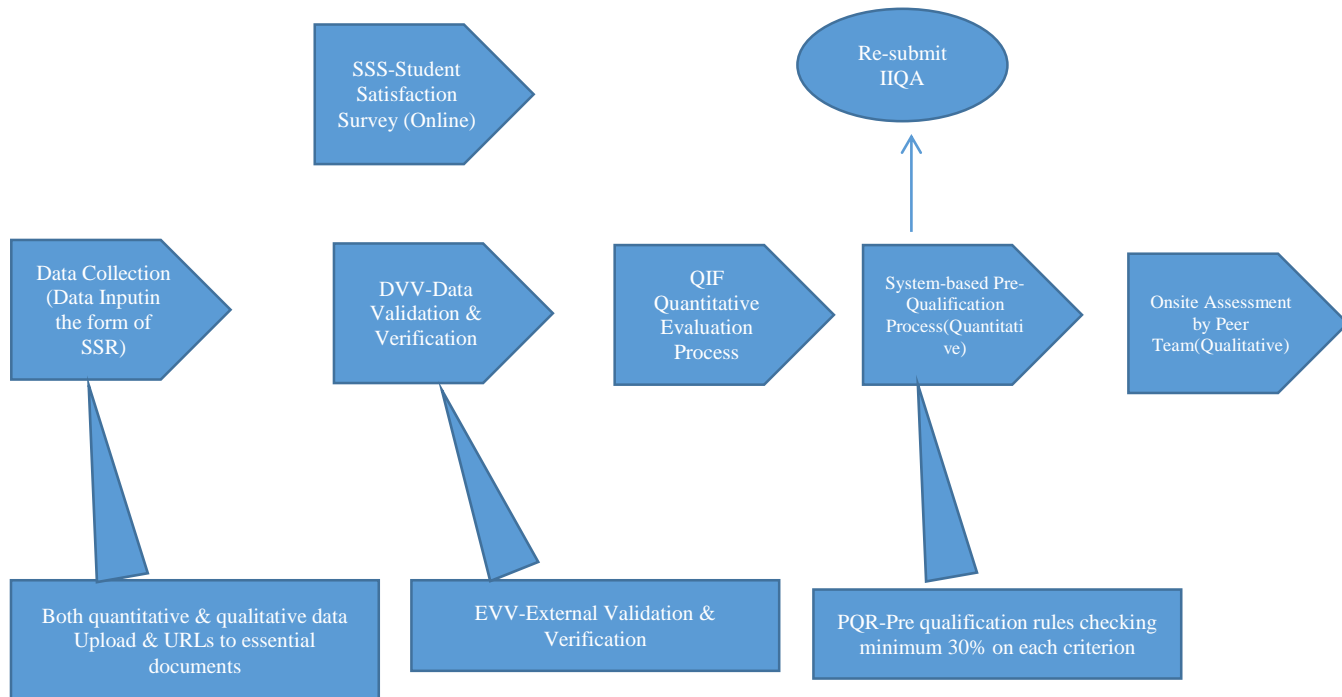
Resubmit

IIQA

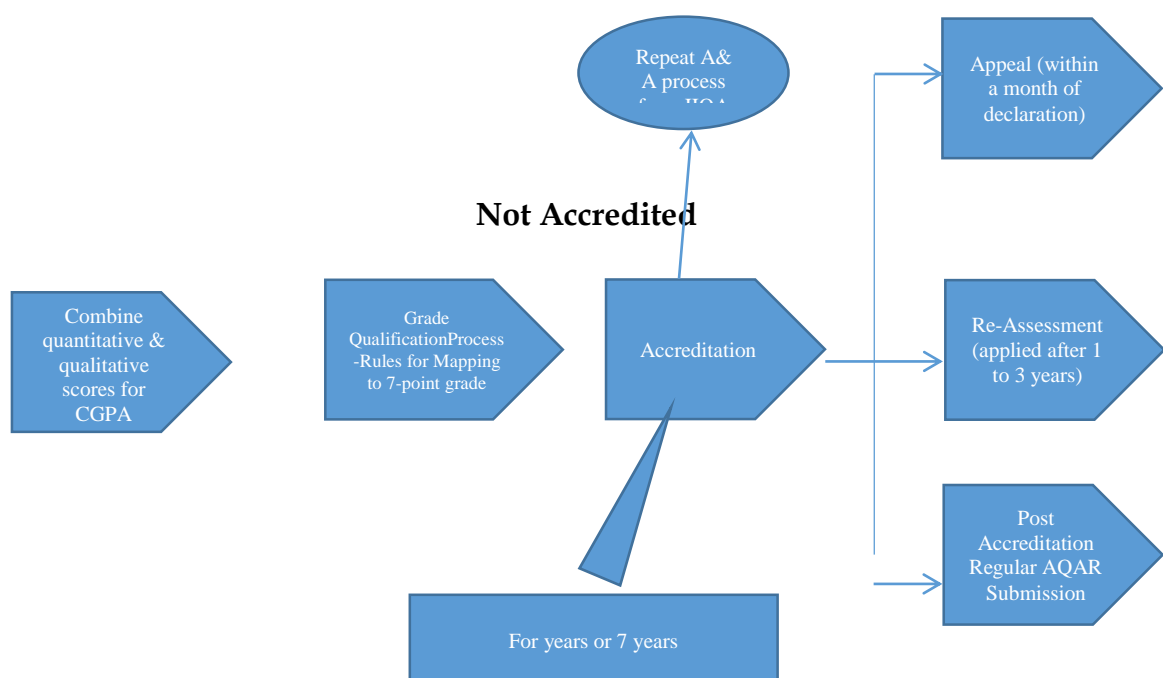
Application



## SSR Application and Assessment



## Grading and Accreditation



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## 30. REVISED ACCREDITATION FRAMEWORK: CHALLENGES AND OPPORTUNITIES IN RURAL AREA

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### **Abstract:**

India is the second most populous democracy in the world. A land of remarkable diversity from every angle. The country has 29 constitutionally recognized languages. Hindi and English used by the Central Government. State governments use respective official languages. As per 2001 Census, 53.6% of Indian Population knows Hindi and 12.6% English. In such situation the role of NAAC is very challenging. To bring 789 Universities and 37,205 colleges and Higher Educational Institute under one umbrella is not a joke. Assessment and Accreditation (A&A) is mandatory for Universities and colleges. Facing First cycle of A&A for new colleges is a Herculean task. Challenges before facing A&A especially in rural areas are- Knowledge of English language is must, infrastructure, ICT based teaching- learning facilities, drop-out rate and changing rules of NAAC from time to time..So, the plans and strategies formulated by policy makers in this regard enable the educational institutes in village areas to support their infrastructural facilities, teaching and learning resources and curricular changes to implement the quality sustenance measures. The present paper highlighted the challenges of rural area colleges before visiting NAAC pear term.

### **Introduction:**

NAAC has introduced new guide lines for Assessment and Accreditation (A&A) from July 2017.This is Bahubali version of old rules and regulations of A&A. New guidelines affect all criteria of A&A. Fee structure, Grading system, role of peer visit team and role of Library. 100% use of ICT throughout the entire process of A&A from S.S.R. up to grading of the college. In the distribution of waeightage across key indicators. In these new guidelines more importance has given to Student Support and Progression. Research Consultancy and Extension has given less attention. We are in

GST now so we must welcome this change in education policy. But before applying this new guidelines one should have studied the conditions of the colleges from rural area.

### **NAAC:**

National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of University Grant Commission (UGC) at Bangalore. The Ministry of Human Resource Development (MHRD) is responsible for supervising the functioning of all the universities in our country through its chief regulatory body University Grants Commission (UGC). The vision of NAAC is

“To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programme 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

To collaborate with other stake holders of higher education for quality evaluation, promotion and substance. “

Colleges in rural area feel tremendous tension before Assessment and Accreditation because they don't have specific academic programmes or projects. Colleges pay more attention on completing the syllabus of the students. Teachers are engaged in teaching, providing notes from examination point of view. Beside they don't have modern teaching -learning facilities. Professors have to manage with Blackboard and chalk. Lack of books and Research journals there is very little scope for research. As a result colleges failed to encourage self evaluation, accountability, autonomy and innovations. These colleges failed to manage quality -related research studies as a result these colleges have no collaboration with other popular colleges.

### **Language Problem:**

Indeed English is the need of the day. English is second language and a Compulsory subject in most of universities. Hindi is our national language yet English is the official of NAAC. Entire process of A&A is in English-e.g. Rules and Regulations, I.I.Q.A, S.S.R.preparation, student survey and validation unto evolution and

assessment certification. This is great and application at urban area where English is popular. But English language is still a major problem in rural area colleges. One English language professor unable to manage entire process of A&A. It's a team work but because of English most of professors unable to give their 100%. If the process of NAAC is easy and in regional language then it will be more effective.

### **Infrastructure:**

The best colleges have better infrastructure facilities. The towering buildings, attractive campus with garden and canteen, grand playground with all sports facilities, Jim , auditorium, big library, beautiful classrooms with latest teaching and learning resources, Computerized labs with internet and Wi-Fi . This type of colleges deserve top grade in A&A. In rural area infrastructure facilities are very poor. Insufficient no of classrooms, no basic facilities, library with syllabus related books, any sporting facilities, and so on. In this condition also most of rural area colleges face NAAC.

### **Teaching and Learning:**

Teaching and learning is based on chalk and blackboard. No proper classrooms for students. Insufficient number of benches, no fans and no lights. Professors have to teach with the help of text book and provide notes for students. In rural area students are rarely regular in the colleges. As a result drop-out rate is very high in this college. This conditions need to be improve for better result. In new guidelines 350 points are allotted for teaching and learning. To score better in teaching & learning is a tuff task.

### **Research, Innovations and Extension:**

"The Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community, through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion."

In rural area there is a very little scope for research. With all the above mention facilities how one can engage in research. The main aim of the college teacher is to complete his syllabus from the examination point of view. Beside this he has to attend Election Duties, valuation and other college work. So, he has no time to focus on his research. The question is how one can create a "Research Culture."

### **Conclusion:**

The educational scenario in rural and semi-urban areas present a different picture, as the implementation of such measures becomes a herculean task due to non – availability of proper infrastructure , faculty resources, learning resources, research facilities, and training and placement provision, In the absence of special care and attention by policy makers on these issue leads to many problems for the rural educational institutes t cope up with the3 global and national standards of quality assurance in the sphere of higher education. Total Quality Management in rural areas , therefore , require special focus, specific priorities and substantial planning in order to bring them in mainstream, The need of the hour is to propose different quality improvement strategies, capable of addressing the issues and concerns of rural educational institutes. The present paper is an attempt to highlight the concerns, strategies and approaches, sigma for quality assurance in Higher Education in rural area of our country to make the quality assurance programmes more effective and successful.

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## 31. Role of ICT in Home-Science Education

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**Abstract:** Home science is an umbrella term for a field of applied science made up of food and nutrition, human development, family resource management, textile and clothing and have science extension education. In India in 1952 firstly the subject Home-Science was started by Indian universities. This subject was approved for B.Sc. Home science. Later on it was also incorporated in B.A. curriculum as an optional subject. Home-science is the application of many sciences and arts towards achieving healthier and happier homes in the society and ultimately the nation. All the branches are very important and when it comes to career, sky is the limit for Home-science students. Home-science is the optional subject recently added to the list of M.P.S.C. (Maharashtra Public Service Commission). Home-science is a very basic science that impact all focuses of our lives. Information and Communication technology (ICT) is also a power that has many aspects of integrating quality improvement in Home-science education. This paper emphasis the role of ICT in Home-science education.

### **Introduction :**

As per traditional concepts, home science scope was very narrow. Which was concerned with the primary and indispensable training of running home. In modern times the importance of home science has become an important and prominent subject of study. Now home-science is considered as a systematic arrangement of both mental and physical for running individual homes that is likely to result in the place, prosperity and progress of human society.

In recent times the teaching and learning of home science is found to be very difficult. The basic concepts and ideas have to be cleaned properly for good understanding of these concepts. Computer assisted teaching and learning methods are helpful to overcome teaching and learning of home-science. In today's information age, ICT can do wonders that no one can imagine. ICT impacts in various aspects in our life. ICT has changed the way we live now. ICT in education is need of twenty first century. ICT if used thoughtfully can prove a big change agent for education. ICT enabled education is not only to the growing demands for enrolment in education but



also in tune with mindset of the present day students and helps to meet the challenges of the growth of knowledge. ICT if used creatively can make a big difference in the way teachers teach and students learn can help students acquire 21<sup>st</sup> century skills like digital literacy, innovative thinking, creativity, sound reasoning and effective communication. Integration of ICT with education is therefore very much needed if we really want to create a holistic learning environment focusing on quality, innovation, expansion, excellence and inclusion.

### **ICT in Home-Science Education :**

Home science is a field of study with its mission to empower individual, family and community for effective role performance and management of resources to improve the quality of life. Home-science was conceptualized basically as an interdisciplinary applied area of study built upon the basic and social scientific knowledge. There are five major areas, viz, food and nutrition, clothing and textiles, family resource management, child development and family relationships and Home science extension and education. It is the only professional study with the nucleus of the family as a social and economic institution. Although, the philosophy of home science was more family oriented and is even increasingly so, the home science has now broadened its philosophy to create the nucleus of family to the national educational policies and national economy.

Home science needs to be understood from a variety of its aspects. Thus teaching home science requires many human physiological processes like menstruation, ovulation, fertilization, delivery etc.

Home science ICT teaching in its various subjects has its own demands.

### **ICT in food and Nutrition :**

Food and nutrition is a major branch among the home science subject. Which deals with the various concepts related to food & nutrition like nutrients, its functions, sources of nutrients, deficiency diseases of nutrients, its symptoms, meal planning during various stages of life, contents of balanced diet, therapeutic diet etc. All these issues are well explained through ICT teaching. Students will understand better if they visually see the particular picture, figure or specimen model.

Following are the chapters related to Food and Nutrition for which ICT teaching will be more effective.

- Nutrients and its sources – i.e. protien, fats, carbohydrates, vitamins, minarals and water.
- Meal planning of varing stages – A days diet and R.D.A's of Pre-School child, school going child, pubescent, Adolescent, adult women and man, preganant women, lactating mother etc.
- Theraputic diets : Diet for dibetise, diet for hypertention, diet in typhoid fever, in joundice, in anaemia etc. A days diet plan and R.D.A. Patient images showing symptoms of diseases,etc should be shown through power point slides.
- Practical demonstrations of preparation of receipies, decorations of cakes etc.
- Internal Body Systems : Diagestive systems organs and functions.

All these food & nutrition related power points slides will be more effective if implemented properly. Students will understand easily and will develop more intrest in the subject.

### **ICT in Human development :**

Human development is the branch of Home-science which covers whole life span of humans i.e. before birth to old age. Thus following are the areas in human development subject in which ICT teaching will be more effective.

- Documentry of menstruation, ovulation, fertilization, development stages of preganancy, delivery process etc.
- coloured structure of endocrine glands situated in human boday – their location, functions and harmone scorted.
- Figure of female and male reproductive system.
- Documentries related to exceptional childrens – deliquent children, behavioural problem's and remedies.
- Scientific child rearing practices and activities.
- Stimulatory activities for all round development of childrens.

### **ICT in Home-Management :**

Home management is the branch of home science which deals with management of various aspects related to home. Which consists of resource management, time management, money management, structure of house, its functions, ventilation, lighting, interior decoration, structural plan of house, furniture arrangement colour schemes, types of curtains, carpets, furnishing materials, home assessories and its display methods, painting types, glass painting, warli painting, best out of waste, flower arrangements, types of rangoli, alpana, kolam, flower carpets, sanskar bharti rangoli, paper machine care of home, materials and equipments used in home cleaning etc. are the topic incorporated in home management syllabus which has very much scope for ICT teaching. Perception of students through ICT teaching will be more.

In the modern days of ICT everything is available on internet, which is easily approachable to every individual. Today teachers are having very good opportunity to search teaching related material, images, figures, documentries, demonstration etc. only teacher should develop their intrest in ICT teaching and develop possitive attitude towards ICT trading that is not disadvantages, difficult instead it is advantegious and easiest method of teaching.

### **ICT in textile & clothing :**

Textile & clothing is one of the branch of home science which deals with basics of textiles and each and every processes related to our clothings like storage of cloths, methods of washing, stain removal, basic finishes of cloths, laundring methods, Indian traditional textiles, tie & dye methods, textile printing methods, types of embroidery, knitting sweaters, renovation out of cloths, tailoring basics, garment stitching, fashions designing etc. are the topics incorporated in textile and clothing subject. In todays modern world of internet many modern designs of clothing, fashion designing, Indian traditional embriodaries are available on internet. Only proper selection and implementation of ideas, images, documentries, demonstration clips by the course teacher is essential. By using ICT teaching textile & clothing teaching will be more concept cleared, transperant, enthusiastic for students.

### **ICT in Home Science Extention Education :**

Home science extension and education is the fifth branch of home science which deals with expansion of scientific knowledge of four major subjects under home

science umbrella. Home science extension education focuses on transferring new science and technology among the rural area, slum area and the needy people who are deprived of this education to improve their quality of life.

Thus all individuals in various stages like children, adolescents, pregnant and lactating women, adult age, middle age and old age people will be the beneficiaries of extension education. Home science extension and education will be facilitated by ICT teaching. Because majority of the illiterate people will be more educated by slides show, documentaries, power point presentations on the particular topic.

In learning process when maximum senses are involved that learning is more fruitful, thus role of ICT teaching in home science extension education is very important.

### **Conclusion :**

The use of ICT teaching in higher education is important to improve quality of education. ICT use may help to improve the techniques of teaching and learning methods as well as it helps in improving quality of research. Students at higher education level should be more motivated to learning by ICT tools. Each and every subject has its own scope for ICT teaching. Only the proper selection and implementation of the topic by the teachers is essential.

Finally it is concluded that ICT has been discussed as a very effective and necessary tool for Home science education. ICT is going to play a very important role in enhancing the quality of Home science education in the country. ICT based education has the potential to change the face of home science education.

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## 32. ROLE OF IQAC FOR IMPROVING QUALITY EDUCATION IN HIGHER EDUCATIONAL INSTITUTE

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### **Abstract:**

Education plays a very significant role in the development of any Nation, We are living in the age of Globalization , hence have to complete with the world. In order to strive in this cut throat competition we must strive for attaining quality in our education system. The current challenges of our Nation is to improve the quality of our education at all levels and also to enhance its reach so that it becomes more inclusive. In pursuance of its action plan for performance Evaluation , Assessment and Accreditation and Quality up-gradation of institutions of Higher education, the National Assessment and Accreditation Council (NAAC) proposes that every accredited institution should establish an IQAC as a post-accreditation quality sustenance

Institutional attitude towards assessment and accreditation is a beginning of an house process of quality enhancement , the IQAC will become a part of the institution system and work towards realization of management objectives and goals with the help of curriculum design, research , welfare, extension etc. will be highlighted by IQAC at different stages of quality system. In this publication gives brief review of role of IQAC in improving quality education in Higher educational institutes (HEIs).

Keywords: NAAC,IQAC, quality education, Higher Education Institute (HEIs).

### **I.INTRODUCTION**

Institution of higher education can make invaluable contribution to the all round development of our educational system. Institution grooms student with skills, expertise and knowledge in various disciplines and create valuable human

resources for the country , we live in a knowledge era and the role of higher education and innovation has become more important in 21 st century , In addition to pursuing excellence in the field of academics , research , infrastructure ,extension , cultural activities and sport , it has always been the vision of the institute to develop good and responsible citizens so to complete this dreams , we do not want to leave any stone towards excellence unturned from our side. "It is rightly said that only alternatives to excellence is excellence and more excellence" in each institute IQAC will strive for excellence by providing an ideal learning environment that ensures a progressive improvement in educational quality. The IQAC is an agency of constructive change.

## II. About IQAC and its Functions

U.G.C Guidelines focuses on access , equality , quality , promotion of talent , skill development and stand alone schemes , on institutional development National Assessment and Accreditation Council (NAAC) emphasizes quality initiative , sustenance and enhancement . NAAC has been instilling a momentum of quality consciousness among Higher Educational Institutions. Maintaining the momentum of quality consciousness is crucial in Higher Education Institution. NAAC proposes that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process , the IQAC will become a part of an institution system and work towards realizing the goals of quality, sustenance and enhancement.

An institution that really understands its strength , weakness , potential and limitations is likely to be more effective in carrying out its educational mission. Continuous improvement , self evaluation and an external peer evaluation are inevitable for quality assurance. There is an urgent need for coordination among different agencies for promotion, advancement , evaluation, assessment and accreditation of quality in higher education . NAAC and Universities play a vital role as mediators and facilitators for professional guidance to the college so that they can impart better learning process among students. Most of the higher educational institute have undergone the assessment by National Assessment and Accreditation Council (NAAC)and as per requirement each and every colleges has formed the Internal Quality Assurance Cell (IQAC). The IQAC is supposed to look at the improvement of the quality of the college in the coming years and accordingly get prepared for the next assessment . Since quality enhancement is a continuous process , the IQAC will become a part of the institution and work towards the goals of quality enhancement and ensuring quality education . The well-defined parameters and guidelines provided by NAAC would facilitate the institutions in the creation and operation of the IQAC. Quality assurance and



enhancement is the continuous process , for which Internal Quality Assurance Cell (IQAC) may be constituted in every accredited college. The functions of IQAC and the efficiency of college administration being interrelated depend on the degree of decentralization of power and authority with high-levelled specialization through division of work via the participatory and proactive involvement of every member in the institution.

**(A)Formation of IQAC-**

IQAC should be composite as per the rules of NAAC , Coordinator should be senior and experienced person well known about institutions goals and has plenty of knowledge about learning system and members are selected by considering their participation in teaching learning , evaluation, research and extension work , proactive, highly qualified and quality conscious , enthusiastic from teaching faculties and governing council as well as members in IQAC from social society has interested in education system.

**(B)Objectives/Aim of IQAC-**

- To develop a system for conscious , consistent and catalytic action to improve the Academic and administrative performance of the institution .
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

**Strategies:-**

- Efficient and progressive performance of academic , administrative and financial task with punctuality.
- Optimization and integration of modern methods of teaching and learning.
- Sharing of research findings and networking with other institutions in India and abroad.
- The relevance and quality of academic and research programmes.
- Equitable access to and affordability of academic programmes for various sections of society.

**(C)Function of IQAC:-**

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders from various societies on quality-related institutional progress.
- Dissemination of information on various quality parameters of higher education.
- Organization of various national and international levels workshops, seminars and conferences on quality related themes and promotion of quality.

- Documentation of the various programmes/activities leading to quality enrichment.
- Focus on Best practices related to higher education
- Development and maintenance of institutional database through MIS for the purpose of maintaining the institutional quality
- Development of quality culture in the institution.
- Preparation of the AQAR as per the guidelines of NAAC.

**(D) Benefits of IQAC:-**

- Acts as a dynamic system for quality changes in HEIs.
- To a heightened level of clarity and focus in institutional functioning towards quality

enhancement and facilitate internalization of the quality culture.

- To the enhancement and integration among the various activities of the institution and

institutionalize many good practices

- To provide a sound basis for decision-making to improve institutional functioning
- To act as a change agent in the institution
- To better internal communication

Quality pursuit becomes a natural phenomenon rather than an enforced work culture. In this

context the Internal Quality Assurance Cell (IQAC) assumes importance as an endogenous

system defining the quality culture of an institution.

All the stakeholders of an institution should promote and encourage the activities of the IQAC

in order to make the institution a Centre of Excellence.

### **III. Commandments of Quality Continuum**

**1. Beacons Quality-** IQAC at the college level will be a breast with the development in the quality education. The institution needs to emulate good practices, which can be adopted by the institution

**2. Management Council:** Quality advisory council should advice the principal and management in matters of development of quality systems and means of implementation. free interaction between management , staff and faculty should be a regular practice.

**3. Systematic Feedback:-** IQAC should prepare detailed term report on the conduct of the institution including planning and process of implementations. it is a valuable feedback for management review exercise.

**4. Management Review :-** Review is an essential part of dynamic quality system. Periodically , senior management need to review the working of the systems. A practice of continuous management helping up-grading the systems and keeps them efficient even with passing time.

**5. Design of Quality Management System:-** Design of quality management system should ensures that they should grow with growing need of the institution and other functionaries. Educational institution is an organism performance and quality system change with change in time.

**6. Documentating Quality Procedure:-** Is an important as development and implementation of quality system. Documenting is not for the purpose of validation by agencies but for recording growth of quality in the institution.

**7. Quality Movement:-** The experiments with the quality at the institution can form a model for other institution to follow. A leader institution can guide other colleges in quality movement

**8. Quality Network:-** Networking of an institution is a coveted post- accreditations endeavor. Such networks will helps in exchange of information , peer evaluation and also polling and sharing of resources in the neighborhood.

**9. Sustainable Quality:-** Sustaining quality is the important function of IQAC. Quality is not an institutional portfolio or item of showcase , but an approach institutional conduct.

**10. Institutional Quality Perspective:-** The institutional master plan should be a visionary documents which translate objective into achievable target. It may also deal with resourcing manpower training and harnessing locally available potential.

#### IV. Conclusion

1. Quality up-gradation is not a onetime phenomenon. Quest for excellence is a continuous

and perennial pursuit.

2. IQAC Activities to internalize and institutionalize quality benchmarking.

3. NAAC is triggering a 'Quality Culture' among the various constituents of the HEI, as well

as enhancing the awareness of Institutional Quality Assurance with all stakeholders.

**"We are what we repeatedly do; excellence then is not an act, but a habit." ~ Aristotle**

**"A quality education has the power to transform societies in a single generation, provide**

**children with the protection they need from the hazards of poverty, labor exploitation**

**and disease, and given them the knowledge, skills, and confidence to reach their full**

**potential." — [Audrey Hepburn](#)**

**Education is the panacea of all the evils in the society. ~ Swami Vivekananda**

**Arise, awake and stop not till the goal is reached. ~ Swami Vivekananda**

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### **33. “USE OF ICT IN TEACHING-LEARNING PROCESS IN HIGHER EDUCATION”**

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#### **1. ABSTRACT:-**

THIS study is highlighted how ICT is helpful to development of Teaching Learning process in Higher Education. Information Communication Technology is becoming a significant aspect in the evolution of a teaching-learning process in higher education. ICT is necessary for holistic development of higher education. Teaching-learning activities including the outcomes of interaction among teacher, student and education environment in accompany with technology make the process of learning more effective. In a virtual system of learning, technology replaces educational environment. In educational institutions there is an ever-growing demand from aspirants for a course to groom them for interviews, seminars and discussion so that they succeed. The educationists as a result are shifting their focus on devising scientific ways by taking help of educational technology to fulfill this valid need of the students. So, Information Communication Technology has come to be considered as a value-addition to the qualified scientists, teacher and engineers as well as in the era of globalization where they might be called upon to share their ideas and knowledge across cultures and continents. And this interaction can only be beneficial if they excel in communication skills with ICT. Therefore such skills have become an essential requisite for sharing ideas and knowledge and for carrying out beneficial interaction. So therefore without help of proper ICT there is no possibility to development of Teaching Learning process in Higher Education.

#### **2. INTRODUCTION:-**

Information Communication Technology is the way to success of today's competitive word. ICT is very important is not only business & higher education but also daily life .Therefore we can say ICT is play an important role as a sustainable development of teaching learning process in higher education . The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching -

learning situation. The ICT being latest, it can be used both at school and higher education levels in the following areas:

Teaching• Evaluation• Online Tutoring• Instructional Material Development•

In educational institutions there is an ever-growing demand from aspirants for a course to groom them for interviews, seminars and discussion so that they succeed. The educationists as a result are shifting their focus on devising scientific ways by taking help of educational technology to fulfill this valid need of the students. So, Information Communication Technology has come to be considered as a value-addition to the qualified scientists, teacher and engineers as well as in the era of globalization where they might be called upon to share their ideas and knowledge across cultures and continents.

### **3. OBJECTIVE OF THE RESEARCH STUDY :-**

- 1) To examine the role of ICT in development of teaching learning process in HE.
- 2) To study how ICT are helpful to improving of teaching learning process in HE.

### **4. HYPOTHESIS OF THE RESEARCH STUDY -**

- 1) The ICT play an important role in development of teaching learning process in HE.
- 2) The ICT is helpful improving of teaching learning process in HE.
- 3) The ICT include various tools those are necessary to development of teaching learning process in HE.

### **5. RESEARCH METHODOLOGY OF THE RESEARCH STUDY:-**

The present research paper is totally depends upon secondary data .The data collect from all ready publish research materials, books, journals, internet website.etc.

### **6. DISCUSSION AND SOME IMPORTANT POINT TO UNDERSTAND THE CONCEPT OF ICT:-**

#### **6.1 USE OF ICT IN TEACHING:**

Teaching at School as well as Higher Education, mostly, concentrates on giving information which is not the sole objective of Teaching. Along with giving information, the other objectives are: developing understanding and application of the concepts• developing expression power• developing reasoning and thinking power• development of judgment and decision making ability• improving comprehension, speed and vocabulary• developing self-concept and value clarification• developing proper study habits• developing tolerance and ambiguity, risk taking capacity, scientific temper, etc. With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the objectives. Further, most of the teachers use Lecture Method which does not have potentiality of achieving majority of above mentioned objectives. The objectives are multi-dimensional in nature, so for their achievement multiple methods should be

used in an integrated fashion. At present ICT may be of some use. It is a well known fact that not a single teacher is capable of giving up to date and complete information in his own subject.

## **6.2 USE OF ICT IN EVALUATION:**

At present the paper pencil tests are conducted for evaluating the academic performance of students. These tests are conducted in the group setting. The content coverage is poor and students cannot use them at their own. These tests are evaluated by the teachers and they may not give feedback immediately to each and every student. It may be due to this that students are unable to know their weakness and do not make any attempt to improve upon them. The ICT can be made use in the evaluation. One such attempt has been made by Sansanwal and Dahiya (2006) who developed Computer Based Test in Research Methodology and Statistics. It has been titled as Test your Understanding: Research Methods and Statistics. This test can be used by individual student to evaluate his learning. The student can instantaneously get the feedback about the status of his understanding. If the answer is wrong, he even can get the correct answer. It goes a long way in improving the learning and teacher has no role to play in it. It is left up to students to use it. Such tests can be uploaded on the website for wider use. The students from other institutes can also make use of it. Not only the students even the teachers can also use it to assess their own understanding of the subject. If used by teachers before teaching the topic, they can prepare the topic properly. Such software can be used for internal assessment. Thus, ICT can be used to improve the quality of pre as well as in-service teacher's training.

## **6.3 USE OF ICT IN ONLINE TUTORING:**

The digital technology has broken the foundries between countries. Human beings do not feel any type of restriction in communicating with people all over the globe. The access has become easy. It is a well known fact that all students do not understand all subjects to the same extent. Some students find subjects, like, Mathematics, Physics, English, Chemistry, Accountancy, etc. difficult. All educational institutions do have well equipped laboratories and qualified & competent Faculty. Consequently students do feel the need of academic support out of the school. Therefore, students go for tuition. These days students from USA & other countries are enrolled in private tuition classes in India. That is they are being taught Online. This has become possible only due to ICT. In Online tutoring the student stays at his home. He logs in to his tutor through the use of Internet and software. He can see the teacher who is in India and the teacher can see the student who is in USA. The student asks the question and teacher replies it by writing on soft board or using power point presentation. This interaction is normally one to one. It has made the academic life of many students easy. This is how the manpower available in India can be made use of



other countries. Not only Online Tutoring but some of the students do outsource their assignments. These assignments are completed by the teachers of other country. Of course, academically it is not correct because the purpose of giving assignment is not achieved. The student does not develop academically and he may become weak in the subject. All this is happening just because of ICT.

#### **6.4 USE OF ICT IN DEVELOPING INSTRUCTIONAL MATERIAL:**

At present there is a shortage of qualified and competent teachers in all most all subjects at all levels. Not only this, even the instructional material available in the print form is not of quality. This is because many authors have written on those topics that they have never read and / or done research. Sometime the information given in the books is also wrong. The book reading is not very enjoyable and does not help students in understanding the concepts and retaining the information. There are many teachers who are well known for the specific subject. Their lectures should be digitalized and made available to all the users. It will enhance the quality of instruction in the classrooms. The teacher can use them in the classrooms and can organize discussion after it wherein the new points can be added both by the teacher as well as students. It will make the teaching effective, participatory and enjoyable. Sansanwal (2006) has done this. Sansanwal has developed digitalized lectures on Research Methodology and Statistics and has used it for teaching this subject at master's level. Other researchers are also using it. Of course, digitalized lectures will have their limitations of revision and inbuilt interaction. These lectures can be uploaded on any website and students & teachers can access any lecture they like. Another form of digitalized lectures is e-content. The CEC is making efforts to develop e-content material in different subjects for the benefit of diverse users. The competent teachers can develop e- content in their own areas of specialization. This has lots of potentiality to bring quality in teacher education. The ICT can be used in developing Instructional Material and e-Content.

#### **6.5 ROLE OF RADIO AND TELEVISION IN EDUCATION:**

Radio and television have been used widely as educational tools since the 1920s and the 1950s, respectively. There are three general approaches to the use of radio and TV broadcasting in education as follow: Direct class teaching, where broadcast programming substitutes for teachers on a temporary• basis; School & college broadcasting, where broadcast programming provides complementary teaching and•learning resources not otherwise available; and General educational programming over community, national and international stations which•provide general and informal educational opportunities.

#### **6.6 TELECONFERENCING AND ITS EDUCATIONAL USES:**

Teleconferencing refers to —interactive electronic communication among people located at two or more different places. There are four types of teleconferencing based on the nature and extent of Audio conferencing involves the live (real-time) exchange of voice messages over a telephone network. When low-bandwidth text and still images such as graphs, diagrams or pictures can also be exchanged along with voice messages, then this type of conferencing is called audio graphic. Nonmoving visuals are added using a computer keyboard or by drawing/writing on a graphics tablet or whiteboard. Videoconferencing allows the exchange not just of voice and graphics but also of moving images. Videoconferencing technology does not use telephone lines but either a satellite link or television network (broadcast/cable). Web-based conferencing, as the name implies, involves the transmission of text, and graphic, audio and visual media via the Internet; it requires the use of a computer with a browser and communication can be both synchronous and asynchronous.

## 7. CONCLUSION:-

The ICT plays an important role in development of teaching learning process in higher education. .Therefore present can also say ICT is helpful to improving of teaching learning process in higher education. The process of education needs to be reorganized and reformed to see that the product it generates is of value. This can be achieved by providing him meaningful counseling, mentoring and need-based training with help of ICT. All these will possible the optimum use of ICT in teaching learning process in higher education. Lastly study pointed out that without help of proper ICT there is no possibility to development of Teaching Learning process in Higher Education.

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The end

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## 34. Quality in Higher Education and Role of IQAC in College Development

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### Introduction:

Way back in 1960's, Kothari Commission spelt a marvelous sentence in their report draft as, *...the destiny of India is being shaped in her classrooms*. Though the report was about the school education, but it had a major impact on the destiny of higher education too. Today, the higher education in India is going through a transition period. The challenges of- competitive global economy, creation of productive human resource and generation building through well equipped institutions have become more serious than ever before. Therefore the quality aspects in higher education institutions have taken center stage in 21<sup>st</sup> Century in almost every country. Off course, every nation has to develop its own human intellectual for the continuous progress of the country. This responsibility lies with the higher education institutions catering education in the country.

The higher education has been founded by the British in India and therefore, we can still experience the British education system in India. The number of colleges and Universities required in India is very high but the available colleges and Universities are very few and therefore there is a gap in quality teaching and learning in the nation. Also the approach of the colleges or Universities is to produce graduates only and not to produce *productive and skilled human resource*. Therefore, it has been observed that there are many quality related issues in Indian higher education since independence. Though the quantitative growth can be seen in the number of colleges and Universities but the quality of education is not so up to the mark to challenge the world class education. There is not a single Indian University in the top 200 global Universities, and there are only two Indian institutions standing in the top 500 global

institutions. This is certainly alarming news for the Indian higher education system. Following table shows the number of various higher educational institutions in India at present.

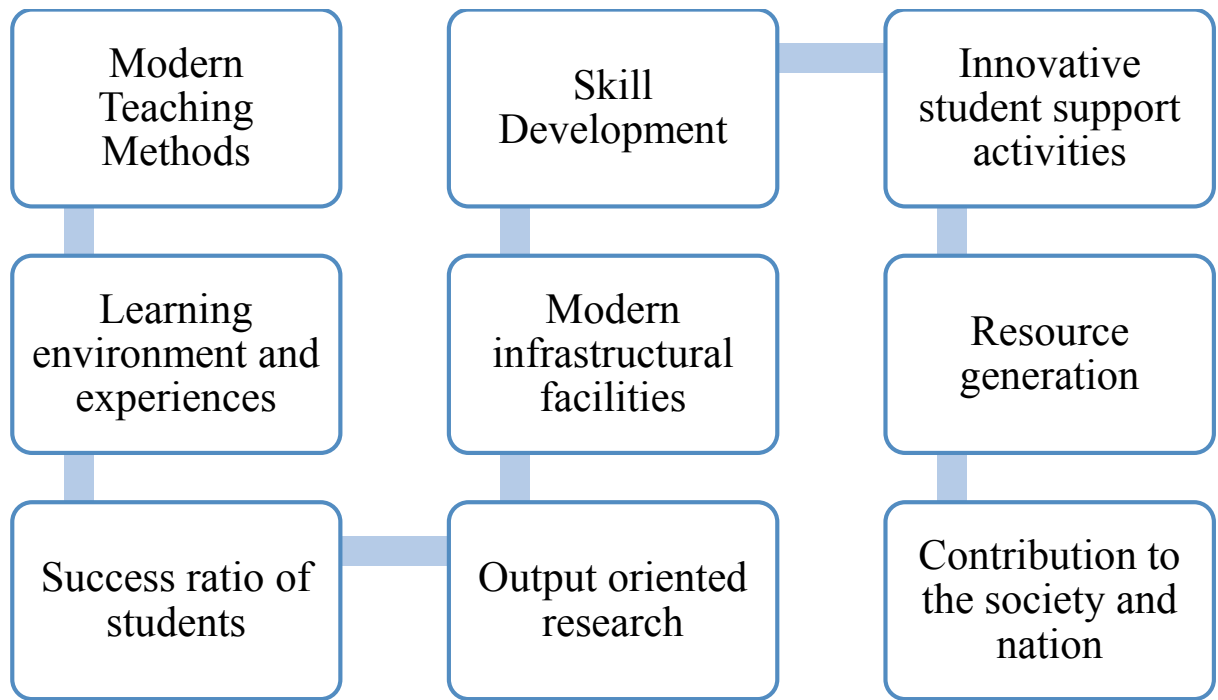
**Table 1- Higher education institutions in India**

Sr. No.	Type of Higher Education Institution	Number
1	Central Universities	46
2	State Universities	332
3	State Private Universities	222
4	Deemed Universities	129
5	Institutions of National Importance	50
6	Institutes of State Importance	05
7	Colleges	40,000

Source: Ministry of HRD, Govt. of India.

The above table shows the quantitative growth of higher educational institutions in the country but the quality of higher education is not up to the international mark. Therefore it has become mandatory to the system to develop quality based teaching and learning environment throughout the nation. The Govt. is trying to focus its attention towards quality improvement through introduction of new courses and concepts in higher education which are more relevant and intensively employment oriented.

#### **Quality Aspects in Higher Education:**



The above mentioned are the key components of quality in higher education. If every institution working in higher education, shifts its focus on these key points then it is very easy to maintain a good quality in that institution. Quality improvement is a continuous process and hence requires persistent efforts by each and every component of the institution. The main focus is to be provided on improving the teaching quality of the faculty members. Modern teaching methods with adequate resources should be provided to the faculty for imparting knowledge to the students. At the same time, creating a *student friendly* learning environment is the need of the hour. The students should be consistently motivated to learn new things through advanced learning resources. It is the duty of the institution to provide better learning resources and atmosphere to the students on a regular basis. The combination of these two factors results into improved success ratio of students in not only academics but also every other examination.

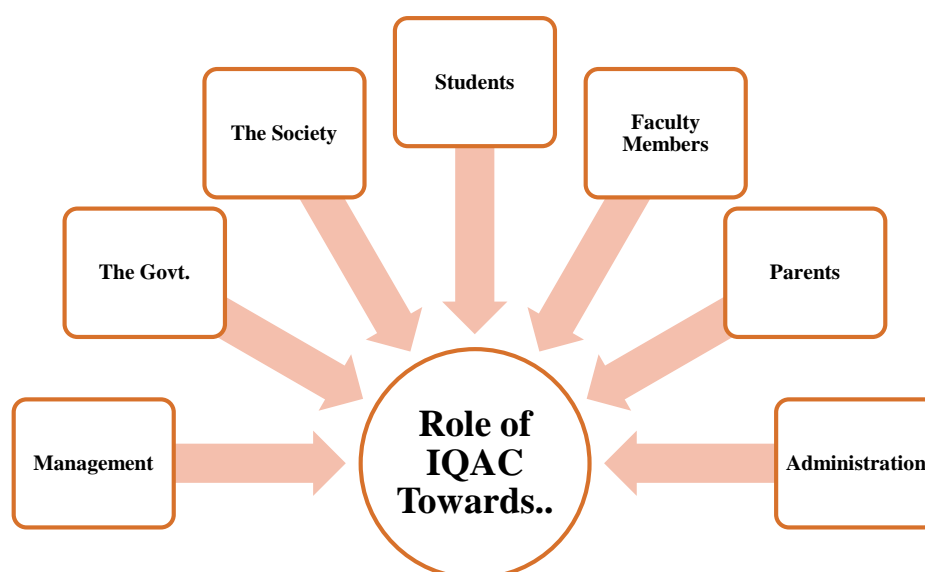
The college and specially the Universities should focus on output based research activities. The researchers conducted by individual faculty members, peers and special study groups of both, faculty and students should contribute to the existing body of knowledge. Not only this, but the research should serve the basics of the society as well as the nation. Accordingly the institution should prepare and improve the infrastructural facilities. The classrooms, laboratories, library, reading halls, community centers, hostels, play grounds; gymnasium etc should be well equipped and advanced in nature to nurture the aspirations of the students.

Skill development is the key component of the institutional development. The students should be employable in the society. They should not remain idle in the

society and therefore, it is the responsibility of the institution to bring about skill development initiatives in the college. The institution should run skill oriented courses in the so that students get better employment opportunities in the market. At the same time, the institution should arrange innovative student support activities that are helpful in overall development of the students. The institutions should also focus on the resource generation and resource mobilization through various consultancy programs, extension programs and other ways so that it can plan and execute development activities in the institution itself. By integrating and implementing all these factors the institution can contribute to the society and the nation as a whole.

### **The Internal Quality Assurance Cell (I-QAC)**

The Internal Quality Assurance Cell of any college or University plays a very important role in the institutional development. It is the think tank of the institution which plans and executes the plans for the overall development of the institution. The important factors that are directly or indirectly related with the IQAC are figured below.

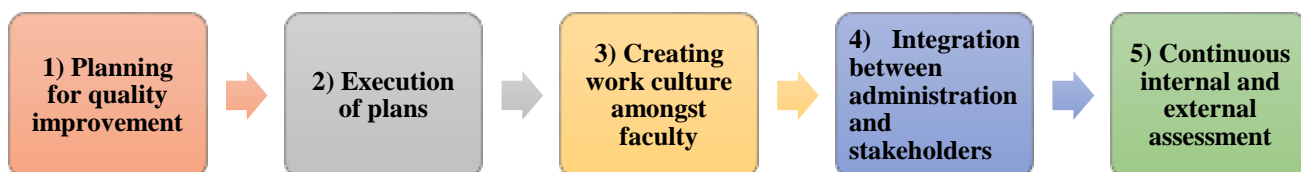


### **Role of IQAC in institutional quality improvement**

As the think tank of the institution, IQAC performs various tasks for continuous development. It prepares the plans of the institution for both, shorter and longer period. It executes the plans accordingly, it creates a work culture in the institution, it integrates between administration and the stakeholders and most importantly it performs continuous internal and external assessment of the institution.



The IQAC is expected to set certain time bounded goals for itself for quality enhancement. The objectives of the IQAC must be clearly defined and communicated to all the stakeholders. The IQAC is expected to conduct meetings to assess the progress of the college. The academic calendar should be strictly followed by the IQAC to achieve its desired goals. At the outset, one must say that the IQAC is the most important mechanism in any higher educational institution. Following diagram illustrates the method of functioning of IQAC.



### Conclusion:

The internal quality assurance cell is an integral part of any institution. It is as the soul of any institution and therefore it has to perform for the quality improvement around the clock. The significance of IQAC is not only for the accreditation and assessment of the institution but for the continuous development of the institution. It is very important that every institution should keep itself with the continuous development for students, faculty, administration and management.

An active IQAC gives strength to the college. It should be devoted to its tasks and should always be focused on quality improvement. Student is the center point of all academic activities, thus the quality of any higher educational institution must reflect from its student's achievements. Thus at the outset, it is clear that the IQAC has a significant role to play in academic development of any college.

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## 35. Challenges for Teachers in Quality Enhancement of Higher Education: Present Scenario

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### ***Abstract:-***

Present Scenario of Higher Education in India It has been found that only 10 % of Indian youth go to college. This percentage is 40-50% in developed countries. As per the available reports, two third of the Indian universities are providing sub-standard education while 90 % colleges in India are below average. Today, most of the institutions have become factory of degrees only. Students/teachers are running after attaining or providing degrees and not towards the gaining knowledge and wisdom. Attendance in the institution has dropped drastically and class room teaching is becoming only a ritual, to be followed mechanically. Though, it is said that the destiny of nation is shaped only in the class rooms, very little importance is being given to class room teaching. The overall scenario of higher education in India does not match with the global quality standards. It does not foster the global competencies and even does not make significant contribution to the national development. The present education system does not match with the needs and expectations of the employment sector.

***Keywords:*** - teacher, quality enhancement, higher education, study resources.

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### ***Introduction:-***

The role of the teacher assumes greater significance in this deteriorating scenario of higher education. It is a daunting task for the teachers to improve the quantity, quality and equality in higher education. It is said that a good teacher can bring the entire world to the class room. The teacher being a sculptor has to play multidimensional role to inculcate the nuances of subjects to the heterogeneous cult of

students. He has to inspire to students to show interest in their subjects, even if he confronts students who are completely demotivated and dispirited.

Quality education is the solution to all the problems and teachers are the main ingredients in giving quality education. It is said that quality is not destination, it is a continuous journey. In short, quality means doing the right things right. Today, improving the quality is the biggest challenge before the higher education system. Access to the global economy will depend more on the quality and productivity. This problem can be solved by making available more and more professional skills. Higher education requires special emphasis and has major role to play in determining the quality of life and the pace of development of a nation.

Indian education system is the major factors responsible for the degradation of teaching values in the society. Rabindranath Tagore has rightly said that "The primary task of a society is to find a real teacher, one who performs his duty with perfection and dedication and is a perfect moral example for the society" Thus, teachers play critical role in taking quality education and in shaping the future and destiny of a nation. Teachers teach the ways of life, channelize youth power and mould their character. In a real sense, the teachers are the backbone of the nation.

**Teachers play crucial role in improving the quality of higher education in following ways:**

Quality education is the education that best fits the present and future needs of the learners. It is the education that provides students with the tools to deal with and find solutions to challenges confronting mankind. In a changing world of rapid technological advances, this means that what was considered quality education yesterday might not meet the standard of what will be understood as quality tomorrow. Quality education can never be a neutral process, it will always be value based. It must aim at giving the students opportunities for personal development and confidence to adapt to new situations as well as change these situations, when they find that necessary.

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching/learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education. In the present scenario, the 'personality' of the teachers has deteriorated. Teaching is considered as one of the noblest professions but unfortunately this profession is losing its status in the society

because of modernization, political influence, casteism, corruption and other unfair means. For many teachers, API is the only ultimate goal. They are busy in improving their bio-data and neglected their noble duty of making students knowledgeable. For many teachers, especially in medical and dental sciences, teaching profession has become easy source of earning money.

Dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation. A teacher should act as a motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teacher to create a context in which the students' desire and ability to learn can work most effectively. A teacher should act as the role model for the students.

### **Skill Development:-**

Skill development is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere is an important aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high calibre is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. By various means such as establishment of collaborations with industries, social organizations, networking with the neighbourhood agencies/bodies and fostering a closer relationship between the "world of skilled work" and the "world of competent-learning", it is possible to develop required skills.

### **Imparting Value Based Education:-**

It is said that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for inculcating the core universal values like truth and righteousness. The seeds of values sown in the early stages of education, mostly aimed at cooperation and mutual understanding, have to be reiterated and re-

emphasized at the higher educational institutions, through appropriate learning experiences and opportunities.

It is said that wisdom knows what to do next, skill knows how to do it and virtue is doing it. Teachers must try to impart knowledge, which leads to wisdom and not merely to training or skill. He should have capability to impart value based education to the students. The purpose is not to produce outstanding students but to produce outstanding citizens of the country.

It has been revealed by many research studies that the calibre of teachers has tremendous impact on the calibre of the students. Hence, a teacher, who is a permanent learner has to update the subject knowledge continuously and should be aware of latest development in their subject. Lateral thinking is an indirect and creative logic. Teacher should take initiative to nurture and nourish the students to develop lateral thinking.

#### **Use of Resources:-**

Efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching-learning process makes the lecture effective and improves the quality of teaching. Continuous updating of teaching methods and use of innovative teaching methods helps to improve the quality of teaching.

#### **Special Attention to Research:-**

Promotion of research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. Educational research must be strengthened as an instrument for improving educational quality and results of such research must be communicated to teachers in a better way. The link between classroom teaching and research is extremely important.

#### **Academic Development:-**

Teaching is the life-long process of learning. Teachers are the most important components of the higher education system. Academic development of teachers is crucial and necessary for the success of the higher education system because teachers are the prime movers and catalysts for all round development of students.

Teachers play a significant role not only in improving the quality of higher education but also maintaining it; the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This would call the continuous upgrading of the professional development of the teachers, which is

key guarantee of quality education. High quality in service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching. Teachers need continuous self-development to generate knowledge that goes to contribute towards inculcating high professional competency among students. Development of teachers depends on many factors. It is closely linked with-

- The quality of research
- Participation in national and international seminars
- Faculty exchange programs
- Upgradation of qualifications
- Exposure to recent developments
- Writing of books and papers
- Collaborating with fellow researchers in other higher education institute

### **Quality Awareness and Self Evaluation:-**

Ability to improve the quality of education is the ability to reflect on their own teaching, critically examine the methods used and looking for alternative ways of teaching. To create increased quality awareness and help teachers to improve their teaching methodology and skills may be of crucial importance to improve quality in education. One major way of doing this is to systematically evaluate the own teaching and its results.

### **Professional Freedom:-**

Professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal learning situation. There has to be a general thrust in the creativity of the teacher. Authorities can give suggestions to teachers regarding the use of newer teaching methods through service training, professional development programs and other means. But authority should not dictate about method to be used by teacher. The teacher should enjoy academic freedom in the discharge of professional duties.

The task of the teacher in the higher education system involve the creation of a learning environment in which students are encouraged to think carefully, rationally and to express their thoughts and to decide on the situations and difficulties they wish to confront and resolve. The teacher helps students to achieve their own aims and adopt notion that underlines the higher education. Therefore, the quality of performance of the teachers is of great importance.



## Conclusion:

Education without vision is fruitless and education without value is meaningless. The inculcation of values and promotion of values in educational system is a need of the hour to make all the possible attempts to inculcate value-oriented education in the centres of learning. The teachers' participation with vision to make education meaningful and valuable will contribute to the overall development of the system of higher education of the country as a whole. These perspectives on the present scenario of the higher education can help to impart quality education to students.

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### 36. QUALITY ENHANCEMENT IN HIGHER EDUCATION- AN APPROACH WITH REFERENCE TO LEGAL EDUCATION

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#### ABSTRACT

Today, not only at national level but at global level the ambit and scope of higher education is widened throughout the nation. The horizon of higher education in India is increasing by keeping in mind quantity and quality enhancement in higher education. Legal education in India is having utmost importance in India and it is recognised as noble and professional education.

In order to enhancement of quality legal education, this paper intends to discuss from various angle regarding enhancing quality of legal education in India. It is also discussed how conceptual learning and contextual understanding are equally important from the perspective of legal education is concerned. Every teacher is required to make interactions, they have to share their knowledge, experience for the improving the performances of pupils. Quality enhancement for legal education will help in solving socio-economic complexities in India.

**Keywords:** Legal Education, ICT, Higher Education etc.

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## **1. INTRODUCTION-**

Legal Education being utmost importance in India, continuous focus has been given with an intention to adopt various strategies for making professional development. The concept of providing quality legal education under the purview of Higher Education is visualized to act as a catalyst to change the profile of teacher education as well as it will directed towards practical experiments for the improvements of students by adopting various educational methods specifically use of ICT in legal education which is one of the emerging modern technology.<sup>18</sup>

## **2. OBJECTIVE OF PAPER-**

- 1) To discuss various issues faced by Law Colleges and to suggest concrete solution to remove the barriers in order to maintain the quality of Legal Education in India.
- 2) To analyses the Role of Legal Education in spreading Legal literacy in accordance with the statutory and Constitutional Provisions.

## **3. QUALITY ENHANCEMENT IN HIGHER EDUCATION-**

The concept of 'quality' has become main pillar under the purview of higher education field. Successful quality needed a real consensus on the goals of review, scope and nature of data collection. It requires certain strategies as well as to adopted integrated procedures from evaluation to problem solving.<sup>19</sup> In so far as the concept of legal education is concerned, it is required to know the contribution and role performed on the part of Bar Council of India, UGC, Law School and State University as well as various Law Colleges. Commitment and quality performance on behalf of all these authority will enable for achieving quality legal education. All these authorities must follow trend in accordance with the changing situation in the society.

## **4. ROLE OF LEGAL EDUCATION- A JOURNEY TOWARDS QUALITY LEGAL EDUCATION-**

Bar Council of India being Supreme body in India to maintain the quality of Legal Education. It is the function of Bar Council of India is to promote legal education and to lay down standards of such education in consultation with the Universities in India

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<sup>18</sup> [http://ncte-india.org/ncte\\_new/pdf/NCFTE\\_2010.pdf](http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf) e-book on National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher prepared by National Council for Teacher Education, New Delhi, published by Member-Secretary, National Council for Teacher Education Wing II, Hans Bhawan,1, Bhadur Shah Zafar Marg, New Delhi-110002. Year- 2009

<sup>19</sup> <https://de.euroacad.eu>

imparting such education and the State Bar Councils.<sup>20</sup> While considering the objectives of Legal Education, it can be related to several factors like intellectual equipment, nature of pre legal training, study of course, duration of the course and the job received by the pupils after successful completion of law degree.<sup>21</sup>

Many Law Colleges are adopting clinical Methodology which is also termed as "learning through doing". This concept has been taken from medical education. In this process, active participation of the students under the auspicious guidance of faculty is possible and students look at the matters from the perspective of various points in law what lawyers actually do in the court of law. Constitution of India provides Equal justice and free Legal Aid. It says that, "The State shall secure that the operation of the legal system promotes justice, on a basis of equal opportunity, and shall, in particular, provide free legal aid, by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities."<sup>22</sup>

## 5. CHALLENGES BEFORE LEGAL EDUCATION-

Presently, Education specially focusing on Legal Education poses multiple problems which must be solved with the help of certain equipment. At present juncture, it is high time for us to ponder over various problems and issues regarding Legal Education in India. It is required to search concrete solution for effective achievement of quality legal education which will be useful for diluting socio-economic complexities in the society. In the light of role and contribution laid down by Bar Council of India, UGC, Higher Education Department and University, it is expected that present legal education system in India must be revamped. On the following points, it is needed to analysis regarding challenges faced by Legal Education.

- 1) Legal Education in India working under the supervision and control of Bar council of India. Legal Education system is intrinsic part of Bar Council of India being superior body which are bestowed with function, duties and responsibilities to maintain the quality of Legal Education in India. But while considering present circumstances, Legal Educational institution are lacking behind in maintain the quality of Legal Education except some institution. Therefore, it would be completely inappropriate to alleges that

<sup>20</sup> Section 7 (h) of Advocates Act, 1961

<sup>21</sup> Legal Education: A Statement of Objectives by B.S. Murthy

<sup>22</sup> Article 39-A of Indian Constitution

it is sole responsibility on the part of Bar Council of India to maintain the sustainability of effective quality legal education in India.

- 2) Bar Council of India and Universities being regulatory bodies, are endowed with multiple functions and responsibilities to discharges functions to maintain quality of legal education.
- 3) Legal Education in India has acquired manifold facets. Today is needed to maintain the continuity and well organised legal education which is essential for reckoning the new trends in the nation and it will able to meet growing challenges before Legal Education. It will fulfil the growing demands and complexities in different situations.<sup>23</sup>
- 4) Lack of modern technologies which will face so many problems. Legal Education often may lead futile if the quality of legal research are not enhanced with modern equipment like use of PPT etc.
- 5) In the opinion of Chief Justice Burger who observed as follows:

*"In some jurisdictions, up to half of the lawyers who appear in court are so poorly trained in that they are not properly performing their job and that their manners, their professional performance and their professional ethics offend a great many people. They are engaging in on the job training at the expense of their clients' interest and the public."*<sup>24</sup>

## 6. CONCLUSION AND SUGGESTIONS

In order to eradicating shortcoming the Legal Educations, some of the concrete suggestion will be fruitful are discussed below:

- 1) Undoubtedly, some Law Colleges are well-acquainted with the technology that has used in the best interest of pupils. Except some college, no such facility in the college. Therefore, to maintain the true spirit and quality of legal education, it is expected to widen the horizons technological environment in the Law Colleges. The practices like use of ICT in the classroom teaching will be fruitful.
- 2) Mere conceptual learning will be futile. Apart from this, there should be contextual understanding while learning lessons in Law filed. Therefore, Legal institutions obligated to follow conceptual learning as well as contextual understanding of law subject wherein it will be enable on the part of students to understand the subject thoroughly.
- 3) There should be timely concentration on behalf of Bar Council of India being supreme and autonomous body to supervise the Legal Education in India. This body are undertaken to maintain the quality of Legal Education. BCI are conferred with the Functions to supervise and to

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<sup>23</sup> <https://indiankanoon.org>

<sup>24</sup> Problems and Challenges of Legal Education, published on International Journal of Management and Social Sciences Research (IJMSSR), Volume 5, No. 9, September 2016 and written by Dr. Rajni Parmar

promote the quality legal education is one the indispensable job. So, in respect of this, it evident that law is only on paper. Hence, it must be implemented in effective manner by giving effect to the prevailing law in the Country.<sup>25</sup>

- 4) Most of the teachers in the Legal Educational institutions are having no knowledge and awareness about emerging modern technology. Adoption of changing trend under emerging technology must be followed so as to protect the interest of students.
- 5) In the legal field, mere statutory provisions are not important. Apart from this, it is also required to know the contextual provisions behind this to understand the subject from practical point of view. It is the Bar of Council of India which are bestowed with certain responsibility to make rules from time to time as per the changing circumstance in consultation with the State Bar Council and State University.

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<sup>25</sup> Advocate Act, 1961 provides functions for promoting the quality of Legal Education in India.

## 37. USE OF ICT IN STUDENT SUPPORT

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### ABSTRACT

Higher education and its status had been a crucial issue of contemporary India. Eminent educationist as well as research scholars continuously advocates reformation in Higher Education Institutes. 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 going to be 'youngest nation' in 2020. Hence, use of information Technologies is inevitable for them. Student support simply means support services available for student in a HEI.

**Key words :** ICT, Student Support, 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.

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 N.C.C.. Apart from all these, information regarding dates of exams and internal assessments. Use of ICT in student support will help students as below.

### 1) Sport and game :



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.

## **2) Career 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 'aloneness'. The students needs, in such condition, counseling. We know that, such students, slowly, loose their interest in life itself. Though proper counseling, they can be inspired again. They can restart the prosperous journey of their life.

The counselor, brilliantly using videos or even a movie, can inspire such student. More ever, ICT can provide more information. Correct use of information can save students from being victim of depletion.

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.

## **3) 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 go through the life stories, classics or books of general knowledge. But because of the lack of information they fail to do this. Systems like open public access catalogue or digital catalogues will help the student. He will find out the title and accession number and can got that book easily. On the other hand, this will help library staff also.

## **4) Co-curricular and extracurricular 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.

#### **5) Entry in services :**

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.

#### **6) 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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## 38. Use of ICT in Teaching-Learning

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### **Abstract**

ICT stands on Information & Communication Technology. These technologies include: computers, the Internet, Broadcasting technologies (radio and television), Telephony. One of the many challenges facing developing countries today is that of preparing their societies and governments for globalization and the information and communication revolution. Policy-makers, educationists, non-governmental organizations, academics, and ordinary citizens are increasingly concerned with the need to make their societies competitive in the emergent information economy. Globalization and innovations in technology have led to an increased use of ICTs in all sectors - and education is no exception. Uses of ICTs in education are widespread and are continually growing worldwide. It is generally believed that ICTs can empower teachers and learners, making significant contributions to learning and achievement. Of the teachers interviewed on the effectiveness of ICT in education majority of them felt that introduction and use of ICT adequately will be extremely effective in learning and achievement. However, current research on the impacts of ICTs on student achievement yields few conclusive statements, pros or con, about the use of ICTs in education. ICT is so useful for Higher Educational system in India as well as rural India.

**Keywords:** ICT, Computer, Internet, World Wide Web, Teleconferencing, Radio, Television.

### **Introduction:**

The ICT has been developing very rapidly nowadays. Therefore, in order to balance it, the whole educational system should be reformed and ICT should be integrated into educational activities. The influence of ICT, especially internet cannot be ignored. So, the learning activities should reformulated, from the manual source centered to the open source ones. The widely use of internet access has been an unavoidable policy that should be anticipated by College authorities. The presence of multimedia games and online games by internet has been another serious problem

that should be wisely handled by the educational institutions. They can have and do with it wherever and whenever they want. Information Technology is a combination of communication, reservation, processing and multimedia capabilities. The main role that is played by communication networks is called information and communication technology (or: information technology and communication). NAAC also emesis to adopt ICT Culture in College level.

ICT is of first rate in education systems, but the origin of these saying is based upon scientific finding particularly training sciences, developmental psychology, and knowledge in education capability. Under the aegis of IT, the inequities and hand can be reduced and educational systems can be promote knowledge and skill of the learners thereby encouraging and improving creativity, critical thinking and learning how to learn. ICT has an important prominent role in knowledge due to its changeable ability and its capability to making relationship among students. Change-oriented approach believes in change of ICT, has changed the tools and even the policies and educational goals basically and fundamentally. If an appropriate effort is accomplished in order to proper application of IT and making it a base in development programmed can be achieved, this can be considered one of the greatest resource of skillful and proficient human power in IT and can play on important scientific and economic role in the country and in world competitions as well as it provides the real opportunity for fundamental progress and development of the country. If the curricula is according to real need or real require of the learner, it increases their interest for incremental learning and IT, because of its verity and being benefited from a great deal of information has a property or characteristic to meet different needs of the learner and caused them interested in contents of the curricula.

The followings are the aim and objectives of ICT implementation in education:

- 1) To implement the principle of life-long learning / education.
- 2) To increase a variety of educational services and medium / method.
- 3) To promote equal opportunities to obtain education and information.
- 4) To develop a system of collecting and disseminating educational information.
- 5) To promote technology literacy of all citizens, especially for students.
- 6) To develop distance education with national contents.
- 7) To promote the culture of learning

8) To promote for educational aids to rural student.

### **Importance:**

The widespread use of Information and Communication Technologies (ICT) has till now influenced all fields in life, among which lies education. Many countries see ICT as a potential tool for change and innovation in the education field (Erdogan, 2009, adapted from Eurydice, 2001; Papanastasiou & Angeli, 2008) and thus, they make large investments in the integration of ICT in schools. For example, Europe and Central Asia allocate 22% of their budget to ICT (Erdogan, 2009, adapted from World Bank, 2007).

According to Pelgrum and Law (2003) ICT in education became popular in educational policy-making in the early 1980s, when consumer market began the sale of cheap microcomputers. These intellectuals also noted that by the early introduction of microcomputers in education in 1980s, education was expected to be more effective and motivating.

Hepp, Hinostroza, Laval and Rehbein (2004) advocated in their paper "Technology in Schools: Education, ICT and the Knowledge Society" that ever since the inception of ICTs in education, they have been used but not to its maximum.

Although in the early 1980s computers were not been fully integrated in the learning of traditional subjects, the commonly accepted perception that the system of education would have to prepare the students for a knowledgeable society increased the interest in ICTs (Pelgrum, W.J., Law, N., 2003).

Moreover, Kozma and Anderson (2002) write in their paper "ICT and Educational Reform in Developed and Developing Countries" that for an economy to be knowledgeable education should be its primary necessity. Simultaneously, the teaching strategies in schools are bending towards ICT. This change towards ICT has been very dramatic. Similarly, Kozma and Wagner (2003) agreed on that idea that the ICT will enhance the basic education and is a very challenging field of development work nowadays, in both poor and wealthy nations (Wagner, D., Kozma, R., 2003).

Additionally, still in the field of ICT in education, Ezer (2005) points out that 'the ICT for development literature often treats education 'in passing'.

### **Literature Review**

According to Pelgrum and Law (2003) in the early 1980s, the term 'computers' was replaced by 'IT' (Information Technology) which mean a shift from computing technology to the capacity to store and retrieve information. Hence, the term 'ICT'

(information and communication technology) was brought forward around 1992 (Pelgrum, W.J., Law, N., 2003).

Another definition says that ICTs include the networks and services which affect the local and global accumulation and flows of public and private knowledge (Adeya, N.C., 2002). In addition, Adeya (2002) came forward with a simplified definition describing ICTs as an 'electronic means of capturing, processing, storing and disseminating information'.

The term ICTs involves multimedia, the Internet or the Web, as a medium to enhance instruction or as a replacement for other media (Pelgrum, W.J. Law, N., 2003).

### **Conclusion:**

In this Globalization area Computers and Internet as major Educational tools. In terms of using internet and other ICT as a resource for lesson preparation, most of the teachers interviewed, admitted to never or rarely using it, while very few used the internet to gather information sporadically or regularly. The teachers particularly felt that they had both access and training inadequacy and hence were unable to utilize internet and other facilities. More teachers were comfortable however, with using computers as an individual than as a teacher. A positive find is that all those teachers who are not well versed with the computer and other technology, expressed keen interest in undergoing training for the same. They felt that if trained, they would be in a position to make use of resources available in the College. Support of College administrators and, in some cases, the community, is critical if ICTs are to be used effectively. In addition, teachers must have adequate access to functioning computers (or other technologies) and sufficient technical support. In our educational curriculum and assessment tools, and providing more autonomy to local Colleges all contribute to the optimal use of ICTs in education. ICT useful to making a smart class room.

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## 39. Language Laboratory: An Authentic Tool for Teaching Language

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Language is not merely the medium of instruction at all levels of education it is the medium of growth. It provides the capacity for presentation and communication for intellectual life. At high level, language provides the medium of fresh and free thinking and research. The language laboratory plays an important role in the language learning process. This research paper discusses the various features of the language laboratory.

According to Wikipedia, the free encyclopedia (2009), “the language laboratory is an audio or audio-visual installation used as an aid in the modern language teaching. It was founded in 1972 in New York City with the purpose of providing language training and translation services to government agencies and private business.”

In the area of communication, the language laboratory has made a very big impact in that it facilitates communication effectively through the use of existing technologies. It makes the learning of all the aspects of the phonetics of a language like pronunciation, accent, etc easy. It provides learners with variety of model voices rather than that of the instructor. It also provides the opportunity for learners to converse with native speakers of the target language. The language laboratory also provides learners the opportunity of learning at their own pace. It helps learners develop good listening skills which aid the communicative process as they hear the correct language pattern all the time through their head sets.

According to Thayalan and Wilson (2007),

The language laboratory is very useful for assessing students’ speech. It provides students with the technical tools to get the best samples of pronunciation of the language (Target Language). The electronic device used in laboratory stimulates the eyes and ears of the learners to acquire the language quickly and easily.

Thalayalan and Wilson (2007) have identified four kinds of laboratories. They are:

1. **The Conventional Laboratory** which according them, is no longer common and is a primitive form of language laboratory. This type of laboratory has a tape recorder and a few audio cassettes of the target language to teach the learners. The tape is played by the teacher and the learners listen to it and learn the pronunciations.
2. **Lingua Phone Laboratory** which is an important on the conventional laboratory. Learners wear headsets to listen to the audio-cassettes being played. There is also an electronic device which functions both as a cassette player on the left side and as a repeater on the right side that helps one to record one's voice and play it back for comparison.
3. **Computer Assisted Language Laboratory (CALL)** where the computer is used to teach language.
4. **Multi-Media Hi-Tech Laboratory** where a lot of softwares like Renet, Aristoclass, Hiclass, globaring console ocl-908w, Histudio, etc exist and can be used in the multi-media laboratory.

#### **Advantages of the Language Laboratory:-**

1. It is a tool designed for teaching any language.
2. It helps one to learn pronunciation, accent, stress and all other aspects of the phonetics of a language.
3. Experts can utilize the laboratory for creating scientific and technical materials for teaching language.
4. Online course and paperless examination can be conducted through the language laboratory.
5. Learners participate in group discussions, mock interviews and make presentations or speeches in order to build confidence by using language effectively.
6. Remove hesitation from the student's mind.
7. Allows one to one interaction between the teachers and students.
8. The laboratory frees the teacher from certain problems of class directions and classroom management, enabling him to concentrate on the problems of individual students.
9. The students may hear the authentic native speech as frequently as he and his teacher desire.
10. It is easy to guide the groups by monitoring each student independently without disturbing the other students.
11. Increases the pace of comprehension as students coaching is purely based on the level of study.
12. The lab software is more attention enthralling for the students, where they are engaged with individual systems.

13. It can take the learners to become skilled at the language that they are learning.

#### **Main Objectives of Language Laboratory:-**

1. **Self-Learning:** The student progresses in a self-guided but structured and progressive training to achieve the goals and objective set by the school or educated body.
2. **Complimentary:** Language labs allow students to reinforce material learned in class by putting them into practice through interactive activities.
3. **Monitoring and Evaluation:** Teachers know the progress of each student and receive reports of strengths and weakness to better adapt the class activities.

Dr. (Mrs.) Noeen Khaliq (2009) observed,

#### **Requirements of a Language Lab:**

1. It should be multi functional class room that accommodates Language learning, multi Media presentations, self study session and even distance learning to provide value and flexibility.
2. The computer in lab should be loaded with specially designed language learning software solutions. Apart from attending structured class room sessions, students will have to undergo computer based learning sessions using the learning software.
3. Students' course should comprise of printed learning material and also Web ROM based material on compact disks. These CDs should carry the relevant content from the language learning software that can be used for self paced practice by students at any place where they can access a computer e.g. their home, hostel, cyber café etc.
4. The teacher should be supervisor of speaking abilities, a guide or a co-participant, rather than a class controller. The language tasks and activities envisage in the lab requires flexible class room format which is learner centered and task oriented.
5. The institution intending to set up a language lab should have the following know how to deliver the programme on it campus:
  - i. All key aspects of delivering the programme.
  - ii. Scientifically structured subject matter content.
  - iii. Session wise detailed trainer note.
  - iv. Assessment strategies.
  - v. Scheduling.
  - vi. Course management skills.

This know how should be in the form of comprehensive manuals that can be referred to in delivering the programme.

### **Role and Responsibilities of a teacher in Language Labs:-**

The role and responsibilities of a teacher in the language laboratories are actually very important. Language teaching cannot depend on technology alone. The teacher has to use his/her knowledge and skills to guide the learners towards the nuances of the language while using the software of the language lab as an authentic tool for better teaching experience. His/her role being a model to language learning, s/he should possess good linguistic competence, great understanding of phonetic knowledge. His/her proficiency in pronunciation should be ideal as a explaining and discussing language concepts to his/her learners. His/her responsibility as a facilitator to language acquisition and retention is too huge to simply leave the teaching-learning aspect to the context available in the form of software. H/she demonstrates the fundamentals in the classroom teaching scenario and establishes the learning on more permanent basis than by merely allowing them to use the concepts individually on the software. Evidently, it is the teacher who has to search for more effective ways of using the laboratory, and of applying new methods to teaching.

### **Conclusion:-**

The language lab is helpful tool for participating and assessing ones speech in any language. It allows the student to listen to model pronunciation, repeat and record their version, listen to his performance and compare it with the original file. Since it offers every learner to practice at his own pace without the assistance of a teacher, it is considered as the most flexible language learning option. Surely digital language lab can be recognized as the biggest investment and in education sector.

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## 40. Impact of Information Technology on Academic Libraries

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### 1. Abstracts:

*Today efficiency of library service is largely depends upon the information and communication technology (ICT). ICTs present an opportunity to provide value added information services and access to a wide variety of digital-based information resources to their clients. Further, libraries are also using modern ICTs to automate their core functions, implement efficient and effective library cooperation and resource sharing networks, implement management information systems, develop institutional repositories of digital local content, and digital libraries. The study endeavors to identify various components of ICT which are used or being used in libraries and information centers.*

**Key Words:** IT, Library Automation, OPAC, Networking, Digital Library, ICT based services

### 2. Introduction:

With the introduction of Information and Communication technology, libraries are expected to use several types of technology to provide information, more quickly and in greater volume than before. The advantage of IT applied to information retrieval is the speedy and local access to a much widespread range of library resources. IT has also made an impact on the alerting services, Electronic delivery of materials has also made a major impact on information service operations providing increased flexibility, customization of services and opportunities for entirely new types of services in the widespread information transfer.

During past three decades, rapid changes in information technologies have drastically changed the functions and activities of information professionals in

libraries. Most functions in modern libraries are being performed using software packages that are now available off-the-shelf. Several libraries have their catalogues available on the Internet with a web based search interface along with links to resources either acquired through external agencies or created in-house. Most libraries are connected to the Campus network and subscribe to electronic resources to serve the information requirement of their academic community. Several libraries have taken-up small-scale digitisation projects for part of their collection. The librarians and information professionals are required to develop skills that are required to use, develop and maintain IT-based services and products used by today's libraries. The article deals with new information technologies, their products, services and applications in libraries. It describes web-based library services (Arora, 2009).

### **3. Applications of ICT in Academic Libraries**

Now a days there are several information communication technology for various housekeeping, management and administrative functions of the library, different electronic and digital media, computer aided electronic equipments, networks and internet has provided significant role in retrieval and dissemination of information and playing an vital role for modernization of libraries main of them are:

### **4. Library Automation**

Automation is a process of using the machineries for easily working and reducing the human intervention in all the library services so that any user can receive the desired information with the maximum comfort and at the lowest cost. Major areas of the automation can be classified into two-organization of all library database and all housekeeping operations of library.

### **5. Library Networking**

Networking Connecting two or more computer to communicate with others and share information, software, peripheral devices, and or processing power. In other words networking means a group of Libraries and Information Centers are interconnected for some common pattern or design for information exchange and communication with a view to improve efficiency.

### **6. Library Management**

Library Management includes the following activities which will certainly be geared up by the use of these fast ICT developments, Classification, Cataloging, Indexing, Database creation, Database Indexing.

### **7. Digital Library**



A digital library is a [special library](#) with a collection of digital objects that can include text, visual material, audio material, video material, stored as [electronic media](#) formats (as opposed to [print](#), or other media. ), along with means for organizing, storing, and retrieving the files and media contained in the library collection. Using ICTs librarians are creating digital libraries, that is libraries where some or all of the holdings are available in electronic form, and the services of the library are also made available electronically – frequently over the Internet so that users can access them remotely (Rosenberg 2005:2). Digital libraries are made up of digital collections including document surrogates like bibliographic records and indexes in addition to full-text documents, videos, images some of which cannot be represented or distributed in printed formats. These digital works include both internal and external resources.

## **8. Management information systems**

In an era where libraries are faced with budget cuts and are also required to justify their existence, provision of up to date and reliable management information becomes crucial. ICTs are making it easier to collect and process management information across the entire library system and make such information/data available on demand. Modern library systems now integrate modules for the provision of management information to library managers.

## **9. ICT-Based User Services**

Some library users are adopting electronic habits, making increasing use of the new ICT including computers, the Internet, the Web, Intranet, Extranet and other technologies. As a result, library users are placing new demands on their libraries. They require access to the latest information, updated information resources and access to ICT facilities that they could use in their work.

### **9.1 Web access to OPACs:**

Libraries are providing access to web-based Online Public Access Catalogue (OPAC) interfaces. This is making it easier for OPAC users to learn and use these resources since they only have to learn how to use one universal access client, the Web browser.

### **9.2 Electronic document delivery:**

Libraries are implementing ICT-based interlibrary lending system using electronic networks to deliver copies of journal articles and other documents in digital format [Mainly in Portable Document Format (PDF)] to library users' desktops.

### **9.3 Networked information resources:**

Libraries are providing their users with access to networked information resources, i.e. databases, electronic scholarly journals, encyclopaedias, public government information, etc. provided by various publishers or suppliers.

#### **9.4 Information delivery to users:**

Library and information users are now getting access to electronic information resources from the computer desktops in the computer laboratories, internet cafes, offices and even at home. This is resulting in librarians and other information specialists investigating and implementing systems that can deliver customized information to users' desktop computer environment, irrespective of their geographical location.

#### **9.5 Online instructions:**

Libraries are also implementing online based bibliographic or library use programmes. These include online tutorials on searching online resources and virtual tours of library collections.

#### **9.6 Online readers advisory services:**

Libraries are implementing Web-based several of readers' advisory services and reference services. These include services such as informing users via the Web about new acquisitions, providing reviews and recommendations, providing facilities for readers to interest with the reference staff (Virtual Reference Desks), etc.

#### **9.7 Remotely hosted library systems:**

The Internet and the World Wide Web (WWW) have provided a different dimension to traditional library automation. Traditionally, libraries have installed automated library systems on computers located within their premises or those of the parent institution. This arrangement is slowly changing. Now it is possible for suppliers of automated library systems to host the system on their computers and allow libraries that either do not have an adequate ICT infrastructure or simply do not want to maintain their own system, to use the system. The libraries, using the Internet and the Web, are able to conduct library functions such as processing of acquisitions, cataloguing, issuing of loans, and provision of access to the OPAC, remotely, while the supplier of the system takes care of software upgrades, security, system management and maintenance. Remotely hosted library systems are also being implemented by consortia of libraries.

#### **9.8 Provision of value-added ICT-based information services**

Modern ICT tools, especially the Internet and Web based technologies, now provide libraries with an opportunity to offer library users with access to a variety of value added library and information services, including:

- Web-based Online Public Access Catalogues (OPACs)

- Networked digital information resources
- Electronic based interlibrary loan and document delivery services
- Online user education
- Readers' advisory and e-reference services
- Providing facilities for accessing information

## **10. Library Cooperation and Resource Sharing**

In the manual library environment, libraries contributed library catalogue cards to a central union catalogue, which could only be accessed by visiting the library or institution where it was hosted. Later, the use of computers made it easier for libraries to create and share bibliographic records in digital format. However, early automated library systems were generally incompatible and made it impossible to interconnect library online catalogues because of different system designs, use of proprietary hardware and software, database structures, command languages, search engines, and communication standards or protocols. This meant that if libraries were to share bibliographic records, they still needed to contribute their records to a central online bibliographic database.

## **11. Institutional Repositories**

Most of libraries have special collections of local materials such as theses and dissertations, research reports, examination papers, conference papers, newsletters and seminar papers, journal articles by academic members of staff. ICTs have made it possible to provide access to these resources in full text, accessed via the institutions' intranet, extranet or over the Internet. This is being done through Institutional Repositories (IRs).

## **12. Conclusion:**

Today computer and related technology has brought revolutionary changes in the whole world of information. This revolutionary change is also true in the case of academic libraries. Academic libraries can hardly function today without computers and information technologies. In the modern world the library an information professionals have been changed and adopted itself to the developments of information & communication Technology. The future will require the librarians to reorient themselves, think creatively and adopt new technology to generate services and resources where their skills of structuring and organizing resources are put to its best use. With myriad of disorganized and unverified information, the web is in need of librarians who are trained in the structuring and organizing information, have the ability to locate and evaluate information resources, and have in-depth subject

expertise. If the librarians are committed to sustain their roles as providers and facilitator of information in the emerging and competitive space of higher education, they would need to adopt new technology, interact with users to learn about their requirements and expectations.

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## 41. Use of ICT in Teaching ,Learning of Mathematics

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### Abstract

Now a day's life of every human being is surrounded by Information and communication technologies (ICT). The availability of ICT has changed the teaching and learning in mathematics. Today's generation of students are so familiar in usage of the information and communication technologies in their routine work, so that it is necessary to involve ICT in teaching ,learning mathematics to keep pace with technology and students. The aim of this paper is to study the effective use of ICT in teaching learning of mathematics and its barriers.

**Keywords:** Information and communication technology (ICT),teaching learning mathematics,Barriers for use of ICT.

### 1 Introduction

The developed countries are identified by its achievements in science and technology. In the recent years new technologies are investing in the cultural and social aspects of our life, they are such a great vector of communication for business and a fundamental tool for research. It is for this reason that the education system of countries that are

concerned about their development put great importance on the study of mathematics. The mathematics made a bad memory for the students who studied it with the rule, the compass, strenuous and repeated exercises. Information and communication technology should be integrated in the process of teaching and learning so that the classroom learning will be more interesting and effective.

Don Knezek, the CEO of the International Society for Technology in Education, compares education without technology to the medical profession without technology. "If in 1970 you had knee surgery, you got a huge scar," he says. "Now, if you have knee surgery you have two little dots." Einstein famously said that his pencil was more intelligent than he was meaning, that he could achieve far more using his pencil as an aid to thinking than he could unaided. There is a need to recognize that mathematical digital technologies are the pencils of today's and that we will only fully exploit the benefits of digital technologies in teaching, learning and doing mathematics when it becomes unthinkable for a student to solve a complex mathematical problem without ready access to digital technological tools.[1]

## **2 Use of Technology in Mathematics**

The literature reveals that various technology has been used in mathematics to reduce the time consuming routine work. Starting from magic slate, book, magic lantern, Blackboard, OHP, radio, Slide rule video tape, Television, Calculator, computer, Interactive Board, Apple I-pad all come under technology. Paper money and coins, beans, bears, buttons, and other small items are helpful for counting and computation skills. Straws, grouped by tens are great for teaching Mathematics. Geo boards are useful for introducing geometric concepts. Clinometers are useful for teaching and learning of Trigonometry. Recently Maharashtra Secondary School Board included some basic elements of ICT tool namely GeoGebra in its Mathematics Curricula. An abacus allows children to conceptualize math formulas by working with tangible objects. Visualization of teaching materials facilitates understanding in mathematics and the use of ICT tools facilitates appointed visualization process.

### **ICT in Mathematics Classroom**

The computer system not only provides access to the information and analyze this information but also facilitate the access to knowledge as a part of learning process. the computer provides access to different methods ,techniques, numerical computations ,graphic representation, acquisition and processing of experimental data .It allow classes in a profound transformation

of the pedagogical relationship(educational contract)teacher-student.for example the pro-jection of document for the whole class makes possible a collective e orts through appropriate software (spreadsheet,word processing,etc.)and can mediate the dual teacher-student relation-ship.



## 2.2 Tools for Teaching Learning of Mathematics

General tools for teaching and learning of mathematics are available in a variety of situation and subject domains.

- (1) Interactive Whiteboards: An interactive whiteboard that provides touch control of computer applications. These enhance the experience in the classroom by showing anything that can be on a computer screen. This not only aids in visual learning, but it is interactive so the students can draw, write or manipulate images on the interactive whiteboard.
- (2) Digital video-on-demand: Digital video eliminates the need for in-classroom hardware (players) and allows teachers and students to access video clips immediately by not utilizing the public Internet.
- (3) Online media: Streamed video websites can be utilized to enhance a classroom lesson

Software : There are various software developed so far according to the need of society .Research says that there are positive and negative gains from these softwares but most of the time they are too much handy for the learners of mathematics. Some of them are Graphic Calculators, Dynamic graphing tools (Geo gebra ), Dynamic geometry tools , Microsoft Excel / spreadsheet , Scilab, Mathematica

## 3 Impact of ICT in Teaching , learning of Mathematics

The use of ICT in teaching ,learning will enhance the academic achievements of students in mathematics in contrast to traditional method. Now a days calculators have become more advanced allowing users to do complex functions. On the basis of Becta's analysis, the use of ICT in maths can have positive effects in the areas outlined

below [2]

- (a) Technology speeds up the graphing process, freeing students to analyze and reflect on the relationships between data (Hennessy 2001)
- (b) Data is easily re-sorted and reordered in different ways, which supports the exploring of problems (Clements, 2000 )
- (c) students are guaranteed correct representations of their input data (Sivasubramaniam, 2000)
- (d) Computer algebra systems (CAS) can improve pupils' skills in unaided algebra and its understanding (Hennessy 2001)
- (e) Maths curriculum software has been shown to motivate both teachers and students, leading to a deeper understanding of the subject matter and enhanced learning opportunities (RM, 2001)
- (f) Used in conjunction with an interactive whiteboard, software can be used in whole-class teaching to overcome pupils' apprehensions, to reward them, and let them demonstrate their ability (Richardson, 2002)
- (g) Dynamic geometry systems (DGS) allow students to manipulate and measure shapes on screen, and have been shown to produce a higher level of learning among students (Clements, 2000)
- (h) When students understand the context of the figures used in graphing, they are more likely to understand the relationships demonstrated between variables (McFarlane 1995)
- (i) Portable equipment enables the study of maths to move out of the classroom and to incorporate field work investigations (Jarrett, 1998)

#### **4 Barriers for Use of ICT in Teaching, Learning of Mathematics**

The computer anxiety can be understood to mean an uneasiness of the mind caused by the apprehension of things going wrong when using computers. Working with computer seems like an area more prone to feelings of anxiety such as irritation, frustration and bewilderment because users have to deal not only with correct use of

software but at the same time be faced with technical computer problems. The research says that training may not be mitigating factor for computer anxiety. Many researcher argue that use of ICT have a huge potential in mathematics classroom, to help students to learn significant mathematical concepts. In case of Indian scenario following are some common barriers for the integration of ICT in mathematics .

- (a) Curriculum of the course is not ICT based
- (b) Awareness about the integration of ICT in teaching
- (c) Willingness of Teachers for use of integration of ICT
- (d) Curriculum does not allow enough time to integrate ICT in teaching
- (e) Technical support for the use of ICT from institution.
- (f) Infrastructural facility

## 5 Conclusion

Use of ICT in teaching ,learning of mathematics plays a vital role and many of teachers realize that it is useful in various ways while teaching in the classroom.ICT supports and enhance the ability of students to solve mathematical concepts. It also changes the way of thinking about mathematical problem. But there are some barriers for the use of ICT in mathematics classroom which can be overcome by giving training to the teachers, improving the use of computers in the classroom teaching.

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## **42. ICT BASED STUDENT MENTORING : A TOOL FOR STUDENT SUPPORT AND PROGRESSION**

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### **Abstract**

The role of faculty mentor is one of the nurturing and providing support for a student during the difficult academic transition period. The mentoring of under graduate students is not only done for improving the academics but also aimed at overall development of students personality. In the era of ICT, many tools are available for effective mentoring without face to face interaction, these tools are more effective and can be employed offline or online as per requirement of mentonee. In this paper the mechanism of mentoring through ICT is discussed.

### **Introduction :**

Mentoring of undergraduate students, like all academic and professional activities takes place in cultural social and political context that impact on institutional environment.

The effectiveness of mentoring depend on the relationship and involvement of both mentor and mentonee irrespective of gender, sociatal status, economic status and other factors.

### **Process of Mentoring**

Mentoring process strengthen the relationship that develop over time between a graduate students and faculty mentor who have a strong desire and interest in students educational and career goals.

Mentors are,

- i) Advisors with professional experience
- ii) Supporters for moral and emotional motivation and encouragement.
- iii) Parent guardian
- iv) Tutors.

**The process of mentoring involves following key aspects.**

- i) Students Welfare and Support
- ii) Career Counseling
- iii) Soft Skills Development
- iv) Students Quality Assurance cell
- v) Anti Ragging Committee
- vi) Anti-Sexual Harassment Cell.
- vii) Sports Committee
- viii) Cultural Committee
- ix) Placement Cell.
- x) Women Empowerment Cell.
- xi) International Students Cell.

All the above aspects are very important in shaping the personality of the student during graduation level. But sometimes it is very difficult for both mentor and

mentonee to devote more time for face to face interaction at institute campus in such a situation the mentoring can be done by using

- i) Offline ICT mentoring.
- ii) Online ICT Mentoring

Offline ICT mentoring can be done through.

PPT, SMS, Video, Animation, Simulation Graphical database, CD, DVD, e- mentoring material etc.

Online ICT mentoring can be done through.

Online video conferencing, Skypee, Facebook, Whatsaap, Instagram, e-mail, etc.

### **Steps Involved in the Mentoring Process :**

- I) Selection and Identification of students for formation of mentoring Groups
- II) Formation of students and mentor Group
- III) Opening Communication
- IV) SWOT analysis of all members of group.
- v) Action plan and design of activity calendar for effective mentoring
- VI) Design of group Home page for sharing the experiences and ideas as a part of mentoring online / offline.
- VII) Group Discussion sessions
- VIII) Performance feedback by the mentor after mentoring.
- IX) Remedial measures for improving the grey areas of the students.
- x) Evaluation of mentoring process for its effectiveness by using various statistical ICT Based tools.

### **Concussion :**



It is a institutions primary responsibility to solve and satisfy students various difficulties. Mentoring process plays vital role in solving students problems and also encourage them to involve in various academic activities. All Institutions must adopt mentoring process and make it more effective by using various ICT methods.

## 43. The Role Of Internal Quality Assurance Cell (IQAC) in Quality Enhancement Of The College

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### **Abstract :**

The rapid growth in science and technology has resulted into high rate of production of various brands with difference of degree in quality. Whenever quantity increases, it gives call for the quality in the worldwide market. Education too has competition amongst the graduates of Arts, Commerce, Science, Law, Medicine, Engineering etc. About 298 universities and 13,000 colleges are successfully imparting knowledge focusing the 'Intellect' but the other phases of his personality are not being developed simultaneously. Hence comprehensive quality assurance cell has to play the role for ensuring competency and competitive environment. The Internal Quality Assurance Cell is supposed to take some steps towards the quality enhancement chronologically.

### **Plan Of Action :**

The plan of action of the institution gives direction to the whole system of the institution. Human body with 'brain' doesn't suffice the needs of the age of technology. It is necessary to counterfoil the brain with the skilled hands. The preparation of the plan of action should be observatory to achieve the goals, visions and mission of higher education in the context of academic domains. The traditional pedagogics should be shifted from transmission of knowledge to skill and competency building. The new modes of instruction may harmoniously blend the pedagogy and pelmanism. In view of this, the IQAC can thoughtfully consider the following things while preparing the plan of action.

1. The geographical, social and economical background of the institution and the learners takes into account.
2. Identification of the needs of particular region where the institution is located helps at the curricular design level.

3. The insertion of the regional needs in the syllabus may create job opportunities at the local level.
4. As far as possible, students should get choice of courses/ programmes. There should not be rigidity of courses because flexibility is the need of the hour.
5. Specific programme may be offered by each academic department as well as support services.
6. The institute may offer multidisciplinary flexibility at the curricular level.
7. It is the faculty who has regular contact with the students. They know all about the students. That is why they should have their collective role in the plan of action. What is to be taught? Whom it is to be taught? Where it is to be taught? These are basic questions in the present system. The faculty through their class room experience can give a diagnostic plan which will cater the needs of the learners.
8. The management is expected to see the practicability of the activities undertaken under IQAC and make the necessary provision for funds to make future plan fruitful and highly successful.
9. The involvement of the stakeholders - academic peers from society, experts, teachers, students, parents, alumni etc. would be of a great advantage in the process of the preparation of the plan of action.
10. Infrastructure facilities add not only to an academic environment but also to quality of the college. In this respect

the plan of action aims at planning for infrastructure and learning resources.

All the efforts should go in the direction to make the student self-reliant, trained and skillful citizens. An attempt should be at the global level to make our young graduates conscious about the emerging trends in higher education all over the world. The emerging trends will be the indicators for the problems yet-to-be tackled. Finally the IQAC in college will analyse the problems and will come to the definite conclusion of the plan of action to be carried out in the future.

### **Implementation Of Plan :**

Any desultory activity doesn't work smoothly. The implementation of the action plan is a crucial factor which needs time-bound planning. Unless the academic calendar the institution cannot function and mobilise its activity within the specific time. Heretofore the objective was providing education to the masses but the time has come to access the quality. This can be done by introducing the innovative devices in teaching-learning and evaluation.

1. The academic calendar should include all the activities undertaken under IQAC. Monthly activities should be listed in the calendar.

2. The principal of the college is expected to check the execution of the activities day-to-day and make suggestions at the end of every week.
3. The traditional method of teaching for imparting knowledge should be shifted to skill lessons. Whenever the training for the teachers require at the curricular transaction level, the faculty of such training programmes be given to them.
4. The institution should have its unique action plan/The best practices may be borrowed from others but practice of it should be distinctive. The main weakness in the present system is that so many universities and colleges have more or less the same kind of practice in so many matters. We could get the various by-products though the basic material is same. If IQAC of every college tried its own practice even on the same activities but in different ways, the skills acquired by learners will have variety amongst them and they will produce distinctive products in the same situation.
5. The IQAC may bring variety in the various activities by facilitating the plan of action. The learners can do as the masons do with bricks. They have different shapes and designs though the bricks are the same for all. Can we do the same in our class-room? The IQAC can find out and trace the skills which work distinctively on the same matter.

### **Evaluation :**

Evaluation is indispensable for the sustenance of quality. All the affiliated colleges have annual or semester system for the evaluation and that too is written examination. There is little scope for practical and oral performance of the learners. The examination system has its fault but still there is no alternative to it.

The college can form its own internal evaluation scheme. The IQAC may introduce oral presentation skills, group-discussion, interview, book-review, film-review, role-play, scientific description, non-scientific description, artistic description etc for the learners performance. For the effective and the worth evaluation, the subject teacher must work hard without any prejudice. They know the academic performance of every student. They could give the correct judgment of their students. The IQAC may see the answer scripts already evaluated by the teacher concerned and observe whether the evaluation is satisfactory or not. There is need of national, panel which will try to bring all the systems of all the universities on comparable level. IQAC may give some of the following suggestions to the paper setters, examiners and moderators.

1. The oral tests should be introduced and their marks should be added to the marks obtained at the university examination. (Some universities have this practice.)

2. While setting the question papers all the universities give the option to the students. These options sometimes are just for the coverage of the syllabus. When the options are given one or more than one, some of them must have higher difficulty level than the rest.
3. The students attempting more number of the higher difficulty level questions and getting equal marks should be given top ranks. If ten students got equal marks, then the student dealing with more number of difficulty level questions should be given first rank.
4. It is necessary to redefine the term evaluation in the present context to make it more comprehensive. Some students read and write the things which are not meant for examination. Some have better performance in sports, cultural activities, community services, co-curricular and extra-curricular activities. The final result should be prepared by the consolidation of all these activities.
5. Quest for internal evaluation scheme is quest for new techniques of assessment of performance. Objectivity in evaluation will ensure better quality assurance and sustenance in higher education. A credit point system with grades is suggested for evaluation.

### **Institutionalisation :**

The institution must have continuously progressive in academic performance. The IQAC can play very significant role in the institutionalisation of the best practices started under its plan. The practices turned into habit mobilise the progress and makes the institution distinctive in its features, discipline and routine functioning. The IQAC may get the best practices institutionalised by accelerating the working of the institution.

1. Yet there is no teaching without teacher. It is true that the role of the teacher has been changing fast. Hence the teacher must keep himself update with changing phases as directed by the action plan of IQAC.
2. The institution gets name by its great teachers. The tradition of great teacher is an asset of the institution. The IQAC should have plan for the orientation and training programmes for the teacher for facilitating the curricular transaction.
3. The IQAC should adhere the mission and goals of the institution for the establishment of quality principles. Good library, good laboratories, good class-rooms, good faculty, healthy practices etc must reflect in their functioning that how they are good.
4. The search for quality, is an endless process. Every moment comes with novel ideas which are sometimes not accepted at the moment they are noticed. If good novel ideas are detected without delay certainly they take the acceptance at its top. The IQAC may find out such things to become initiator.

5. The collective impact of the institutional work can only lead the activities of the institution towards a good tradition. The IQAC may bring all the elements of the institution together harmoniously.

### **Dissemination :**

MoUs and linkages with other institutions, industries, firms, agencies etc. for a certain period for mutual benefits are necessary. The IQAC may establish linkages with neighbouring industries where students may go and take on-job training. Off-job theoretical knowledge does not help much in the real world. As far as possible the IQAC may have agreement with production, marketing, transportation departments of the industry where jobs are available. Even the hospitals do not need only doctors but also other support staff. The IQAC may direct the students to the big shops, transport agencies, hospitals where a large number of support staff is required.

The students are not happy with the present degrees they get by the universities. Unless their degrees are useful they can't learn enthusiastically. The teachers are supposed to work at three levels - teaching, research and extension. All the students do not have the same interest in learning. First of all the teachers must identify the special interests of the students and divide them into different groups or divisions according to their choice and interest. There is a need to have some research work on the interests of the students and the choices available to them. We all are a part of certain community. During the span of higher education both the students and teachers should have their concentration on the community in which they live. This will help to know the needs of the community and the services rendered for the community will lead towards the upliftment. Yet there is not any perfect ideal model which will work anywhere in the country. Different regions have different lifestyle and the adverse condition of the region make the people different from others. In a country like India it is necessary to have some different models which will work successfully for the sustenance of quality in higher education at national and international level.

In the present paper we have tried with our best to formulate an operational model for quality improvement of the / institutions imparting higher education in India. The IQAC in the college must develop such a system which will channelise the efforts and measures towards academic excellence. But the success of the IQAC in quality enhancement greatly depends upon active participation of all constituents of the institution and the mechanism and procedures for ensuring -quality in higher education.

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## 44. Teaching and Learning Physics in Digital India

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**Abstract:** Now a day everybody is saying we are approaching towards digital India, just by using ATMs, Swap Machine, Paytm, Bhim-app. etc. But is it possible to make digital India without making digitization of education. Still most of the teachers are using only black board and chalk for teaching. ICT has begun to have a presence but the impact has not been as extensive as in other fields. The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. This paper highlights the use of ICT especially Android mobiles in physics teaching.

**Keywords:** Teaching Learning physics, ICT, Android Mobile Apps.

### 1. Introduction:

Computers can be put to different types of use in teaching Physics which include, simulations, computer data acquisition, animation and many more. Educational software can be used to teach difficult concepts or observe difficult skills in Physics. There are some theoretical topics in Physics that are difficult to learn such as the working of transistors, inductors, transformer which computer animation can assist to learn effectively. There are many experiments very difficult to carry out in the laboratory due to its nature, such experiment could be simulated. Chain reaction and radioactive decay in nuclear Physics cannot be easily carried out in classroom

situation; students can still learn these topics by simulation and it will be real to them. Microcomputer can be used to acquire data from thermistor, photodiodes and pressure transistors (Wilson and Redish, 1989). Matlab is very good at solving student's problem in wave mechanics, electricity and magnetism, classical mechanics and atomic Physics. It can be used to solve problem of separating complimentary variables, simple harmonic motion, free and damp fall (Nguyen, N, Williams, J & Nguyen, 2012).

When it comes to presenting information in various ways such as text, picture, tables and graph, ICT is a powerful tool to be used, especially to visualize a complex process in Physics teaching. ICT improve student learning when they spend quality time working or practicing any skill already learnt in Physics. Teacher could be away from school and yet be in contact with the student by sending learning activities through e-mail. Social network and online chat are another means by which teacher and student can communicate. Both teacher and student can communicate together without necessarily be in face to face classroom situation through Internet. This could be done through Yahoo messenger or Skype; many Physics concepts could be learnt by student through these methods. This paper includes tools used for ICT teaching which are computer and mobile based. In the 2nd section I have discussed implementation of ICT in physics teaching and learning, in 3rd section Benefits of ICT to physics education and conclusion in the 4th section.

## 2. Implementation of ICT in Physics Teaching and Learning:

Though ICT teaching and learning is effective tool to understand difficult concepts in physics, its proper implementation is very important for its effectiveness, it requires, Learning resources, Institutional organization of learning and communication, which is described in tabular form.

Sr. No.	Categories	The applications of ICT
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1	Learning resources	
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	i) Educational software's	
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	(Mat lab, Mathematica, Veusz)	
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	ii) Distributed resources via INTERNET	
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	(E-books, PPTs)	
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iii) Video resources(Khan Academy, IIT Video Lectures)

## 2 Instructional organization of learning

- i) Software and technology tools supporting face-to-face lectures
- ii) Course management system
- iii) Computer –based testing system

## 3 Communication

- i) E- mail system
- ii) Websites offering communication options for the direct sending for e-mail and forms of structured communication
- iii) Software system for text based chat.

Table 1. Tools required for ICT teaching in Physics

### Mobile Based Teaching and Learning in Physics

Now a day near about every student has android mobile, this mobiles has facility of play store, if we see number of physics applications are present in it, this can be helpful to teacher to teach the physics concept to the student and it also help students to understand physics. Here I have mentioned some of this applications topic wise in Table 2.

Sr. No.	Topic in Physics	Android Mobile Applications
1	Gravitation	<ul style="list-style-type: none"> <li>i) Gravitation</li> <li>ii) Newton Ball</li> <li>iii) Gravity Boy</li> <li>iv) Crazy Gravitation</li> <li>v) Newton's Gravitational Apple's</li> </ul>
2	Elasticity	<ul style="list-style-type: none"> <li>i) Bending moment diagram</li> <li>ii) Shear forces bending moments</li> <li>iii) Bending moment calculator</li> </ul>

3 Optics i) Lens

ii) Contact lenses

iii) Optics

iv) Ray Optics

v) Glass

vi) Light Diffraction

vii) Diffraction Calculator

4 Fluid Mechanics i) Fluid Mechanics

ii) Surface Tension

5 Relativity i) General Relativity

ii) Special Relativity

iii) Relativity Ball

iv) Relativity of Space

v) Time Machine Simulator

6 Electrodynamics i) Electrodynamics

ii) Electromagnetism

iii) Electromagnetic Theory

iv) Electricity complete Review

7 Nuclear Physics i) Nuclear Physics

ii) Radioactivity

iii) Nuclear Physics Fundamentals

iv) Nuclear Energy

v) Particle Physics

vi) TAPAS Accelerator Physics

8 Quantum Mechanics i) Photoelectric Effect

ii) Photoelectric Effect Simulator

iii) Compton Effect

iv) Quantum Physics

v) Quantum Harmonic Oscillator

vi) Quantum Mechanics calculator

9 Physics Scientist i) C. V. Raman

ii) Homi Jahangir Bhabha

iii) Albert Einstein Biography

10 Electronics i) Electronics

ii) Learn Electronic Basis

iii) Electronics for You

iv) Every Circuit

v) Electronic Component Testing

vi) Electronic Component

vii) Digital Electronics and Logic

11 General Physics i) Basic Physics Study

ii) Physics Dictionary

iii) Solar Physics

iv) Practical Physics

v) Applied Physics

vi) Physics Formulas

vii) Mathematical Physics

viii) Lab In App Physics Demo

ix) Visual Physics

12 Solid State Physics i) Periodic table

ii) Solid State Physics

iii) Miller Planes

13 Astrophysics i) Planets

ii) Introduction to Astronomy

iii) E-Sky

iv) Daily Astronomy

v) Sky Map

vi) Planet Finder

14 Nanotechnology i) Nanotechnology

ii) Learn Nanotechnology

iii) Nanomaterials and Nanotechnology

Table 2. Android Mobile Applications in Physics

### 3. Benefits of ICT to physics education:

There are numerous benefits both physics students and teacher can derive from ICT when properly applied. Few of these benefits are highlighted below.

i) Most of the Physics concepts, laws and theories were learnt by memorization which can easily be forgotten by students; the use of ICT help student to learn them with ease and retain them in their memory for a very long period.

ii) It improves Physics students' participation in classroom activities.

iii) It helps both Physics student and teacher to gain access to current Physics references and standards.

iv) It enables both Physics student and teacher to exchange ideas, learning materials and teaching strategies quickly.

v) It helps both Physics student and teacher sustain and update their knowledge in Physics education.

vi) Knowledge is not static, Physics education changes every day and ICT will assist both student and teacher not to rely on obsolete information.

#### 4. Conclusion:

In conclusion, ICT is very good if fully integrated into Physics class; and it can improve student's academic achievement in Physics. It is found that when a material is presented to students under visual and acoustic form, the results are much better than in the situation when the same material is presented only under written form. Use of mobile applications in the class will create interest among the students, because they always want to play with mobile.

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## 45. Role of ICT in the Process of Teaching and Learning

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### Abstract

ICT enables self-paced learning through various tools such as assignment, computer etc as a result of this the teaching learning enterprise has become more productive and meaningful. ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teachers capacity and ability fostering a live contact between the teacher and the student through e-mail, chalk session, e-learning, web-based learning including internet, intranet, extranet, CD-ROM, TV audio-videotape. E-dusat technology has become very powerful media for interactive participation of experts and learners and it reaches the unreachable. Emerging learning Technology (ELT) of bogging, Integrated Learning Modules, a pod cast, Wikis, Enhancement of Browsers, e-learning, M-learning, U-learning have started making rapid strides in teaching learning processes.

**Keywords** – Web Browsers, Technology enhanced learning, self paced learning, Instructional software, Interactive learning, Integrated Learning Module, U-learning. E-learning, M-learning.

### Introduction

The world that awaits us is a world of huge technical change presently the world is inhabited by very large number of scientists and technologists and they are more than the scientist and technologist that have lived on it during the history of mankind. All developments mainly on the economic growth of the nation are based on updated knowledge and information into economic activity has resulted in a profound structural and qualitative change.

According to Dr Kastusiranjan one of the noted scientists of India has observed that global development over the past two centuries have already demonstrated that the central role of advances in science and technology and their applications in the social economic and cultural transformation of the world is tremendous. Human experience with technology is constantly evolving and is finding expression in myriad dimension. Technology has been affecting every part of human endeavor. India can

benefit for demographic dividends. India has 550 million below the age of 25 offers an excellent opportunity to become technical force. It is huge opportunity which unfortunately we have not fully tapped and transform our learning and teaching through ICT's in the knowledge based economy. The new ICT enables self-paced learning through various tools such as assignments, computer etc. as a result of this the teaching learning enterprise has become more productive and meaningful. ICT helps facilitate the transaction between producers and users by keeping the students updated and enhancing teacher's capacity and ability fostering a live contact between the teacher and the student through e-mail, chat session etc.

This promotes active learning, sharing of ideas, discussion and also provides immediate feedback. This activates paced learning and allows effective mapping of learning path ways. This requires high quality meaningful digital content to be made available to teacher and student. Teachers particularly should possess updated knowledge and skills to use the new digital tools and resources to help students achieve high academic standards. We definitely need a vision to equip our students to meet the emerging trends. The present high tech and competitive society will sustain only through the knowledge of ICT. ICT has the capacity to store, retrieve and process e-content both fast as well as accurate. ICT represents one of the current applications of technology towards teaching- learning processes.

According to UNESCO: ICT is a scientific technological and engineering discipline and management technique used in handling information in application and association with social, economic and cultural aspects. Various agencies like NCTE, SCERT, and IASES are being equipped with necessary hardware. NCTE is in the process of developing ICT based instructional packages for teacher educators. It would use ICT enabled learning which would bring in several innovations in teacher education.

We must empower our youth with the latest technology to tap the latest skills and hidden potential of our youth population. There is considerable hope that technology can expand and improve education in all levels with special reference to design and content of instructional materials, delivery, and assessment and feedback. In technology enhanced learning (TEL) teacher's role will be more challenging and definitely different from what is presently the traditional class room teaching. In the new role he will be more a director/coach or a facilitator, because the ET enhances the quality of teaching and learning by arousing inquiry, curiosity and exploration. ICT will afford opportunity to the individual for self-paced learning, which caters to learner's abilities and aptitude.

One of the major advantages of using ICT's in the class room has been to prepare. The present and next generation of students for a workplace where ICT's particularly

computers internet and others related technologies are becoming more and more important. These computer savvy and technologically literate students possess the desired competencies to use ICT's effectively. These knowledgeable persons possess the competitive edge in an increasingly uncertain globalizing job market. Along with the technology literacy development of specificity skills are also required. For well paying jobs specifically of skill is of the primary importance.

ICT which includes radio and television as well as other high technology newer digital devices such as computers and Internet have been treated as generally powerful enabling tools for educational change and reform. On-line teaching as innovative teaching has been accepted widely, which includes on-line net working, role of e-moderator, e-learning? Web -sites which are very popular with teachers and students are Google, Yahoo, Gmail, Rediffmail, and Wikipedia. The modern concepts of ICT have helped professionals to cope the challenges for digital information and technology through the development of digital literacy resources.

This can be built by:

(a) Acquiring Digital Media

(b) Buying Access etc.

The role of computers in Education computers is generally helpful for educational activity which requires significant interaction for that instructional software should be highly interactive. Interactive learning environments are called Intelligent Testing System. Because of their interactive capability computers provide individualized and self-paced learning. The use of word Excel, Access, PowerPoint, animation, graphics can be utilized to enhance the learning of content. Computers are good for explaining complex processes. Computer-aided learning is not a replacement technology but a complementary tool. Computers are useful for teaching, problem solving and decision making skills.

UGC has also initiated the process of computerization of University and College libraries providing internet connectivity and now through UGC-INFONET which is planning to provide those facilities like Excess to journals, CAL and E-governance to become reality. Electronic journal may be defined as any journal, magazine, e-zine, Webzine, news letter or type of electronic serial publication which is available over the internet and can be assessed using different technologies such as World Wide Web (WWW). From the year 1980 Gopher, ftp, telnet, e-mail or listserv a few publishers namely Elsevier, Academic, Springer etc had offered access to their on-line journals free of cost.

## ICTs and teaching methodology

In stereo type teaching, teacher uses different strategies to facilitate learning environment but with integration of ICT teacher can easily create appropriate learning environment to facilitate learning achievements. Machine instructions provide solution to problems therefore use if ICTs in education can modernize, develop and upgrade education system (Morrison at al., 1999). ICT has becoming part of teaching methodology as we are interacting with the applications of information and communication technologies and its impact on learning achievements (Dore & Wickens, 2004).

## Use of Emerging Learning Technologies (ELT)

We may have heard the names of following terms without understanding. Here are few ELT which are in use:

**Blogging:** A blog (a blend of the term web log) is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Most blogs are interactive, allowing visitors to leave comments. The ability of readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art photographs, videos, music and audio.

**Integrated Learning Modules:** - Availability of open source software has enabled development of content management system and learning management system such as a Module. Integrated Learning Module (ILM) is thematically focused classes, delivered primarily over Internet. The course content is integrated and comprehensive creating a unique perspective on course themes without the potentially repetitive requirements of separate stand-alone courses. Content and language integrated learning is an approach for learning content through an additional language (foreign or second language) thus teaching both the subject and the language.

**A podcast** A podcast (or non-streamed web cast) is a series of media files (either audio or video) that are released episodically and often downloaded through web syndication. The mode of delivery differentiates podcasting from other means of accessing media files over the Internet, such as direct download, or streamed web casting. A list of all the audio or video files currently associated with a given series is maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client application software known as a pod catcher that can access this web feed, check it for updates, and download any new files in the series.

**Wikis:** - Ebers bach et al (2006) note that the following basic features are common in

**wikis:- Editing:** - Most of the wikis use the same basic page editing function such as Text editing and image, table list hyperlink and file insertion.

**Links:** - Each article can be linked to other articles and thus form a new network structure.

**History:** - A function which saves all previous version or modifications of any single page. It allows tracking of the editing processes of an article since all changes have been documented.

**Recent changes:** - The features can provide a current overview of a certain number of recent changes to wiki pages or all changes within a predefined time period.

**Search function:** - Most wikis also offer a classic full text or title search for wiki pages. A well known wiki is Wikipedia ([http:// www. Wikipedia.org](http://www.Wikipedia.org)) online collaborative encyclopedias where anybody can edit update the site content as they see fit. The homepage of Wikipedia can be accessed easily on browsing the website.

**Enhancement for browsers:** Web browsers are adding functionality for their uses. Del.icio.us is a programme which helps you to favorite online and then access in another computer instead of a dedicated computer. Thus these are all additional plug ins that add functionality to the browser. Now it is an information technological era. The students are willing to learn new technologies like mobile phones, i-pod, i-phone, computer and internet. This is an era of technological creativity. To keep pace with latest trends one should make use of electronic technology in teaching learning processes.

### **Role of the Teacher**

**Teachers remain central to the learning process** A shift in the role of a teacher utilizing ICTs to that of a facilitator does not obviate the need for teachers to serve as leaders in the classroom; traditional teacher leadership skills and practices are still important (especially those related to lesson planning, preparation and follow-up).

**Lesson planning is crucial when using ICTs** Teacher lesson planning is vital when using ICTs; where little planning has occurred; research shows that student work is often unfocused and can result in lower attainment.

**Pedagogy Introducing technology alone will not change the teaching and learning process**

The existence of ICTs does not transform teacher practices in and of itself. However,

ICTs can enable teachers to transform their teacher practices, given a set of enabling conditions. Teachers' pedagogical practices and reasoning influence their uses of ICT, and the nature of teacher ICT use impacts student achievement.

### **ICTs seen as tools to help teachers create more 'learner-centric' learning environments**

In OECD countries, research consensus holds that the most effective uses of ICT are those in which the teacher, aided by ICTs, can challenge pupils' understanding and thinking, either through whole-class discussions and individual/small group work using ICTs. ICTs are seen as important tools to enable and support the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods.

### **ICTs can be used to support change and to support/extend existing teaching practices**

Pedagogical practices of teachers using ICT can range from only small enhancements of teaching practices using what are essentially traditional methods, to more fundamental changes in their approach to teaching. ICTs can be used to reinforce existing pedagogical practices as well as to change the way teachers and students interact.

**Using ICTs as tools for information presentation is of mixed effectiveness** The use of ICTs as presentation tools (through overhead and LCD projectors, television, electronic whiteboards, guided "web-tours", where students simultaneously view the same resources on computer screens) is seen to be of mixed effectiveness.

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## 46. HISTORICAL RESEARCH AND USE OF ICT

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Research process is become an essential element in modern education system. Every subject has a scope to undertake the research. Now it is not fully possible to come to a conclusion in the research process in a subject. It is also not possible to derive the conclusion in the research process in a single subject. The multidisciplinary research process is adopted in every faculty. The research process is become wide and spherical. The research process is a key process of overall development of a subject. The research process in history is also needed the multidisciplinary approach. As the research process is become unavoidable for all the subjects and faculties so that the use of modern techniques is also essential for the wide exposures of research process. The use of ICT is most useful for the research methods.

The use of ICT is most-useful for the research method in history. It is also used for the comprehensive research in history.

### ❖ Key words :

Historical Research ICT, Multidisciplinary approach, Comprehensive Research, PPT, GPS, Digitalization, Use of Internet, Search Engines, Data Compilation.

### ❖ Nature of Historical Research with ICT :

The historical research becomes more effective with the use of ICT. It is also seen that the use of ICT is proved most useful for the concluding part of the research. The speed and course of historical research is also became rather faster than the conventional method.

Here are some points which point out the importance of ICT in historical research.



#### ❖ **Scope of ICT :**

Information Communication Technology is a vital source of knowledge. Many techniques are available in this unit. It has every information about the every subject. In the historical research Historical places are depicted in various forms on the internet. With the help of ICT we can borrow all the information regarding the historical research.

#### ❖ **Use of PPT :**

It is also possible to present the research work in the form of PPT. At the many stages we can use the PPT to present our research work. In seminar, open defense of Ph.D. work, presentation of proposed research work in front of panel of experts. It is also possible to present our research work at any stages where even we feel the suitable place.

#### ❖ **Use of Internet :**

Internet is an mega event in the information technology revolution. It opens the all doors of the knowledge at a click only. On the various sites, Websites there are so many ready programmes and clips of historical places. It also gives information about the new addition of knowledge. In the world of internet we can surf anything about are research at any time.

#### ❖ **Use of Search Engines :**

In the surfing of internets and searching for the concern websites the various search engines are useful for our task. The search engines easily research the concern sites and destination. Many search engines are also has links with other. The use of search engines is effective in the historical research.

#### ❖ **Global Positioning System :**

Many times it is seen that the exact position of a historical place is not perfectly identified it is depend upon the researcher to find out the location.

Excavations, Caves, Dens, Temples these historical sources are must be confirmed on the GPS for the easier approach. GPS also useful to determine the historical places. GPS also useful for the progression of the conservation of the historical places.

#### ❖ **E- Library :**

The facility of e-Library most useful in the historical research. The references are to be taken from the e-Library for historical research. The e-Library is useful for the research because it is very easy to access and utility. The e-library facility is available at a click. It is highly enriched about the knowledge.

Considering all above discussion it is seen that, the use of ICT in historical research is very useful. The result oriented research is rapidly done with the help of ICT. The compilation of data is become easier with the help of ICT. The historical research is also useful for the origin of problem in historical research. The verification of hypothesis is also done easily with the use of ICT. There are so many techniques in ICT process to access easily. Digitalization of historical documents is become easier with the help of ICT. The places and events are important in the historical research. The use of ICT is now unavoidable in every research process. In historical research it is most useful and effective. The researcher should take advantages of the ICT in historical research

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## **47. “Best Practices of Teaching and Learning in Higher Education”**

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### **• Introduction**

This paper outlines recent developments of Higher Education (HE) sector which have implications for the ways in which learning and teaching are organized. In the first part of the paper, the contemporary student population is described and characterized as one which is diverse, client- and goal-oriented and strategic. Two models of teaching and learning are then presented: the first, a ‘deficit’ model, encapsulated by a teacher-centered and curriculum-driven approach; the second, characterized by student-centeredness and an understanding of learner and learning processes. It is argued that the latter model offers greater opportunities to promote effective learning since it incorporates a number of key elements which are relevant to the current student body and which offer enhanced conditions for learning. These conditions include an emphasis on interaction and dialogue in promoting learning, the value of experiential learning and the need for learners to reflect on learning.

### **• Students in Higher Education**

Students studying in the contemporary of Higher Education (HE) sector can be characterised in a number of ways, largely as a result of shifts in government policies and in more flexible programmes of study, such as policies which have led to widening access. Since the government initiative in 1999 to increase the numbers of students studying at universities from around 15% to 50% (by 2010), numbers (as a percentage of school leavers) have increased from around 15% in 1989 to more than 40% in 2006. There are significantly more students attending universities than there were twenty years ago; more importantly, the composition and characteristics of that student body have changed in a number of ways. Students now pay significantly more for their higher education than they used to and receive correspondingly less

in terms of financial support. This situation is set to change further from September 2006 when universities begin charging 'top-up' fees of up to £3,000 per annum per student. The net effect of these changes is twofold. First, students have higher expectations in terms of what constitutes 'value for money'. The notion of 'student as client' is already upon us: as from September, it is highly likely that students will expect more and be prepared to take stronger actions when they are not satisfied with the 'service' they receive.

Second, as a result of the increased financial burdens and reduced availability of grants and subsidies, most students are forced to take part-time jobs. The direct consequence of this is that students have far less time to devote to their studies – some estimate that this may be as little as 20 hours per week.

Furthermore, students in the HE sector expect to study less and 'get more' from their classes. This 'strategic' approach to teaching and learning means that students want far more 'hand-holding' and expect less self-directed studies than the students of ten or twenty years ago. Strategic approaches to study often result in 'surface' rather than 'deep' learning and may mean that key concepts are poorly understood. Many students now expect that their studies should be supported very strongly by what takes place in lectures; handouts, readings and online support are seen as being central to the study habits of most students. Few have the time or the inclination to 'read around' their chosen field of study, preferring instead to rely on what they are told or given by lecturers. In light of wider access and increased numbers, the current student population is no longer the homogeneous group it once was. Most pathways comprise students of very mixed abilities and from different social, economic and educational backgrounds. The net result is that university teachers are obliged to deal with much more diverse groups of learners and cannot 'assume' that students will have covered key concepts before taking a particular course or module. This situation is compounded by the fact that since the advent of modularization some years ago, students may experience 'gaps' in their knowledge. It is further exacerbated by the tendency (often on economic grounds) for university departments to prefer to offer the mass lecture of 200-300 students (or more) from a diverse range of abilities and backgrounds. In such large groups, students may become 'lost' or forgotten and struggle with the subject matter. More importantly, there is now sufficient evidence to confirm that the mass lecture, while being 'administratively convenient', does little to promote effective learning.

### • **A Deficit Model of Teaching and Learning**

One model of teaching and learning in higher education which was prevalent until comparatively recently is now presented. Under this model, there was a tendency to focus on individual learner differences and to characterize the 'good' or 'bad' student. The motto by university teachers following this model was almost always 'blame the student's', with a tendency to explain failure in terms of poor motivation, low interest, low ability levels and so on. Rather than seeking explanations by focusing on teachers, the tendency is to criticize and pass judgment on learners. Typically, teaching is by transmission: lectures are 'delivered' with little time for interaction, questions or digestion of new concepts and ideas, despite the evidence

which suggests that this mode of teaching is far from efficient. The aim is to ‘cover the curriculum’ rather than promote deeper understandings and generate interest in the subject-matter. The lecturer is seen as the ‘sage on the stage’ and all new understandings, skills and knowledge come from her, rather than from peers. This is a quantitative way of looking at teaching and learning, measured only in assessment terms: a successful university teacher is the one whose students gain high marks in their assessment rather than the one whose students are motivated, interested, or engaged with the subject-matter.

### • **An Alternative Model of Teaching and Learning**

The current trend towards student-centeredness has meant that the emphasis in higher education teaching and learning has shifted away from promoting effective teaching towards developing an understanding of how students *learn*. Owing to limitations of space, there is no scope here for a discussion on the relationship between learning and assessment. Instead, I consider some of the conditions needed to promote effective learning, irrespective of the assessment procedures used. I begin with a definition of what learning means in a HE context.

#### **According to Biggs:**

“Learning is a way of interacting with the world. As we learn, our conceptions of phenomena change, and we see the world differently. The acquisition of information itself does not bring about such a change, but the way we structure that information and think with it does...Education is about *conceptual change*, not just the acquisition of information”.

When we unpack this quotation, a number of issues emerge, each of which impacts on the ways in which teaching and learning are organized. First, there is the suggestion that learning is not a fixed concept, but one which is constantly changing over time and through ‘interactions’ with the world. Second, there is the idea that as students acquire new information, they change the way they think; ownership of new concepts and ideas arises through the process of acquisition and the changes that we undergo. This can be compared very closely to socio-cultural theories of learning and teaching which emphasize the social nature of learning and the role of language in that process. Third, there is, at least implicit, in the quotation above, the notion that new meanings are not simply transmitted through direct instruction. More, students pass through a number of stages in a process in which meanings are *constructed* in relation to previous knowledge, motives for learning, etc.

If we adopt this more fluid, dynamic view of what learning is, we can better understand the role of the university teacher in promoting the effective acquisition of knowledge and skills among students. It is clear that there are better or worse conditions for learning and that university teacher have an important role in bringing about those conditions. In the current climate, when account is taken of the nature of the UK student population, of its needs, expectations, constraints and so on, optimum conditions for learning occur when:

1. Understanding occurs through interaction
2. Experiential learning promotes deep understanding
3. Dialogue assists and shapes understandings
4. Learners play an active role in the learning process
5. Learners are encouraged to reflect on their learning

Each of these conditions will now be discussed and compared.

- ***Understanding occurs through interaction***

The role of interaction in teaching and learning has been documented from some time now. There are many educationists who argue that it merits active study since it reveals ‘what is happening’ when students and teachers come together and allows us to gain a closer understanding of those processes. Through interacting with others, students have an opportunity to work out new meanings, question established ideas, develop critical thinking skills, acquire the Meta language of their discipline and thereby become members of its discourse community. It is through the ‘give-and-take’ of the interaction that learners come to acquire new understandings, question old practices, make new hypotheses. There are a number of reasons for taking such a strong position on the role of interaction in a higher education context. Here, we focus on just two of them. Firstly, ‘interaction is the most important element in the curriculum’ ‘learning arises not *through* interaction, but *in* interaction’. As such, interaction needs to be understood if we are to promote learning. Further, there is increasingly a realization that the *teacher* has an important role to play in shaping learner contributions.

Second, ‘good teaching’ is concerned with more than good planning. According to Van Lier (1991), teaching has two essential ingredients: planning and improvising. The interactive decisions taken by teachers while teaching are at least as important as the planning which occurs before teaching. It is the ability of teachers to make ‘good’ interactive decisions rather than their ability to plan effectively which is being addressed here. Good decisions are those which are appropriate to the moment, not ones which ‘follow the plan’. Teachers may restrict or facilitate learning opportunities in their moment-by-moment decision-making, by asking closed rather than open questions, for example, or by constantly interrupting students. Recent research has shown that qualitative differences to learning through seminars can be made when attention is paid to movements between topics and by promoting interactional affordances. Current practices which promote interaction and encourage collaborative learning include project-work, problem-based learning, simulation and role play, interactive ‘windows’ in lectures, small-group teaching.

- ***Experiential learning promotes deep understanding***

When students are actively engaged in the learning process, it is highly likely that they will experience what Biggs refers to as ‘deep learning’. The suggestion is that learners learn best

when they are doing something which challenges them to think and to question. Understandings arise from problems which are both authentic and relevant to students, and when students are given an opportunity to work independently. The notion of *task* lies at the heart of this approach. Any task should engage students in some meaningful activity which results in the acquisition of new skills or knowledge and which promotes greater understanding. Tasks must be sequenced in a logical way which, while allowing flexibility of approach, must have a clear end-point. Typically, tasks should also promote additional key skills beyond the subject-matter itself. These may include things like communication skills, teamwork and the use of ICT.

- ***Dialogue assists and shapes understandings***

For many educationists, dialogue is central to learning: ‘much learning is an activity that occurs in and through dialogues. For others, dialogue allows the co-construction of meanings which is so central to the acquisition of new knowledge. It is only when students are able to discuss and comment on their work that their understandings are deepened and enhanced. Dialogue permits comment generation and hypothesis testing and allows students to both acquire new knowledge and comment on that knowledge, thereby attaining a higher level of understanding. Perhaps more importantly, it is only through dialogue (with teachers and peers) that students acquire the language of their discipline and become members of that community of practice. Arguably, learning to ‘talk the talk’ of history, computer science, maths or whatever discipline is at least as important as learning the subject-specific content. According to Musumeci, students of science who master and use its vocabulary and terminology from an early stage consistently attain the highest assessment scores. Within this process, teachers play a key role, seeking clarification when a contribution is not clear, paraphrasing a student’s contribution for the rest of the class, ‘shaping’ the language used by students and ‘scaffolding’ new concepts and language as and when necessary. Scaffolding is a powerful tool which, when used appropriately, can greatly enhance the learning process. Scaffolding involves ‘feeding in’ new language or ideas at a point where they are deemed to be needed. Allowing some degree of ‘struggle’ before scaffolding is important to the process and teachers need to resist the temptation to scaffold too early, interrupting a student contribution.

- ***Learners play an active role in the learning process***

In the type of learning environment being advocated here, learners play an active role. Indeed, their role is a more equal one than the one advocated under more ‘traditional’ approaches to teaching and learning. When learners are actively engaged and working on tasks, they must take responsibility for their work. This may involve group decision-making concerning the nature of a task, negotiating the approach to be adopted, considering the means of evaluating outcomes, presenting results to other groups. Throughout, learners must learn to work as members of a team, possibly involving other members from a related discipline, they must learn to take responsibility for their own actions and stand over decisions they have made. These key skills should reflect much of what happens in the workplace and result in a better preparation for the world of work.



The notion of learner autonomy has been with us for some time. Essentially, this concept rests on the idea that university teachers should be concerned to promote learner independence and to help learners achieve autonomy. Encouraging learners to reflect on their work, to evaluate their study habits, to write commentaries on their approach to, for example, an assignment, to enter into dialogue with peers and tutors are all designed to promote autonomy and to facilitate the kind of independent learning that is expected in HE institutions.

### • Conclusions

The changes which have taken place in recent years and which continue to shape the educational landscape of the Higher Education sector poses many new challenges for students and lecturers alike. Nonetheless, perhaps because of rather than in spite of these challenges, it is evident that there are unique opportunities for the enhancement of teaching and learning in the higher education sector. The current emphasis on student-centered teaching, on promoting interaction, and developing criticality all contribute towards improving the student experience and towards maximizing learning potential. It is anticipated that the present trend towards collaborative learning which emphasizes key skills will hopefully address a concern expressed by employers for many years by ensuring that graduates are better-prepared for the workplace.

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## 48. Important Role of ICT in Higher Education

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### Abstract :

One of the important factors that the recent world witnessed behind the so called phenomenon, 'explosion of knowledge' is Information and Communication Technology (ICT). Information and Communications Technologies (ICTs) are useful in education and learning especially for lowering overall costs and improving quality of the learning experience both on and off campus. Use of Information communications Technology (ICT) is the burning issue now a days in our teaching learning process. In this paper discuss important role of ICT.

### 1. Introduction :

Information and Communication Technology (ICT) is basically an umbrella term that encompasses all communication technologies such as internet, wireless networks, cell phones, satellite communications, digital television etc. That provides access to information. During the past few decades, ICT has provided society with a vast array of new communication capabilities and has fundamentally changed the way we live now. We find a world of difference in the practices and procedures of various fields such as medicine, tourism, banking, business, engineering, etc. as they operate now in comparison to how they operated two decades ago. In contrast, the impact of ICT on education in India, however, has been far less and slow. The ICT has become indispensable and will remain as such with the growth of higher education and the civilization in future.. We are living in a digital era. The educational systems and processes are greatly influenced by the incredibly rapid technological changes. The regulatory and assessment agencies in higher education in India are insisting on all higher education institutions – universities and colleges – to integrate information and communication technologies (ICTs) in all their educational and administrative operations. Every University is expected to have a policy for appropriate and effective use of ICTs. A policy approach to ICT use in university will be useful to assess the infrastructural requirements to provide word – class teaching and learning and allow learners to responsibly use the information around the world to optimise their learning.

### 2. ICT and Higher Education :

Higher education plays a pivotal role in the development of a country, as it is viewed as a powerful means to build knowledge based society. ICT also works for non-traditional students by providing internet based education to them anytime and anywhere and these internet technologies enables innovative ways of teaching learning. ICT is going to play a vital role in bringing about qualitative change in every aspect of our life in general and that of governance of education. ICT provides various opportunities to educational learners and make teachers aware of their new roles and responsibilities in teaching and learning process. The growing use of ICT will change many of the strategies employed by both Teachers and Students in the learning process. The role of ICT the educational administration is recurring and unavoidable. ICT has enabled us to monitor and evaluate what is learned, how it is learned and when and where learning takes place. The major benefit of ICT implementation in education is it extending courses of choice to students of different backgrounds cultures, perspectives. Learners are free to participate in learning activities at their convenience thought online technologies. The use of ICT to support students is becoming increasingly common place in the mainstream and specialist classroom. The value of using ICT is considerable and works on a variety of levels to support both teaching and learning. Furthermore, creative use of ICT in the classroom can promote inclusion and reflect cultural and linguistic diversity. Wholly funded by UGC, UGC – INFONET provides electronic access to scholarly literature available over the Internet in all areas of learning to the university sector in India. Yet another project to provide web based training is the (NPTEL), which is being funded by the MHRD. This was first conceived in 1999, to cover the way for introducing multimedia and web technology to enhance learning of basic science and engineering concepts was launched in September 2006. We are living in an information age where ICT occupies a prominent place in all our activities. Higher education institutions have begun using ICT enabled teaching but it is still only tip of the iceberg. It calls for a significant amount of investment and training of the teacher and staff of the institutions. The future of education will be greatly shaped by Digital Learning Courses and Massive Open Online Courses (MOOCS).

### **3. Massive Open Online Courses (MOOCs) :**

The term Massive Online Courses (MOOCs) was first introduced in 2008 by Dave Cormier to describe Siemens and Downes “Connectivism and Connective Knowledge” course. Massive Open Online Courses (MOOCs) are in a huge demand among the students, with majority of Indian students enrolling into foreign universities. As Coursers, a major player in the MOOC sector gets second highest enrolments from India. This is the right time to develop a strategy for launching MOOCs in India. A massive open online course is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, reading and problem sets, many MOOCs provide interactive user forums to support community interactions between students, professors, and teaching assistants (TAs) . MOOCs are a recent and widely researched development in distance education. MOOCs allow millions of people to take the same course at once from just about anywhere in the world. MOOCs (Massive Open Online Course) is a new form of Education for students who want to advance their skills at any level or cannot access traditional Education due to time, financial problems, geographic accessibility, disability or other reasons.

MOOCs truly take the advantage of the digital world and internet to deliver teaching and learning to large number of students. MOOCs truly take the advantage of the digital world and internet to deliver teaching and learning to large number of students. MOOCs open up higher Education by providing accessible, flexible, affordable and fast – track completion of universities courses for free or at low cost for learners who are interested in learning. The popularity of MOOCs has attracted a great deal of attention from higher Education institutions and private investors around the world seeking to build their brands and to enter the Education. Institutions will need to look more closely at and learn from the different initiatives outside traditional institutions that are developing new business, financial and revenue models to meet the needs of new groups of learners in open Education platform. The original aim of MOOCs was to open up education and provide free access to university level education for as many students as possible . In contrast to traditional university online courses, MOOCs have two key features (Wikipedia, 2012):

- i) Open access : Anyone can participate in an online course for free.
- ii) Scalability : Courses are designed to support an indefinite number of participants.

The following are the major MOOC providers :

edX, NovoEd, Udacity, Udemy, Coursera, Harvard Open Course , FX Academy, SWAYAM, Khan Academy, +Acumen, Academe, Academic Earth, Acamica, Alison, Allversity, Apna Course, Aquent Gymnasium, Box Hill Institute, C++ Institute, Canvas Network, Carnegie Mellon University, Commonwealth of Learning, Complexity Explorer, Digital Business Academy, Duke University, Edukart Open, ELD, First Business MOOC, Forum Academy, Future Learn.

#### **4. Increase of MOOC Courses in India and in other Countries :**

Every day in India 5,000 students are enrolled at University and 10 new institutions are opening their doors. In order to meet the course enrolment ratio from 19% to 30%. Decade ago the country has began using internet to distribute video and web based courses by the NPTEL (National Program to Technology Enhanced Learning). NPTEL has created more than 900 courses mainly in Science and Engineering. Thus, MOOCs has created an environment for the online learning. Stanford University started 3 courses in the year 2011. Later Coursera become very popular with partnership of Universities like Pennsylvania, Princeton University, Stanford University and the University of Michigan. Among them MIT created the MITx not – for – profit. Harvard joined the group renamed as edX. Later the University of California, Berkeley University and University of Texas joined them. In Malaysia Taylor's University in Mach 2013 offered first MOOC course and attracted 115 different countries, Indonesia also offer MOOC course with 20,000 students. UK Open University in the year 2012 offered the MOOC course. This was followed by the countries like Spanish, Germany, Ireland, France, etc. In Australia University of New South Wales (UNSW) and University of Tasmania are offering the MOOC course. Galileo University launched the first Latin American MOOC course.

## **5. Current trends in ICT :**

In 21<sup>st</sup>. Century education, the focus is on the relationship between teachers' beliefs, knowledge and pedagogic practice in the process of developing and adopting new knowledge and skills. Technology becomes a more prevalent part of the education culture with each passing year. We cannot ignore the impact of technology and the changing face of curriculum. ICT can enable new forms of teaching and learning to take place, they cannot ensure that effective and appropriate learning outcomes are achieved. Online resources widely help the teacher to enhance the knowledge and this is the platform where one can get much information. Now, it is the responsibility of the teacher to extract best from the bulk material. One can get millions of information from a single click and out of that millions of information you have to choose best durable and comfortable at every aspect. More recently, technology has drastically changed how students learn in and out of the classroom. Teachers can no longer pretend to have all of the answers because students have an immense amount of knowledge at their fingertips with the internet. Whenever we are talking about the using ICT in the era of education. The big question arises in the mind that the ICT must be for the learner only and they can benefit more than the traditional method of teaching. ICT and its utilization is increasingly becoming a part of everyday operational activity in learning institutions and their importance cannot be overruled. Information and Communication Technology (ICT) is playing a vital role in distance learning to meet the requirements and expectations of the learners in large scale. The concept of classroom, mode of teaching methods, format of texts, patterns of examination etc. are changed due to intervention of ICT. We are living in the technologically advanced age. And while everyone is making hue and cry on quality degradation, ICT as a tool can help to maintain the strength of all quality indicators. State Government of Maharashtra is a leader of telecommunications services and is home to over 20% of the broad band subscribers in the State. Government announced its first ITES policy in 1998 followed by in 2003 and then in 2009 for the development of infrastructural facilities, economical, gain and IT parks facilities. It consists the software hardware services for the industries, environment. It supported services like data conversion, data entry, data processing, digitalization, audit, data bank, medical transcription and legal data based provides, application services providers, web design and website services etc. A Steering Committee on Information and Bio – Technology was also formed in 2002 to create IT in the state. Today there is a need of companies and professionals who provide e learning services for major corporations. So, there should be methodology development, development tools, LMS / LCMS, Training and Skill development as well as Mgmt Virtual .

## **6. Tools of ICT :**

There are various ICT tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Radio, T.V. Internet, Mobile phone, Computer, Laptop, tablets and many other hardware and software applications. Certain ICT tools like laptops, PCs, mobile phones, and PDAs have their own implication in Education. These devices can be used in imparting education and training for teachers and students. Many of the ICT tools are much hyped but have not given fruitful results till now. Use of radio of



pedagogical practices has been very much popular in past and is still in use in India by IGNOU. Now a day's globalization and technological changes are coming in various sectors in the most of the countries along with record hi-tech advancement and communication. The education sector is one of which is also changing and modifying in that way. It is one of the main goals of ICT. It very much facilitates the acquisition of new knowledge; offer developing countries record opportunities to enhance educational systems, improve policy formulation and execution. The new communication technologies promise to open access to knowledge in ways unbelievable not long ago. A centralized class can be organized and with the help of satellite, this class can be attached with all classes across the country. Gyan Darshan and Gyan Vani like initiatives have been taken long ago. We should try to further strengthen ICT based initiatives. ICT can play an important part to solve problem related with book distribution of availability. We can create a soft copy of books and either it can be distributed or sent through internet and make availability sure on every child's desktop. ICTs are a major factor in shaping the new global economy and producing rapid changes in society. ICT enabled mass media plays as an effective tool of communication and this communication further plays as a powerful means to deliver vast number of educational activities in many ways. Utilization of the potentialities of ICT can certainly help in improving the quality of classroom transaction. Teachers can utilize ICT tools to get benefits from using these tools in the areas of content, curriculum instruction, and assessment. ICTs include fixed – line telephony, mobile ICTs provide an array of powerful tools that may help in transforming the present isolated, teacher – centred and text – bound classrooms into rich, student – focused, interactive knowledge environments.

## 7. Conclusion :

ICT can help in enhancing the quality of education through blended learning by supplementing the traditional talk and chalk method of teaching. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research. Information and Communication Technology (ICT) has become an integral and accepted part of everyday life for many people. Technology is increasing in importance in people's lives and it is expected that this trend will continue to the extent that technology literacy will become a functional requirement for people's work, social, personal lives, and education. The creative uses of Information and Communication Technology (ICT) in education the capacity to increase the quality of people's live s by enhancing teaching and learning. Hence ICT plays effective role in Higher Education.

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## 49. “Insights into Innovative Classroom Practices experimenting with ICT”.

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### ABSTRACT

This paper mainly focus on Insights into Innovative Classroom Practices experimenting with ICT and also draws on the literature of transformational leadership and learning organization with a concern to foster innovative changes in classroom practices. Based on the understanding that effective use of ICT has to be construed in the pedagogical and organizational context, this study focuses on the impact of the relevant contextual factors on teaching and learning, and how these factors interact with each other, in particular the relationship between technological innovations and pedagogical innovations. By adopting a qualitative case study approach to examining the impetus for change, four different types of ICT implementation strategies have emerged from the schools in Maharashtra and Gujarat, the technologically driven type, the pedagogically driven type, the balanced type, and the uncoupled type. Those schools which have realized changes in classroom practices are characterized by ICT-pedagogical innovations.

### Keywords

Leadership, ICT implementation strategies, Technological and pedagogical changes, Innovative classroom practices, MH2, GJ2,.

### Introduction

The ongoing, unprecedented growth of information and communication technology (ICT), coupled with the globalization of the economy, has created a huge challenge for education. The implementation of ICT is in the forefront of education reforms locally, regionally, nationally and internationally. This divergence directs us to explore how different visions and strategies relate to different classroom practices and learning outcomes in the process of implementing ICT in education. With a prior concern with the implementation of ICT at school and classroom levels, the study addresses the following questions:

1. What are the impacts of ICT on classroom practices (modes of teaching and learning) in different schools within and between Maharashtra and Gujarat?
2. Maharashtra and Gujarat? How may these differences be explained?

### **Methodology**

The present study is mainly based on secondary data which is gathered from various book, and articles. for the observation of ICT in class room. A qualitative case study approach is adopted to gain a deeper understanding of infusing technological innovations and pedagogical innovations in a sample of schools in Maharashtra and Gujarat.

### **Instrumentation**

Lesson Observations

Interviews

Focus-group Interviews

### **Technologically driven strategies**

Technological innovations have created the needs to learn new pedagogies among teachers. Nevertheless, neither the technological nor the pedagogical innovations had prominent impact on shifting teaching and learning towards a student-centered approach. Apart from introducing technological innovations into the school, the principal in GJ1 also served as the main impetus in terms of building a climate for collaboration and experimentation. In the case of HKS1, the climate was built more spontaneously among teachers with the assistance of technological innovations.

### **Pedagogically driven strategies**

The ICT implementation strategies emerged from MH1 and GJ2 are pedagogically driven (Figure 3). In these schools, pedagogical innovations have created the needs to use technological innovations among teachers. In terms of the impact on teaching and learning, pedagogical innovations assume a leading role, and technological innovations are not critical in reshaping the delivery of instruction.

### **Balanced strategies**

Experimentation naturally evolved from the teachers' experience of using ICT, with only partial intervention from the leader. With a marked degree of autonomy and flexibility in their

instructional approaches and use of ICT, some teachers were able to integrate technology into pedagogical innovations to reshape the delivery of instruction.

## **implications**

### **Impacts of ICT on classroom practices**

The findings indicate that ICT has made a positive impact on changing the modes of teaching and learning in classroom practices from a teacher-centered approach to one that is student-centered, irrespective of region, school level, and type of school (MH2, MH2, GJ2 and GJ2). Yet, it may be argued that ICT has impacted on the modes of teaching and learning across all the case schools, if the analysis extended to out-of-class activities (e.g. extra-curricular/co-curricular activities and special programmes).

### **Pedagogical beliefs and roles of ICT**

For those schools which have adopted a more student-centered pedagogical approach in classroom practices (MH2, MH2, GJ2, and GJ2), the teachers generally shared a vision on inquiry and collaborative learning. They also believed that ICT played an important role in transforming classroom practices with new learning experiences, except the case of GJ2, where most teachers attached high importance to pedagogical innovations. To the mind of these teachers, ICT was a useful resource for designing student-centered activities, but not a very critical tool to transform teaching and learning. Of the four schools without any important changes in classroom practices, the teachers in general acknowledged the benefits of inquiry and collaborative learning; but they were bounded by the tight study schedule in preparation for the public examinations. At the same time, very few of them recognized the important role of ICT in transforming classroom practices in terms of providing new learning experiences.

### **Emergence of ICT implementation strategies**

Of the four kinds of ICT implementation strategies, those schools which have adopted balanced strategies (MH2, MH2, GJ2) all realize positive changes in classroom practices from a teacher-centred approach to a more student centered one. On the other hand, those schools which have adopted technologically driven and uncoupled strategies all fail to bring about any changes in classroom practices. For those schools using pedagogically driven strategies, only the one which is stronger in pedagogical innovations could experience real changes in classroom practices (GJ2). It seems that the presence of ICT-pedagogical innovations is critical to creating genuine changes in classroom practices. Successful integration of technology into pedagogical innovations is obvious in schools

adopting balanced strategies. For the case of GJ2 with the adoption of pedagogically driven strategies in the first place, the integration of technology into pedagogical innovations has proved to be possible.

## Models of innovative classroom practices with ICT

Two models of innovative classroom practices mediated through ICT have emerged from the data: a balanced model and a pedagogically driven model. Those schools which have realized changes in classroom practices are characterized by ICT-pedagogical innovations. ICT, leadership and the climate for collaboration and experimentation are two main factors that facilitate the integration of technology into pedagogical innovations. Leading role in pedagogical innovations, the climate for collaboration and experimentation was in fact the result of teacher collegiality within the established learning environment.

### conclusion:-

The overall observation of the study ICT is a new instrument for innovation of class room teaching, with the purpose of gaining insight into the implementation of ICT at school and classroom levels, the recruited sample population represents schools that have demonstrated positive changes in teaching and learning as a consequence of using ICT. In this exploration, the relevance of our case studies should be understood as illustrative rather than definitive. Admittedly, more research will be needed to shed light on the larger pictures in Maharashtra and Gujarat. The claim, however, rests on the overall consistency in the school-specific findings across the data sources. A consistent pattern with small samples of data cumulatively indicates a wider general tendency. The general perspective indicated by our approach to the empirical problem may reveal underlying processes for future interpretations.

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## 50. Random Reflections on Need of Transforming Higher Education

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Aurangabad.

Mumbai University made headlines in media this year. The experiment made by the university was a great disaster which highlights weakness of Higher education system in India. Recently on 24<sup>th</sup> Aug 2017, TOI reported with the heading “Trying our best to declare results by Aug 31: Mumbai University to High Court” this was the coverage of the news relating to the petition filed by certain students that the results are primarily delayed due to technical glitches faced by the university in law online assessment system implemented this year. Honorable High court has questioned ‘what went wrong?’ It is alleged that the decision of management council and especially of VC to go for online assessment system is the root cause of this fiasco. Was it the wrong decision? NAAC has accredited this university with ‘A’ grade. The university is recognized by UGC with potential for excellence.

Dr. Babasaheb Ambedkar Marathwada University introduced common entrance test for all PG courses this year , the way in which this test was conducted, admissions given , list prepared everything was muddled. Ultimately VC made a public statement that they have cancelled the whole process of CET and now colleges are at liberty to give admissions according to their respective intake capacity. This is the state of affairs of another A Grade university. Similarly another so called innovation which is introduced last year as one of the mandate of the UGC is introduction of “Choice based credit system” for all courses. This is also an attempt of the university to sale old wine in new bottle. No homework is done by the authority, colleges are in utter confusion, only appearance of marks memo is changed. Course structure, syllabus, exam pattern remains as it is. Eyebrows are raised. Where the fault lies? This requires self-analysis by every stake holder. In the backdrop of Mumbai University experience it is necessary to see that whether revised criteria which are newly adopted by NAAC, will it be able to improve quality of higher education in real sense or it will be just another ritual or an empty formality far from the reality.

The press note released by NAAC which introduced new methodology states that “Taking cognizance of changing trends in higher education and aligning the reforms and rapidly transforming global education scenario, NAAC has embarked in revising the

Assessment and Accreditation (A&A) methodology.” It is reported that this new QIF system is developed after various rounds of discussions and deliberations, pilot study is conducted responses are gathered and after that the decision of revising the methodology was taken. If NAAC adopts this thorough procedure is it not expected that even universities and colleges shall also take such decision only after proper homework? The new experiments shall be done at the beginning on smaller scale. They shall be tested and after observing results they are to be implemented at larger scale. If this process is to be adopted it requires time, but according to present system every year IQAC has to state future plans, action taken and outcome of it. This has resulted in practice where new practices in the name of innovative practices are adopted, implemented and reported. Very rarely difficulties are communicated; this creates ‘all is well scenario’. Technical hitches are neither introspected nor are steps taken to overcome it.

It is said that objective of NAAC revised criteria is to make the whole A&A process more robust, objective, transparent, outcome oriented and stake-holder friendly. There is change in the process so that NAAC could fulfill its obligation which it has shared through Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education.

Highlighting importance of higher education in 21<sup>st</sup> century, Incheon Declaration facilitated by UNESCO states that “We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfillment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.”<sup>26</sup>

Education is concerned with the development of the whole person. In this sense personality development is the aim of all education. We do not want our people merely good workers; we want them to have certain intellectual abilities so that they can perform problem solving tasks. We would want them to have certain positive attitudes and a well-defined system of values so that they contribute to the development of the kind of society we have in mind. We would want them to perform skillful physical activities so that they excel in the use of the body temple. We would like them to be good at dealing with each other and live harmoniously as social human beings. Finally we would also like them to be creative and independent human being. This is the purpose of education<sup>27</sup>.

Twenty first century has transformed every society into a globalized society. The transformation has made our society a knowledge society which is interlinked with knowledge economy. This has influenced the higher education system in India. Present system of tertiary education which was suitable and was able to cater needs of era of industrialization needs overhauling in the light of globalization.

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<sup>26</sup> Bengaluru Statement 2016 on Next-Generation Quality Assurance of Higher Education:

<sup>27</sup> Prakash M Deshpande, Instructional Systems Design YCMOU post-graduation programme module 1.

Present society needs skill based programs. The aim and objective of these programs is to develop workplace skills such as team work, self-direction, taking learners outside the classroom, students are to be trend to face the challenges positively. Increase in number of suicides by teenagers, increase in number of drug addictions in university students and reduced age of victims of blood pressure and diabetes patients, depression, insomnia and other psychological disorders indicate that somewhere we are going wrong. Though this is primarily responsibility of the parents but still it is also the responsibility of higher education institutions that they shall foster various life skills among their students whereby they shall be able to deal with their emotions and are able to withstand with the challenges of life.

Employability is another goal which is to be achieved by HEIs. Present higher education is totally theoretical which is no longer suitable to meet the need of 21<sup>st</sup> century. Since higher education which is purely based on technical contents is no longer considered adequate it is necessary to establish a link between higher education and practice. Instructional system, curriculum and syllabus shall be drafted in that fashion. This is also one of the query always put forward by NAAC, in revised methodology NAAC has reduced the weightage for affiliated colleges on this count. But this is not going to solve the problem. It is the prime responsibility of the affiliating university to periodically revise the whole curriculum. DR. BAMU has not revised LLB syllabus since 2003. If this is a state of affairs for professional course like law, how we are going to cope up with new challenges? What is required is to restructure the study programs. Modularization i.e. preparation of complete modules which will consist of theory as well as professional skills is necessary. This will help students to choose module according to their need this can “choice based credit system” in true sense. There is no change in structure of the course, nor pedagogy is changed but to cope up with challenges of globalization UGC has given mandate to introduce choice based credit system and we have followed that without bringing any other change. Is that what NAAC requires and expects? We will be writing in reports that we have adopted new system as per UGC norms. Whether new methodology is able to take cognizance of this irreconcilable difference, is there any means to check reality?

Lifelong learning stands for further qualifications which employed persons acquire independently and for which universities offer demand-driven qualification programmes, a process which increasingly blurs the borders to traditional subject studies. The notion of lifelong learning is to enable and widen participation in higher education regardless of age, status, or gender. In India “need of the hour is to transform the unproductive human resources to productive human capital”

Main aim of education is to develop intellect and the mind - mere spreading of knowledge won't do. Purpose of education shall be to widen the horizon of mind and intellect. This can be done only if we are adopting new pedagogy which is not restricted to classroom teaching and lecture method. Following are some of the suggestions to improve the system-

1. Re-structuring of study programmes. Introduction of various modules so that students can exercise their choice.

2. Introduction of the programmes that are flexible in duration i.e specific number of modules can be chosen by the students , specific time duration shall be specified by the universities within which student shall complete the modules which he has chosen. This will bring flexibility in studies.
3. Internationalization of the curriculum to ensure international competitiveness is nurtured among students and they are well equipped to face challenges of new world.
4. Intensive use of IT in teaching learning process. Virtual classrooms can be one of the solutions for this. Virtualized teaching will need appropriate infrastructure, which is regarded as the responsibility of institutions. But they require help from government for development of this infrastructure. Government initiative and special help from UGC grants is the remedy for this problem.
5. Research activities shall also be given new look , instead of individual research restricted to PhDs and publications, writing of books etc. focus shall be on research-driven teaching and pedagogy shall be tuned to that effect.
6. Apart from providing scientific training in a given subject, study programmes must meet differentiated social requirements and convey technical skills which higher education has not offered so far.
7. Classroom lecture and book dependency shall come down.
8. IT infrastructure shall be given more weightage

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## 51. Quality in Higher Education in India and the Global Scenario

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### **Abstract:**

The higher education in India is facing unprecedented challenges in the wake of Globalization and Privatization. With a considerable spread of education in the country, millions of young graduates are churned out every year from colleges and universities and standing in the unending queues for employments. Contrary to this the private service sector and industry is facing a great scarcity of suitable employable candidates and is in constant want of young graduates with desirable level of knowledge and skills fit for their purposes. In this way, there exists a kind of paradox about education and employment market. In the midst of these pressing demands from job market it is quite mandatory for all those involved in higher education to take initiatives to bridge the gap between academic knowledge and practical wisdom and employability skills of our graduates. Various regulatory and controlling bodies from union and state governments have taken initiatives in this respect. This paper attempts to touch upon certain key points in respect to enhancement of quality of higher education and employability of the students. A sincere effort is done to put forth for due discussion some measures pertaining to quality enhancement in the context of the global job market.

### **Introduction:**

The higher education worldwide is at crossroads where the whole education system is called upon to rethink and redefine its motives and invent for it better tools to meet the rapidly changing demands of the new hi-tech universe. At present 'globally, 73 million young people are looking for work. Yet, millions of vacancies remain unfilled. In May 2015, five million posts were in the US while more than eight million were looking for jobs there'<sup>1</sup>. The statistics offer a grim picture of the world job market. Universities around the world are producing qualified young graduates but employers say there is an acute shortage of skilled workers. For employers, a college or university degree and certification is no longer the only criterion that counts. So the question arises what "quality" are employers really looking for? What is their definition of employability? And what are the educators' perceptions of the quality in higher education?

### **Conceptualizing Quality in Higher Education:**

Quality, as a measure of level of standards and degree of excellence in anything, calls attention to certain desirables so far unattained. In fact, it is rather difficult to define the quality in educational institutions. Such measures in education naturally differ from industry and other service sector. In an educational institute quality implies a quite different set of desirables assuring the expected out-put at all levels- individual, social, national and universal. University Grants Commission and National Assessment and Accreditation Council have laid down various norms and measuring tools for the quality of HEIs across the country. Their initiatives so far have reaped really appreciable results in creating awareness about quality in all respects in the education institutions and the stakeholders at large. However, the traditional determiners of quality like internal resources, learning infrastructure, rich libraries, good passing percentage of students, research output of the faculty etc. are found no more useful in the new scenario.

### **Shifting Paradigms:**

The UGC has acknowledged, quite in time, the need to emphasize vocational education and industry training when it published its 12th Five-Year-Plan in November 2011. The Chapter 8 'Vocationalisation of Higher Education' states -

'Complaints are often heard that universities are not sufficiently vocational. In particular, that educated university graduates do not fit easily into the developmental activities of the state and the society; the courses that are taught are not relevant to the requirements of the productive sector.'<sup>2</sup>

The Government, on its part, has increased the budgetary provisions during recent decade for implementation of several technology initiatives like National Mission for Education through ICT (NMEICT), National Programme on Technology Enhanced Learning (NPTEL), National Knowledge Network (NKN) and establishment of new Model Degree Colleges in educationally backward districts (EBDs). As a result of extensive incorporation of ICT enabled learning resources '(T)he Indian higher education system has undergone a massive expansion to become the largest in the world enrolling over 70 students. Such expansion would have been unimaginable without the extensive use of ICT tools. ...Online platforms and ICT tools have helped take higher education to millions of deserving students in far-flung areas who would otherwise have no access to university education.'<sup>3</sup>

Therefore, a new set of quality measures are to be applied to assess the quality of the academic output of the colleges and universities in terms of 'Skills and Competencies' developed by students through the courses offered. The modern global job market and world of trade and commerce expect these developed competencies which need to be addressed in the curricula of the degrees.

At the same time, an assured and set mechanism to monitor and execute it with an expected 'Academic Excellence' acquires more importance as a measure of quality in higher education. Each factor involved in the field need to acknowledge it and make collaborative efforts to achieve this academic excellence.



Increased 'Participation of Students' in the quality management systems of may help the education institutions improve their quality and make them more and more transparent and student oriented.

A newly initiated and more specific tool of quality assessment is stakeholders' feedback. The National Assessment and Accreditation Council, in its new methodology, has introduced 'students satisfaction survey' (SSS) to be carried out online for the more realistic and objective assessment of the institutional performance.

Other quality measures like ISO, QMS are equally desirable and may add to the quality of services provided to the stakeholders in the institutions of higher education.

### **Conclusion:**

With added impetus of technology the Indian higher education is rapidly expanding itself. The National Assessment and Accreditation Council have adopted many new quantitative and qualitative metrics in their revised assessment and accreditation methodology. This is a more welcome move in motivating and leading the higher education institutions in the country towards raised quality standards and thereby achieve the national goal of creating not only more skilled and globally employable graduates but inspired entrepreneurs too.

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## 52. AN OUTLOOK ON THE QUALITY ISSUES IN HIGHER EDUCATION

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### Abstract

The purpose of the present paper to highlight an outlook on the quality issues dealing with higher education and discuss the parameters to make strengthen. Higher Education is the comprehensive national strength and international competitive pillars and the backing of Nation's uniqueness. Higher Education, will inevitably bring about a problem is the contradiction between the quantity and quality. According to international statistics, in 2011 India's higher education gross enrollment rate is over 10%. However the prevailing standards of higher education in India has entered the popular stage, but the rapid expansion of higher education also hope. There are strong concerns about the quality of education. It is true that only teachers, disciplines, education, means and methods, material foundation, educational management etc can play vital role to achieve the quality of higher education. NAAC promotes to improve quality in higher education by implementing reaccreditation procedure in the colleges to upgrade the excellence on different parameters in their own framework. In India, the graduates are assumed as products where their career prospects depend on the very quality of education they pursue.

**Keywords:** Higher education, College teachers, students, Quality/ Quantity, Need for research

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This has been an important **issue** of concern since the **NAAC** wanted to ensure that there was a change in the perception of the management on issues of faculty workload, supporting body established by the National Policy on **Education** to look into the quality concerned to measure performance. The issue of better quality in higher education has been a great concern for all who are directly or indirectly associated with the education and academic system. The reason is very obvious since the higher education could not keep required pace with the changes in technology, new trends of education system, occupational diversity, and global market trends and so on from time to time. Obviously, education system that could not serve the needs and expected aspirations of the market is not received well and pose questions on its efficiency and effectiveness.

First, In India the caliber of teaching staff of University, Research Institutes, colleges, Vocational institutes, Sub centers of Higher Education, centers of Distance Education etc have very cosmic scope for the better improvement keeping in pace with the globe. Higher education teachers are the most important type of basic Knowledge resources. The student-teacher ratio along with the transaction of quality education has emerged a burning issue while shaping the quality parameters for the better augmentation of Higher education. The Quality and

knowledge oriented appetite of teachers is an important indicator. Keeping the rapid Development of road and rail network of Higher Education and rapid expansion of college students, the number of teachers did not achieve the appropriate growth in quality. There is little time and energy to teaching, Research and update for their knowledge, thus affecting the quality of teaching. As teachers in the many colleges and universities to take class in one class, in the form of a large class, so that too large class teaching, results the teaching more difficult, affecting the quality of teaching and teaching usefulness. Popularization of higher education requires not only the increase in the quantity of teachers, but it can enhance the quality of teachers (knowledge, abilities, skills) proposed by new cyber, digital and E.world requirements. The time has come to gyrate the button of learning, from imparting knowledge from self-centered to student-centered. It will logically enlarge the demands of teachers not in reduced quantity, but will perk up the base of quality education. Such countermeasures will also require teachers to have a broad knowledge base, innovative spirit in science and technology, rapid economic and social development and changed setting with good teaching, along with Research capacity and skills. While addressing the inaugural speech at 'Educon 2016' at Delhi the Union MHRD Minister Prakash Javadekar precisely reiterated the need for complete transformation of Indian Universities. He also emphasized the need for embracing Internet based technologies to develop open-courses which can be accessed from anywhere.

However, there is concern that enrollment at college and university teachers still cannot meet the real needs of higher education. There are still many problems, such as disarticulation and bias, Double folded recruitment policy of government, short of teachers and so on. The aim Higher Education shall not be only transfer of a batch after batch but it should be shaping of quality, ability, skills, as per changing labor market needs of job seekers, the unemployed etc., It must cultivate a batch after batch which is adaptable to training of high competitive job seekers and entrepreneurs. For this a timely need of training, and cultivation of a new generation teachers in the main flow of Knowledge wave should be included in a 'white paper' of the scenario of India's Higher Education.

No matter what kind of education Research we are following, we first need to determine the direction and purpose of the study. After determining the direction and purpose, Research methods can play influential role. Many colleges and universities, especially some of the new colleges, teaching reform are far away from their agenda. It is adversely linked with service matters and incentives. Their teaching methods, teaching methods are backward, and the method of Knowledge imparting does not keep up with changes in the socialization of knowledge-based economy. Such Policies hammer both the overall quality of teachers, and teaching facilities of the institutes and ends with the disorientation of the concept of Higher education. Hence all colleges and universities should reform the existing theory and practice of facade teaching methods. Such Knowledge centers should explore the establishment of training, basic skills, practical abilities, professional and technical proficiency of both knowledge givers and seekers.

Institutions of higher learning to promote the study of the teaching profession and also to promote advanced effective teaching methods should clasp the students in the innovation and technology applications. The reform of teaching should reflect the innovation, entrepreneurship and technology abilities, reflecting the combination of the human and scientific spirit, with enhancement of competitiveness and career transition job adaptability amid self-learning ability and enhanced capacity for sustainable development, within full flavor of the times and enterprising spirit.

College should use to assist the teaching of multimedia. The teaching should come out of separated textbooks, blackboards, chalk, etc. and should be partly replace by practice course sites, equipment, apparatus, and material. Teachers should create a variety of teaching electronic courseware, wall charts, real specimens, models, presentation equipment and practice a variety of equipment to improve teaching methods and improve quality of teaching. The professional teacher should be combined with the characteristics of the profession, using the most appropriate and most practical means to carry out teaching and multimedia teaching, In the use of multimedia teaching a methods like, the use of slides to provide emotional material, the use of sound recording a sense of rhythm, the use of video must be adapted. Practice of Multimedia teaching has proved that, using modern and advanced teaching methods promote education and teaching level into a powerful comprehensibility and improve the quality of teaching, not only to optimize class structure, and can have a multiplier effect.

Huge capital investment is necessary for the root level expansion of Higher Education. Instead of canopy perusal of the Official method of Grant transaction, other multi-channel financing or funding system of Higher Education should be exercised. A number of other channels, including social groups, individual citizens' educational, social donations education, tuition, and others. System continued to deepen, with the joint efforts of the whole society. The same view has been endorsed by Dr, Anil Kakodkar in his Report of “**Higher Education in Maharashtra: Preparing for the future-New Ideas & Pathways 2011.**

Many colleges and universities generally show a lack of funds, teaching conditions, stress, poor infrastructure, and other ills of teaching. This will definitely affect the quality of education. There are still large gaps, which leads the university's teaching conditions appeared more substantial decline Keeping pace with times, innovative education and management concepts must turn into pro-education oriented. Colleges and universities should insist on education reform ideas leading position, on a regular basis to discuss educational mind. Modern teaching management should not only fulfill the academic freedom, shared management, clear responsibility and authority, elitist selection, regular testing, in close cooperation with the internal value of the principle of universal application, but should be stick to the motto of quality education and innovative education as the theme The sustainable management, must be committed to develop and implement a fair policy, to create a sustainable environment of fair competition, development of the situation and establish a continuous adaptation of the adjustment mechanism, to achieve the goal of improving overall management efficiency.

However the Higher Education is like a ‘Banyan tree’ having number of branches which can

give cool, prosperous silhouette of Higher Education, but the time has come to cut the defective and ailing branches or Leaves of this Knowledge tree. Our experience shows that we are still puzzled in the debate on well-known expression of "who will tie the bell in cat's neck first". In my opinion as a pillars and well-wishers of Higher education the responsibility goes to us.

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## 53. Impact of Electronic Libraries on e-Learning

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#### Abstract:

*The transition of traditional library collections to digital or virtual collections presented the librarian with new opportunities. The Internet, Web environment and associated sophisticated tools have given the librarian a new dynamic role to play and serve the new information based society in better ways than hitherto. Because of the powerful features of Web i.e. distributed, heterogeneous, collaborative, multimedia, multi-protocol, hypermedia-oriented architecture, World Wide Web has revolutionized the way people access information,*

*and has opened up new possibilities in areas such as digital libraries, virtual libraries, scientific information retrieval and dissemination. The article points out that e- Libraries provide technology based information resources and services to enable learners to access relevant information anywhere anytime, as well as provide empowerment for innovative and life-long learning. It also provides a clear relationship between e-learning, and e-libraries and shows how e-libraries are linked to e-learning.*

## **01. Introduction**

In the age of information technology and information explosion era, the information communication technology (ICT) plays a vital role in the development of libraries and also help to improve the quality of services. Managing the development and delivery of electronic library services is one of the major current challenges for library and librarian. This is a practical view of e-library issues. The term 'electronic library' is being used here in broad terms to mean a collection of networked digital information resources and associated technical and managerial infrastructure. The electronic library is assumed to include data in various formats which are created or assembled in order to provide a service to end users.

## **02. Study Objectives**

The main objective of this study is to explore the role and level of engagement of e-Libraries and librarians in e-learning environment

- Recognize and determine the role of e-libraries in e-learning process.
- Identify if the information services can be provided in the e-learning environment

## **03. Definition of Terms**

**3.1 E-Libraries:** are the organizations in them the provision of resources, expert staff, the process to select Information resources, reorganization, assistance for logical access to information, interpretation, distribution, saving integration of information and guarantee to support and maintain a collection of digital works during a long time are paid enough attention to make digital information resources more accessible for the society or some specialized groups with high speed and economical" (Singh, 2005).

**3.2 E-Learning:** E-Learning can be defined as the learning strategy where learning process is conducted, delivered and managed using electronic media. The different types of medium which are used in E-learning are internet, CD-Rom, Online, Video, conferencing, emails and different websites.

### **3.2.1 Goals and Benefits of e-learning**

E-learning lessons are generally designed to guide students through information or to help students perform in specific tasks. Information based e-Learning content communicates information to the student.

E-learning can provide four major benefits for the organizations and individuals involved.

- Access to quality education:
- Affordable education:
- Convenience and flexibility to learners
- Reducing environmental impact

#### **04. E-learning and e-library**

Academic libraries are playing significant role in the educational process in the Colleges and universities, therefore the development of electronic libraries is also very important and linked to e-learning. Libraries of modern era transformed from traditional resources to e-resources and from print to non-print environment. E-libraries offer technology based information and services which allow learners to access the needed resources anytime from anywhere, and deliver information in the same time, as well as provide empowerment for innovative and life-long learning. Usually e-libraries serve as a facilitator to organize and provide knowledge and e-resources to users, beside that to share knowledge and information resources among library users.

(Krishnamurthy, 2005) defines e-libraries as “electronic libraries in which large number of geographically distributed users can access the contents of large and diverse repositories of electronic objects”. These may be networked text, images, maps, sounds, videos, catalogues, or the data sets. These libraries can content of a large of various electronic objects as text, images, maps, sounds, videos, catalogues... etc. For support to e-learning by providing unified access to electronic resources and delivering appropriate services the electronic libraries are applying suitable communication technologies.

Academic libraries should have the advantage of using cutting edge technologies to support e-learning by providing access to e-resources and designing set of services for academicians as well as learners. To achieve this goal and build fixed ground for e-learning and provide high quality access for e-resources and online objects, all of stakeholders should be involved such as web developers, product vendors, academicians, programme directors, e-course designers, librarians, persons with disabilities advocates, and most importantly, learners representing the various types of learning needs and abilities.

It is electronic libraries' responsibility to make sure that all e-resources are accessible to everyone of the e-learning environment, in the same time usually academic libraries both traditional and electronic do not always play a direct role in the creation of the online resources they offer access. So how we could academic libraries are sure? (Burgstahler, 2002a,b) and (Black, 2005) provide a series of steps which the academic libraries can follow for ensuring accessible electronic services and resources. Several of these steps include:-



- Check to see what policies the respective government and university have in place for ensuring accessibility.
- Establish, review, and renew an accessibility plan/policy statement specifically for the library.
- Assign specific library staff members (management, information technology, librarians, etc.) for ensuring that accessibility standards are maintained and revised as necessary. For online resources and services that are created and maintained by the library, ensure that all pages validate with current standards, while fixing “simple” errors immediately.
- Advocate for accessible online resources and services purchased from outside organizations (e.g., vendors), while testing previously acquired resources for accessibility, then contact the product vendor, if necessary, to see how accessibility barriers can be resolved.
- Assign a qualified library staff member as a contact point for [learners especially] persons with disabilities.

By ensuring above steps, the libraries can provide better access of information to their learners in e-learning environment.

## **05. Librarians and e-Learning**

Internet and World Wide Web are very powerful and bringing changes not only in librarianship but also in his daily professional activities. Ever since the creation of United States Machine Readable Cataloguing (USMARC) record in the late 1960's and the resulting proliferation of online catalogs, librarians have been spurred by technological developments to become more efficient organizers, indexers, abstractors, archivers, in addition to assuming new roles such as, intermediary, facilitator, end-user trainer/educator, web organizer & designer, researcher, interface designer, knowledge manager/ professional and sifter of information resources(Rao & Babu, 2001.) We may observe the positions like, "E-librarian", "Cybrarian", "Web Librarian", "Elearning Information service officer", "learning object librarians", "E-learning content manager", "Information manager" and so on, (Zia, 2012). (Lippincott, 2002) advocated librarians to be involved in learning communities: "The librarian can shift the focus from explaining library resources to meeting the ongoing information needs of the students in the broad information environment". We can allocate some of roles where librarians can do in the e-learning environment:-

1. Develop web based modules to support course integrated instruction session.
2. Conduct information literacy about library services and resources.
3. Encourage users to actively follow the librarians' presentation using their own topics for selected searches.



4. Deliver quick feedback for users on their search strategies, and they can return to refresh their skills for subsequent assignments.

5. Reference librarians may use the material to guide learners in using information resources specific to their assignments at the reference desk.

6. Building approach to information literacy offers students and instructors with an ability to address diverse learning styles and encourage active participation along the presentation to a 24/7 access that may foster increased the connection between learners and librarians. [13]

7. Working with online course developers as well as instructors in traditional courses to provide online guides.

8. Librarians should be a part of e-learning process and actively participating by providing online and in person modules, guides, subject and class based lists, as well as reference service.

9. Offering classes and courses on research strategies and help learners in determining useful scholarly resources.

10. Working with the faculty in planning and developing e-courses to integrate concepts of information literacy throughout the curriculum.

11. Supporting faculty in teaching activities by articulate the information needs, find appropriate information resources and critically assess the results of an online search which are key to success in e-learning and this leaves the faculty to focus on course content.

12. Librarian should be facilitating the e-learning by establishing a positive relationship between the academic achievements and use of e-resources. Therefore, the rapid spread of Information Communication Technologies (ICTs), recent reduction in technology costs and increasing computer awareness in learners also facilitated e-learning (Dhiman, 2003). Most of libraries around of the world are in the process of shifting to digital shape, and start delivering information services and accessing resourcing through the online channels like chat rooms, email services, virtual learning systems and reference services. E-learning has transformed the delivery and accessibility of learning and also has changed how critical support services are provided. Therefore librarians should understand the concepts of e-learning and develop numerous e-services for users in the e-learning environment.

## **06. Developing Information Services for e-Learning**

Today e-learning is becoming the perfect tool for empowering knowledge and skills as well as it is alternative means of traditional classroom teaching. Internet and information technology makes the delivery of information services possible and easy with highest accuracy which is not possible with traditional skills. (Vatnal, Matapathy & Prakash, 2004) indicated

that, access to information services, consultation service and inter-library loan services etc., can be created in libraries for developing e-learning. Many aspects of information services can be created and developed to support learning in e-learning environment, such as:-

### **6.1 Building e-Libraries:**

Remote sites are required to access the information resources will support learners for their e-learning. Building e-libraries is first step to provide e learning in the correct way, because e-libraries will break all barriers of knowledge transfer by storing a big amount of information resources and make these resources accessible and searchable for learners, so they can make effective search for the information in e-libraries with federated search engines and download into their computers.

### **6.2 Institutional Repositories:**

Repositories are important for universities in helping to manage and capture intellectual assets as a part of their information strategy. It can support research and learning. Institutional repositories bear many characteristics of a traditional institutional archive, except that the content is always digital and is usually [14] aimed exclusively at research and teaching material rather than institutional records or special collections (Dhiman and Sharma, 2008b; Dhiman, 2010). To provide open access to institutional research output by self-archiving it;

- a. scholarly publishing paradigm for research;
- b. to collect content in a single location;
- c. to store and preserve other institutional digital assets, including unpublished literature (e.g., theses or technical reports).

### **6.3 Interlibrary Loan Service:**

This service to obtain resources needed primarily for research or academic purposes which are not available in the university e-Library. Library should singe the mems with the other libraries such as National Library to give access to their collections.

### **6.4 Information Literacy & User Skills:**

Academic institutions the world over are now recognizing the importance of developing lifelong learners. Academic libraries recognized their role in providing skills of learning-how-to-learn and lifelong learners and starting with orientation, bibliographic instruction to integrated information literacy. As a way of contributing to e-learning, they offering a credit bearing course on information literacy to newly students. The information skills module generally covers the following topics:

- Understanding the concept of information, information resources, types of information sources
- Organization of information sources
- Using information access tools

- Evaluation of information sources (print, electronic, and Internet)

### **6.5 Library Consultation:**

It is a service for researchers whom having special information needs. Consultation can be conducted through e-mail, toll-free telephone service, pre-packaged mail out information or scheduled remote site visits by using these facilities in libraries through Internet.

### **6.6 Electronic Reference Services:**

Information & Communication technologies have also transformed the way academic libraries provide reference services to users and faculties. The expectation and demand of users is for academic libraries to provide personalized assistance irrespective of location and time (Olivas, & Chan. 2013), therefor such assistance should be provided electronically without users being physically available in the library.

### **6.7 Literature search Services:**

Library in providing the e-service for Literature search through various information sources within the library, outside the library or at national or international level, in a short time with accuracy. CAS and SDI services have become easy and it can be provided without causing any delay by using the new IT. Thus e-services is showing its impact on the time, accuracy, efficiency and effectiveness of the various library and information services. Due to advantages of e- devices, it has inevitable to adopt such technologies by the library and information centres for academic study and research.

### **6.8 Course Guides.**

Subject guides are lists of resources created by librarians in cooperation with the instructor, to assist learners with their research needs. These lists of resources may include topics including but not limited to books, journals, databases, websites, as well as any other topics the librarian feels would assist learners with their research.

### **6.9 Technology Lending:**

This service offers a multitude of programs that learners, faculty and staff can using to support and facilitate using electronic resources and systems

### **6.10 Copyright & Digital Knowledge Centre:**

CDKC aims to assist learners with questions about using copyrighted works, to help them protect their rights as an author, and to maximize the dissemination and impact of the university's information and knowledge resources.

### **6.11 Digital Lab**

The Digital Media Lab provides hardware and software tools for a wide variety of digital projects for learners and faculty members to support learning, such as e-Education programs and tools.

### **6.12 Conclusion:**

Electronic library services cover informational sources and to meet the requirements of different ways to users by providing various information resources databases, personalized services, consortia, electronic resources, work abilities of users through the adoption of new search methods, understanding the value of information for research, library spaces near learning, increase educational performance of the Institutions by achieving high levels of

professional performance. Today, more than ever, libraries and librarians are extremely important for the preservation and improvement of our culture. Para-professional staff required practical 'hands on' experience and training. Librarians are moving into database development, courseware, open learning and academic staff development and need a combination of knowledge, skills, aptitudes, and personal qualities in order to fill their multi-faceted roles.

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## 54. Quality Assurance Through Student Involvement

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### **Abstract :-**

The Educational Institutions must have a long term objective of making quality Enhancement an integral part of Institutional functioning NAAC'S agenda of total quality viewpoint has made a profound effect on the institutional perception of quality. For quality enhancement colleges are adopting innovative methodologies, so that the quality assurance mechanism has become an integral part of Education system. Quality sustenance and quality Enhancement are the two key words reverberating in most of institutions of higher learning in the country today. Teachers and students are two main pillars of Education system so without enriching the quality of teachers & students. We cannot think of quality enhancement of any institution. This paper deals with different students oriented activities that helps in quality enhancement of students and thus increases the quality of the institution.

### **Introduction :-**

The growth and success of the institution depends upon the quality of students so it is very essential for any institute to involve the participation of student in different activities of college. Involving the students in activities is not a serious problem but to select those activities that enrich their quality is a difficult task, In different institution there are many problems some are

- \* Lack of Infrastructural facilities.
- \* Lack of Motivation.
- \* Lack of Employment facilities in the region.

\* Lack of interaction between students and Teachers

Lack of infrastructural facilities is one of the prominent barrier in enriching the quality of students in many colleges of rural areas students have different skills but due to lack of infrastructural facilities they are not able to face the challenges related to modern technologies. If they are not aware of using their skills for different purposes such as if they do not know how to use internet for their Educational purpose then they are far away from developing their behavior and quality. So it is very essential to provide infrastructural facilities for the students such as.

- (1) Use of ICT in teaching learning process for upgradation of knowledge.
- (2) Teaching aids such as OHPS, LCD Projectors, Microphones should be provided.
- (3) To develop communication skills such as reading, Pronunciation, English speaking language lab is essential in every college.
- (4) As we know that healthy mind lives in a healthy body so sports facilities as Gym, indoor stadium should be provided.
- (5) Library is one of the major learning resource for students, So computerised library with e – books and journals increases their knowledge.
- (6) Cleanliness is very important for health and hygiene of students so, clean classrooms and toilets should be provided.
- (7) Hostel, canteen should be provided for the students coming from distance places.

These are some basic infrastructure facilities that can increase the quality and performance of students. The college that are recognized order 2F and 12B can send different proposals to UGC and get financial assistance. For developing infrastructural facilities in the colleges.

Lack of motivation among the students is main reason behind the lack of quality in them. The main aim of any institution, is to involve the students in the process of quality assurance for the development of the institution and to make them feel that they are the most important components for quality enhancement following are the ways through which we can motivate our students.

- 1) Counseling should be provided for students that channelized their energies and capabilities and also motivate them psychologically and emotionally.
- 2) To encourage the self learning process in the students and their complete involvement in academic and co-curricular activities.
- 3) Encouraging creative and innovation ideas.
- 4) Developing organization skills and leadership qualities.
- 5) Providing a platform to the students to exhibit their literary skills.

- 6) Students should be given wider exposure to the outside world through interaction with industrialist educationists and the media. This contributes to their all round development and widens their perspectives.
- 7) To organize personality development programs and inviting experts from different fields to visit the campus and arrange for small test and interview.
- 8) Remedial classes should be provided for weaker students.
- 9) Certificates of appreciation should be provided to the students by the college after every activity.

Problem of unemployment is the biggest problem in our country. Lack of employment opportunities and job oriented courses is one of the major problem among the students. For this purpose faculty should help the students to realize that their primary ambition is to get job after graduation so it is necessary to arrange campus interviews and prepare students to emerge successful in them. Students during the first two years of their graduation have not set only goals but in the last year of graduation they give serious thought to their future and feel frustrated. Hence, it is essential to provide job opportunities in the campus. They have to be given guidance in choosing the appropriate additional qualification like certificate and diploma courses offered and improve their academic profile by obtaining parallel, add on qualification, We can enhance placements through following efforts.

- 1) First of all it is very essential to form a placement cell in every college. The cell constitutes teachers with different departments and there should be one placement officer.
- 2) Students with career ambition and potential for employment should be identified and motivated to join courses that will reinforce their employable skills.
- 3) Career guidance and counseling cell should be established in the colleges.
- 4) Students should be given short training for writing the bio – data, Job application and preparation of job prospects.
- 5) Faculty should create a career corner in the library with posters for competitive examination, collection of current books for preparation of there examination.
- 6) Every department should offer short courses for communication skills, personality development and confidence building.

Recently our college has organized placement for students in TCS (Tata consultancy Services) firstly we have selected 25 students from final year then TCS provide hundred hours training to the student that increases their potential and communication skill, after the training they have taken interview of the students and selected ten students but the main problem is that our college is women college so parents are not ready to send their daughters outside the region. So it is very essential to change the attitude of parents through counseling.



A teacher is a role model, He is like a Friend, Philosopher and Guide to his students who shows the right path, but sometimes due to hesitation students are not able to discuss their problems in the classroom with their teachers. So there is need for better communication between students and teachers in more informal and open manner. In this content there should be an open house system in the college where all students and teachers of the department can meet and share their problems and needs in an open way so that appropriate actions can be taken to solve the problems for attaining more efficiency in future.

- 1) This practice is useful for teachers and students both and helps to think collectively to find out solutions for the problems.
- 2) The open discussion between students and teachers regarding all matters help teacher to understand the positive and negative aspects in the functioning of the department.
- 3) The open discussion also give opportunity to vent out the grievances of the students so that remedial actions can be sought by whole group.
- 4) Teacher can prepare plans about the future programme of the department after the discussion.
- 5) The open house helps to take joint decision to retain the best practices in the department with modifications if required.

### **Conclusion :-**

The primary aim of IQAC is to develop a system of continuous improvement of academic and administrative. Performance of the institution so the cell should organize different programmes to enrich the quality of students. Co-ordinator of IQAC plays a major role to build excellent students that increases the quality of institution. Co-ordinator should take care of that what is done for students should be done efficiently and effectively with high standard feedback activity. All these stratigeis definitely benefit the students and institution and enhance the quality of both.

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From NAAC Website

[www.naac.gov.in](http://www.naac.gov.in)

## 55. ENHANCING TEACHING-LEARNING BY ICT TOOLS, LMS AND E-RESOURCES

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**Abstract:** The main purpose of this article is to reflect significant changes in teaching and learning enhanced by constantly emerging new information and communication technologies (ICT). It also focuses on, how the use of Learning Management System (LMS) and e-resources has effect on altering common approaches to teaching and learning. It explores blended learning as a new methodology exploiting all the phenomena is examined. Besides that it also specifies several LMSs and e-resources that are useful to enhance the quality of teaching-learning process.

### **Introduction:**

The use of information and communication technology (ICT) such as Internet applications, CD-ROMs, video technology and various computer attachments and software programs have caused many changes in society. These changes have not just been of a technical nature but more importantly of a structural nature. ICT are mostly useful for collection, recording, reserving, processing, researching, transfer & receipt of information led to teaching/ learning scope. By changing the computer software and hardware and information technologies there are some changes in teaching especially from instructor tendency into learner one with focusing on transactions, independency and self-learning of students. Only learning has changed by manner of learning and learning process out of applying of new information technology.

### **ICT Tools:**

ICT tools and resources help to improve further relations, creation, distribution, reservation and information management. Educational ICT tools can be divided into 3 categories: Input source, Output source and others.

**Input Source:** Visualizer/ Document Camera, PC, Slate/Tablet, Application Software, Student response system.

**Output Source:** Projector, Interactive White Board, Display: Monitor, Tv, etc.

**Other Source:** Digital Camera, Digital Recorder, Switcher, other technology

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. Many reports proved that an increase in use of ICT tools in teaching-learning has a significant and positive impact on students achievement, especially in terms of

"Knowledge Comprehension", "Practical skill" and "Presentation skill" in subject areas such as Engineering technology, Science, and social study.

However, there are many education technology solutions provided in the world which may cause confusion among educators about how to choose the right ICT solution. Let's have a look at the advantages and disadvantages of ICT tools for education and discover what kind of education ICT solution is suitable to cater the needs.

Main advantages of ICT tools for teaching-learning:

1. Through ICT, images can easily be used in teaching and improving the retentive memory of students.
2. Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.
3. Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

Main disadvantages of ICT tools for education are:

1. Setting up the devices can be very troublesome.
2. Too expensive to afford
3. Hard for teachers to use with a lack of experience using ICT tools

After considering the above points, it is easy to see that the visualiser/ document camera can be the most effective and efficient ICT tool for education. Because, Visualiser's/Document Camera's is Cost-Effective, Easy-To-Use, and Time-Saving. It decreases a teachers' preparation time, increases interactivity with students, and increases student concentration and comprehension of complex instructions.

Changes in Teaching and Learning Enhanced by ICT make Teaching and learning is becoming more: learner-centered, interactive, and mobile [20]. However, all the three characteristics require new learning approaches out which the best seems blended learning [20].

### **Blended Learning**

As Sorden [20] states, blended learning is not a mere combination of face-to-face and online learning. It is a combination of training methodologies, which uses the best delivery method for the successful achievement of the learning objective[22]. It requires not only a flexible and experienced teacher/ tutor, but also a self-regulated/ autonomous learner [6].

Based on the literature review [9], there have been identified four main principles of the blended learning methodology so far:

- a thoughtful integration of face-to-face and fully online instructional components;
- innovative use of technology;
- reconceptualization of the learning paradigm; and
- sustained assessment and evaluation of blended learning.

The main reasons why blended learning should be employed in teaching is as follows:

- it contributes to pedagogy because it supports more interactive strategies, not only face-to-face teaching [10];
- it thus encourages collaborative learning; students or educators can work together on some projects from anywhere and at any time [2];
- it deepens intercultural awareness since it puts together researchers, educators, and students from anywhere in the world;
- it reduces costs of teaching and learning since students do not have to undertake so many frequent travels to complete their education [9]; and
- it might match student's learning style although there is no clear consensus on this issue [4][11][18].

However, there are also drawbacks of blended learning [3]. Blended learning is time-consuming and demanding in terms of creating materials and preparation and evaluation. Furthermore, both students and teachers sometimes have limited knowledge regarding the use of technology, and technical glitches are liable to happen at any moment. Finally, students' study skills are often not sufficiently developed to enable them to benefit maximally from blended learning.

### **Learning Management System (LMS):**

A learning management system (LMS) is an application software for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping[12]. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for fully online courses, as well as several hybrid forms, such as blended learning and flipped classrooms[5].

Most LMSs are web-based, to facilitate access. Most LMSs facilitates the teaching staff to:

- Manage basic subject administration such as announcements, class lists and group management
- Provide online versions of class materials and readings
- Offer extended content such as multimedia files
- Allow electronic submission of assignments
- Download, mark and return assignments and feedback
- Conduct online tests and surveys
- Offer students the opportunity to participate in online communication activities such as blogs, journals and wikis.

Some of the most popular LMS available are: Moodle, CANVAS, Edmodo, Blackboard, WizIQ Inc, etc.

### **Moodle LMS:**

By 2012 and 2013, most learning management systems were qualified as Moodle LMSs. Moodle is a free online learning management system, providing educators around the world with an open source solution for e-learning that is scalable, customizable and secure with the largest selection of activities available. [24]

By 2014 and 2015, customizable LMSs were produced which provides users to create their personal learning environment, add/remove functions, store materials, and connect their database with social networks. The LMS providers also started producing mobile-friendly systems and dedicated apps for Android and iOS users [25].

During 2015-16, new type of LMS which are characterized by their modern user interface (UI) and user experience (UX) became more prominent. They include features, such as, gamification, personalization to specific companies, social integration and mobile ready feature sets.[23]

In 2017 and 2018, learning management systems are expected to become even more personalized, and to offer advanced functionality such as 3D learning.[18] Experts also agree that modern learning management systems will offer more collaborative and social features, and will be delivered exclusively as cloud-hosted services. It is expected that gamification will continue to increase in prominence as will virtual learning.

**E-resources:** Several Digital resources available as part of various MHRD supported programmes are:

1. **NPTEL** is a joint initiative of the IITs and IISc. NPTEL is an acronym for National Programme on Technology Enhanced Learning. The mission of NPTEL is to enhance the quality of Engineering education in the country by providing free online courseware. It offers E-learning through online Web and Video courses in Engineering, Science and humanities streams.
2. **Virtual Labs** – The major objective is to provide remote-access to Labs in various disciplines of Science and Engineering. This would help them in learning basic and advanced concepts through remote experimentation. These Virtual Labs would cater to students at the undergraduate level, post graduate level as well as to research scholars.
3. **Spoken Tutorial** - An initiative of the National Mission on Education through ICT, launched by the Ministry of Human Resources and Development, Government of India. It is open source software that contains a variety of audio-video spoken tutorials freely available to learn by the users.
4. **The Consortium for Educational Communication** (CEC) - is one of the Inter University Centres set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education through the use of powerful medium of Television along with the appropriate use of emerging ICT.
5. **e-Yantra** - An initiative to incorporate Robotics into engineering education with the objective of engaging students and teachers through exciting hands-on application of math, computer science, and engineering principles
6. **e-ShodhSindhu** - Consortium for Higher Education Electronic Resources - Provides access to e-resources to Universities, Colleges and Centrally Funded Technical Institutions in India.e-
7. **E-Shodganga** is a reservoir of Indian Theses available at INFLIBNET. It provides a platform for research students to deposit their Ph.D. theses and make it available to the

entire scholarly community in open access. The repository has the ability to capture, index, store, disseminate and preserve ETDs submitted by the researchers.

8. FOSSEE (Free and Open Software in Education) - A project promotes the use of FOSS tools to improve the quality of education in our country. It aims to reduce dependency on proprietary software in educational institutions.
9. e-Content on Vocational educational programmes
10. T&D Module - Managerial & Non-Managerial Personnel

#### 4. Conclusion

Thus teachers inevitably must adjust their teaching to these new challenging computer-mediated teaching conditions and explicitly instruct their students how to make their learning most effective with the help of ICT, LMS and e-resources. Therefore teachers should provide their students with a study guide which would explain to them how to proceed in their studies. Furthermore, teachers should show their students that it is them who are responsible for their studies in this new computer-mediated environment and who can enormously profit from networking with their peer and their teacher/tutor.

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## 56. Best Practices in Teaching, Learning and Evaluation in Mathematics

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### Abstract :

In this paper, we discussed about the useful innovative teaching, learning and evaluation methods which can be implemented for improving the knowledge of students and the institution for scoring good CGPA.

**Key words:** Teaching, Learning, Evaluation, Innovative, Best practices.

### Introduction :

Teaching, learning and evaluation process of the institution is one of the most important criterions among the seven criterions to serve as the basis for assessment of colleges. These three components are important pillars of education on which building of the future is to be constructed to touch the new heights. As it is said that there is no teaching unless there is learning, teacher uses variety of methods to make the concept more comprehensible. The use of innovative methods in educational institutions has the potential not only to improve education, but also to develop creativity, empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

Mathematics is all about reasoning. In mathematics thinking is in a logical manner, making sense of things, formation, justify, judge, inference and finally concludes. When we demonstrate mathematically, we recognize and describe patterns, create symbol system, reflect on ideas and to invent procedure to solve problems.

In the mid of 1980's, in mathematics the traditional teaching methods are fail and was a response to the failure of traditional teaching methods, the impact of technology on curriculum and the emergence of new approaches to the scientific study of how mathematics is learned. In the new mathematics, the focus is on problem solving, mathematical reasoning, justifying ideas, making sense of complex situations and independently learning new ideas. Students must be provided with opportunities to solve complex problems, formulate and test mathematical ideas and draw conclusions. Students must be able read, write and discuss mathematics, use demonstrations, drawings and real-world objects, and participate in formal mathematical and logical arguments (Battista, 1999).

The training and preparation received by many current teachers did not prepare them to address the new student performance standards which stress higher-order thinking and analytical skills and require teachers to teach the use of critical thinking, problem solving and inquiry. Teachers are not able to teach what they do not know. (National Staff Development Council, 2005).

Students in maths can be traced to the method used to teach math at the elementary level. The focus is on specific problems and not on building the foundations necessary for

understanding higher level math. These foundations can only be built with a mathematics program that teaches concepts and skills, and problem solving (Daro, 2006).

Mathematics should be taught using multiple strategies, however, the teacher is responsible for selecting the strategies appropriate for a specific concept. Mathematics teachers must understand the underlying meaning and justifications for ideas and be able to make connections among topics. (Ball, Ferrini-Mundy, Kilpatrick, Milgram, Schmid, & Scharr, 2005).

### **Objective of the study :**

- i. To suggest innovative and best practices in Teaching.
- ii. To suggest innovative and best practices in Learning.
- iii. To suggest innovative and best practices in Evaluation.

### **Seven criteria for NAAC :**

The NAAC has identified the following seven criteria to serve as the basis for assessment of affiliated colleges in several universities :

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

Among the seven criterions, criterion II- Teaching ,learning and Evaluation holds the highest score and is the most indispensable aspect in which lot of efforts are to put by the institution for scoring good CGPA. This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences.

### **Best practices in teaching mathematics :**

We have to increase the focus on improving student achievement in mathematics. The study found significant disconnects between the high school curriculum and the expectations of the first year of college, suggesting the need to increase the level of challenging academic content in high school.

In mathematics clearly identify that students should learn at each level to provide more than a curriculum framework as they delineate the skills, concepts and knowledge that are to be mastered.

Essential characteristics of an effective teaching in mathematics the classroom include:

- i. Lessons designed to address the basic concepts or skills.
- ii. Student centered learning activities.
- iii. Problem solving focused lessons.
- iv. Critical thinking and knowledge application skills
- v. Adequate time, space, and materials to complete tasks.

This list includes the expectations that teachers know what students need to learn based on what they know, teachers ask questions focused on developing conceptual understanding, experiences and prior knowledge provide the basis for learning mathematics with understanding, students provide written justification for problem solving strategies, problem based activities

focus on concepts and skills, and that the mathematics curriculum emphasizes conceptual understanding.

The utilization of manipulative materials helps students understand mathematical concepts and processes, increases thinking flexibility, provides tools for problem-solving, and can reduce math anxiety for some students. Teachers being taught, and take care not to overestimate the instructional impact of their use. Mathematics teachers has been use of Lesson Study, an instructional approach that includes a group of teachers developing, observing, analyzing and revising lesson plans that are focused on a common goal. This process is focused on improving student thinking and includes selecting a research theme, focusing the research, creating the lesson, teaching and observing the lesson, discussing the lesson, revising the lesson and documenting the findings.

### **Best practices in learning mathematics :**

If learners are actively engaged with a task which they accept is for learning they are not simply follow a prescription or set of rules, but contribute their own thinking to the task. The task should be constructed to allow significant elements of choice by the learners so that they can begin to own it and make it meaningful and worthwhile for them, it becomes a task which is not undertaken simply to satisfy the needs of the teacher.

Learners are required to link what is new to them to their existing frameworks of understanding or confront the need to modify these frameworks.

### **Best practices in evaluation of mathematics :**

‘Evaluating throughout is important; it allows adjustments and improvements to be made.’ The evaluation of teaching and learning, and particularly of teaching and learning innovation, has become a priority of present education. A successful evaluation procedures must begins with in the planning stages, or at least thinking about how one is going to evaluate. This is because it makes evaluation so much easier if one is aware of the need to collect, from the beginning, the type of information which is needed in order to be able to say whether the teaching- learning process ‘worked’ or not.

Assessment strategies can be classified as diagnostic, formative or summative. Designing own continuous internal evaluation system at the college level. It should contain

announced and unannounced test, unit tests, individual and group assignments, PPT competitions, online tests etc. There are no hard and fast rules about the methods of evaluating new teaching and learning initiatives but there are, of course, some general approaches which are useful in a range of circumstances.

### Conclusion :

Here, it can be concluded that the college should improve its teaching- learning process. It will also help the institution to improve the student enrollment and their profile. This process will give the direction in which required changes are to be made. These methods and best practices institution will surely attain better grades.

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डॉ. आमोलसिंह दशरथसिंह गौतम

संशोधन मार्गदशक व तारिरीक शिक्षण विभाग प्रमुख  
श्री शिवाजी महाविद्यालय परभणी

### पस्तावना :

स्वातंत्र्य प्राप्ती नंतर भारतात सर्वच क्षेत्रात प्रगती होण्यास सूरवात झाली. त्यात शिक्षण क्षेत्र ही मागे राहिले नाही. स्वातंत्र्य पूर्व कालखंडात शिक्षणाला पाहीजे तशी गती मिळाली नाही. इंग्रजनी भारतात पाळा सुरु केल्या पण शिक्षण देण्यासाठी त्यांच्या देशातील शिक्षकांच्या नेमणूका मोठ्या प्रमाणावर केल्या. त्यामुळे शिक्षणाचा पाहिजे तसा विकास झाला नाही.

स्वातंत्र्य प्राप्ती नंतर त्याला गती देण्यात आली कारण शिक्षणा शिवाय मानव जातीचा विकास होणार नाही. व मानवाचा विकास झाला नाही तर देशाचा विकास होणार नाही. म्हणून प्रत्येक देशाने शिक्षणाच्या विकासाला मोठ्या प्रमाणावर प्राध्यान दिले. आज जगातील इतर देशाचा विचार केला तर त्यांनी औद्योगिकीकरण व विज्ञान क्षेत्रात उंच भरारी मारली आहे. त्यांनी शिक्षण क्षेत्राच्या विकासासाठी पो ाक वातावरण निर्माण करून कृमबद पध्दतीने उच्च शिक्षणाचा विकास केला. व त्यातून त्यांनी त्यांच्या देशात ाैक्षणिक क्रांती घडवून आणलेली आहे.

### उच्च शिक्षण व विद्यार्थी :

आज विज्ञानाने केलेल्या प्रगती मूळे जग आणखी जवळ आले आहे. जागतीकरण मूळे व खूले त्यापार धोरणामूळे जवळीकता वाढली आहे. काही गो टीत याचा फायदा झालेला दिसून येतो. तर काही ठिकाणी मानव नैतीक मूल्यापासून दूर जात आहे. या वर रामबाण उपाय म्हणून शिक्षणा कडे पाहीले जात आहे. शिक्षण ही प्रक्रीया विद्यार्थी भवती फीरत असते. विद्यार्थी हा केंद्रबींदू मानून सर्व ाैक्षणिक सूविधा उपलब्ध करून दिले जातात. शिक्षण या प्रक्रीयेत शिकणे व शिकवणे या गो टीला महत्व आहे. शिक्षणामूळे देशातील नागरीकांचे अज्ञान दूर होते. भारता सारख्या ोती प्रदान देशामध्ये शिक्षणातून केलेली प्रगती समाधानकारक आहे. देशातील बहुतांश नागरीक ग्रामीण भागात राहात असले तरी उच्च शिक्षणापासून वंचीत राहू ाकत नाही.

शिक्षण देणाऱ्या पाळा, महाविद्यालये, विद्यापीठ यांना आपल्या गुणवत्ता सिध्द करण्यासाठी (NAAC) च्या माध्यामातून संधी उपलब्ध करून दिली जात आहे. दूसरीकडे

जागतीक करणाच्या माध्यमातून अनेक विदेशी विद्यापीठ तैक्षणिक संस्था विविधी देशात स्थापन करण्यात येत आहेत. या मूळे प्रत्येक संस्थेला आपले आस्तीत्व ठिकवून ठेवणे अवश्यक आहे. ज्या शिक्षणातून देशाचा सामाजीक आर्थिक विकासाला हातभर लावता येतो व यातून देशाचा विकास साधला जातो त्या शिक्षणाला गुणवत्ता पूर्वक शिक्षण म्हणतात.

कोणत्याही देशाच्या विकासाच्या आलेख तयार केला तर त्यात शिक्षण हाच महत्वाचा भाग आहे. देशाच्या आर्थिक, कृ ि सांस्कृतीक विकासात शिक्षणाची भूमीका महत्वाची आहे. आजच्या स्पर्धच्या यूगात टिकायचे असेल तर शिक्षणावर भर देणे अवश्यक आहे. जगातील विद्यपीठाच्या क्रमवारीत अनुक्रमे भारत कोणत्या स्थानवार आहे याचा विचार केला तर अमेरीका रशिया, इंग्लंड या देशातील विद्यापीठे आपल्याकडे कधी निमार्ण होतील हा एक अनऊर्तीण प्रश्न आहे. आज पाश्चात्य देशाच्या तूलनेत आपली विद्यापीठे फार मागे आहे. याचा विचार करून सूधारणा करण्यात यावी.

उच्च शिक्षणातील गुणवत्ता सूधारण्यासाठी उच्च शिक्षणातील कर्मचारी गुणवंत असने, काळाची गरज आहे. या साठी कर्मचारी निवड प्रक्रीयेत बदल घडवून आणणे अवश्यक आहे. या मुळे गुणवंत कर्मचारी संस्थेत कार्यरत असल्याने संस्थेचे नांव उज्वल होईल व शिक्षणाची गुणवत्ता सूधारण्यास मदत होईल.

आज जागतीकरणामूळे शिक्षणात स्पर्धा मोठया प्रमाणावर निर्माण केली आहे. यात यशस्वी होण्यासाठी स्व:ताच्या बुध्दीचा योग्य पध्दतीने वापर करून सूधारणा करणे अवश्यक आहे.

बुध्दीमान विद्यार्थी हे आजच्या उच्च शिक्षणाचे ाक्तीस्थान आहे व आजच्या आपल्या तरुण विद्यार्थीच्या जोरावरच आपण आज जगातील एक महासत्ता होण्याचे स्वप्न पाहत आहोत. व याच बरोबर समाजीची आर्थीक घडी बसवण्यासाठी समाजात उच्च शिक्षाकात नागरीकांची आवड अत्यंत अवश्यक आहे.

जागतीकरणामुळे आज देशासमोर मोठे मोठी आव्हाने आहेत. अशा आव्हानांना सामोरे जाण्यासाठी देशातील उच्च शिक्षण देण्याच्या संस्था या महत्वाची भूमीका पार पाडत आहेत. काही ठिकाणी शिक्षण क्षेत्रात वातावरण प्रदूशीत केले जात आहे. त्यात सूधारणा करणे अवश्यक आहे. कारण शिक्षण क्षेत्र हा देशाचा पाया आहे. हाच पाया मजबूत असेल तर जास्त दिवस ठिकते अन्यथा जागतीक रजाच्या वातावरणात इतर देशाना तैक्षणिक संस्था सूरू करण्यास जास्त केळा लागणार नाही. सुंस्कृत पिढी निर्माण करणे ही प्रत्येक तैक्षणिक संस्थेची जिम्मेदारी आहे. कारण सुंस्कृत पिढी देशाची मोठी ताकद आहे. शिक्षणामुळे व्यक्ती घडण्यास मदत होते. विद्यार्थीचे व्यक्तीमत्वाचा योग्य वयात विकास झालातर समाजाचा विकास होतो. व्यक्तीमत्व म्हणजे स्व:ताच्या परिसराशी व वर्तनाला चालणा देणाऱ्या ारीरीक व मानसीक संघटन होय. विद्यार्थीच्या व्यक्तीमत्वला चालना ाळा व माहविद्यालये यातून घडत असते. शिक्षणातून मनोबल वाढते

त्यांच बरोबर जिज्ञासू वृत्ती वाढीस लागते. शिक्षकाने विद्यार्थीला राहत असलेली भोवतालची परिस्थिती, त्यावर करण्यात येणारे संस्कार, विद्यार्थ्यां मध्ये जागरूकता इत्यादी गुणांचा विकास केला पाहिजे. आजच्या विद्यार्थ्याला जीवण जगण्यासाठी योग्य दिशा देणारी शिक्षण प्रणाली निर्माण झाली पाहिजे. जीवणात येणाऱ्या चांगल्या वाईट प्रसंगांशी दोन हात करण्याची तारिरीक व मानसीक तयारी करून घेतली पाहिजे. विद्यार्थ्यांना त्यांचे कर्तव्य, त्यांचे कुटूंब, समाज व देशा विषयीची जबाबदारी यांची जाणीव करून देणे आवश्यक आहे.

सारांश :

उच्च शिक्षण हा विज्ञान युगातील महत्वाचा विषय आहे. प्रत्येक महाविद्यालय व विद्यापीठाने आपली उच्च शिक्षणातील गुणवत्ता तपासून घेण्यासाठी तपासना तर्फे स्थापन करण्यात आलेले स्वायत्त संस्था (NAAC) सारख्या संस्थेकडून मुल्यांकन करून घेणे गरजेचे आहे. देशातील बऱ्याच संस्थानी (NAAC) सारख्या संस्थेकडून मुल्यांकन करून घेण्यासाठी म्हणवातसा प्रतिसाद दिला नाही. याचा परीणाम उच्च शिक्षणावर झाल्या शिवाय राहणार नाही.

शिक्षणाचा दर्जा बढायचा असेत तर शिक्षक, पालक, विद्यार्थी किंवा समाजाची मानसिकता बदलणे गरजेचे आहे. त्याच बरोबर अध्ययन – अध्यापन यांची प्रक्रीय बदलने आवश्यक आहे.

संदर्भ :

- १) जागतीरकण आणि शिक्षणक्षेत्र – सुधीर पानसे
- २) तैक्षणिक समस्या व उपाययोजना – प्राचार्य नागोराव कुंभार
- ३) शिक्षणाचे बदलते संदर्भ – डॉ. अनिल कुलकर्णी
- ४) बदलते शिक्षण स्वरूप व समस्या – जनार्धन वाघमारे



## प्रल्हाद दत्तराव भोपे

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शिक्षण हे समाजपरिवर्तनाचे एक प्रभावी साधन आहे. मानवाच्या विकासात शिक्षणाची भूमिका अत्यंत महत्वाची ठरत आलेली आहे. शिक्षणाच्या माध्यमातून समाजाला उत्तम जीवनाकडे वाटचाल करण्यासाठी आवश्यक असा दृढीकरण निर्माण होतो. शिक्षण म्हणजे सुसंस्कार, मानवाच्या वर्तनातील विधायक परिवर्तन, उत्पादन क्षमतेतील वृद्धी, कौशल्ये विकास, सर्वांगीण विकास, चारित्र्यनिर्माण—राष्ट्रनिर्माण होय. जगातील संशोधनाचे निष्कर्ष हे दर्शवितात की, फक्त तंत्रज्ञानावर आधारित शिक्षणप्रणालीच, कमीतकमी किमतीत शिक्षणाची उच्च गुणवत्ता आणि जास्तीत जास्त उपलब्धता, एकाच वेळेस देणे शक्य आहे.

आजच्या युगास प्रसारमाध्यमांचे, विज्ञान—तंत्रज्ञान, आधुनिकीकरणाचे युग म्हणून आपण ओळखतो. तंत्रज्ञान म्हणजे अवजारे, यंत्रे, त्यांपासून बनलेल्या प्रणाल्या यांचे संकलन, निर्मिती आणि उपयोजन अभ्यासगारी विद्याशाखा होय. प्रागैतिहासिक काळापासून मानव तंत्रज्ञानाचा वापर व अभ्यास करत आलेला आहे. आगीच्या, चाकाच्या मोठ्यापासून ते आधुनिक काळातील छपाई तंत्रज्ञान, टेलिफोन, इंटरनेट तंत्रांपर्यंत मानवाने तंत्रज्ञान विकासाविले आहे यास शिक्षणक्षेत्र कसे अपवाद ठरेल? शिक्षणामुळे आधुनिक तंत्रज्ञानाच्या गतिशीलतेला चालना मिळाली व आधुनिक तंत्रज्ञानाच्या शिक्षणातील वापराने अध्ययन—अध्यापन—मूल्यमापन व संशोधन व त्याचे उपयोजन विकासांमुळे मानवाचे जीवन अधिक सोयीस्कर बनत चालले आहे.

स्वातंत्र्यानंतर गेल्या पाच दशकात भारत जगातील एक विज्ञान तंत्रज्ञान क्षेत्रातील सत्ता म्हणून उदयास आला आहे. अमेरिका व रशियानंतर तंत्रज्ञानाच्या क्षेत्रात भारत जगात तिसरा देश आहे. गेल्या दोन वर्षांत तर तंत्रज्ञानात भारताने भक्कम कामगिरी केलेली आहे, की भारत जगाची डिझाईन कॅपिटल बनलेला आहे. या तंत्रज्ञानाचा वापर शिक्षण प्रणालीत आज वाढतांना दिसतो. तंत्रज्ञान म्हणजे म्हणजे मिळालेल्या ज्ञानाचा दैनंदिन जीवनात पद्धतशीर उपयोग करून घेण्याचे सास्त्र होय. आधुनिक तंत्रज्ञानामुळे ज्ञानप्राप्ती, विविध कौशल्याची निर्मिती, विषयज्ञान अभिरूची—अभिवृत्ती, सामाजिक मूल्यांची जाणीव निर्माण होते. अध्ययन व अध्यापन ही सतत, निरंतर चालणारी प्रक्रिया आहे. शिक्षण प्रभावी व परिणामकारक होण्यासाठी अध्यापन प्रभावी असावे लागते. त्यासाठी आजच्या काळात उपलब्ध तंत्रज्ञानाचा कौशल्याने वापर होणे गरजेचे आहे.

भारतामध्ये आधुनिक तंत्रज्ञानाची प्रत्यक्ष सुरुवात १९७२ मध्ये झाली. भारत सरकारच्या शिक्षण मंत्रालयाने आधुनिक तंत्रज्ञानाचा कार्यक्रम चौथ्या पंचवर्षीक योजनेत सुरू केला. शिक्षणाच्या गुणात्मक दर्जात वाढ

होण्यासाठी आकाशवाणी, दूरदर्शन, कृत्रिम उपग्रह, संगणक यांचा वापर केला. १९८० मध्ये इनसॅट उपग्रहाच्या आधारे दूरदर्शनद्वारा शिक्षणाचा प्रसारकरण्यात आला. आकाशवाणी, दूरदर्शन व संगणक हे शिक्षण क्षेत्राला वरदान ठरले आहेत. यांच्या वापरामुळे शिक्षण प्रक्रियेत क्रांती येत आहे.

शिक्षण क्षेत्रामध्ये नवविचार प्रवाह येत आहेत. त्याचा परिचय विद्यार्थ्यांना, अध्यापक—प्राध्यापकांना असणे गरजेचे आहे. यामध्ये स्वयंअध्ययन, दूरस्थ शिक्षण, मुक्त शिक्षण, आनंददायी शिक्षण, अध्यापनाची प्रतिमाने, सांघिक अध्यापन, प्रकल्प, क्षेत्रभेटी, आंतरविद्याशाखीय अभ्यास, कौशल्ये विकास, विा य आवड दर्जा शिक्षण पध्दती इत्यादींचा समावेश होतो.

### आधुनिक तंत्रज्ञानाचे शिक्षणातील महत्त्व:

काळ धावतो आहे. 'अद्यावत रहा' हा नवयुगाचा मंत्र आहे. तंत्रज्ञानाने नवी झळाळी शिक्षणक्षेत्राला आलेली आहे. आधुनिक तंत्रज्ञानाच्या वापरामुळे विद्यार्थ्यांमध्ये आत्मविश्वास व अभिरूची निर्माण होते. अध्ययन—अध्यापन मनोरंजक व आनंददायी होते. विद्यार्थ्यांच्या कल्पना शक्तीचा विकास होऊन स्वयं अध्ययनातून स्वयंकृतीवृत्ती वाढीस लागते. अध्यापकाचे अध्यापन प्रभावी व परिणामकारक होते. विद्यार्थ्यांत निर्माण होणाऱ्या संस्काराला मूर्त स्वरूप देता येते. त्यांची तर्कशक्ती वाढते. जिज्ञासू वृत्तीचा विकास होतो. विद्यार्थ्यांना केव्हाही अध्ययन अनुभव घेता येतो. खडू—फळयापासून ते दूरदर्शन संगणकापर्यंत विविध साधनांचा व माध्यमांचा अंतर्भाव शैक्षणिक तंत्रज्ञानामध्ये होतो.

### आधुनिक तंत्रज्ञानाची भूमिका:

शिक्षक आपल्या अध्यापनाचे चित्रध्वनीमुद्रण संग्रह (सीडी, रेकॉर्ड) करूनही ठेवू शकतो किंवा विद्यार्थी सुध्दा तज्ज्ञ प्राध्यापकांची व्याख्याने, तासिका रेकॉर्ड करून संग्रही ठेवू शकतो. मोबाईल वर विविध शैक्षणिक ॲप्स, ई—बुक्स डाउनलोड करून ज्ञान घेवू शकतो. अध्यापकही आपले अभ्यासपूर्ण भाषण, माहिती, नाविन्यपूर्ण संशोधन, मांडलेले सिद्धांत, प्रयोग, प्रत्यक्ष कार्य आकाशवाणी, व्हिडिओ, संगणक, दूरदर्शन, व उपग्रह वाहिन्यामार्फत प्रक्षेपित करून कमीत कमी वेळात जास्तीत जास्त विद्यार्थ्यांपर्यंत पोहचविण्याचा प्रयत्न करू शकतो. भारतासारख्या देशात ग्रामीण व आदिवासी भागातही तंत्रज्ञानामुळे अध्ययन अध्यापन सहज शक्य होवू शकते. ग्रामीण भागातील गाळा—महाविद्यालयेही कात टाकत आहेत. डिजीटल व स्मार्ट होत आहेत. तंत्रज्ञानाच्या माध्यमातून शिक्षण घेताना विद्यार्थी अधिक क्रियाशील राहातो. रा ट्रीय एकात्मता निर्माण करण्यासाठी आधुनिक तंत्रज्ञानाच्या माध्यमातून विविध भाषा, विविध कला, विविध व्यवसायांची माहिती प्रक्षेपित केली जाते त्यामुळे अनादी काळापासून चालत आलेल्या कला व संस्कृतीचे जतन होते.

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## ५९७ उच्च शिक्षा के कौशल विकास शिक्षा अन्तर्गत निर्धारित

हिंदी भाषा कौशल विकास पाठ्यक्रम का स्वरूप एवं विशेषताएँ

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### प्रस्तावना :

मनुष्य द्वारा निर्मित व्यवस्थाओं में समय के साथ परिवर्तन करना अत्यंत आवश्यक होता है। कोई भी व्यवस्था जब निर्माण की जाती है तब अपने समय के लिए अत्यंत उपयुक्त हो सकती है परंतु जैसे-जैसे समय बीतता है उस व्यवस्था में अनेक प्रकार की त्रुटियाँ, खामियाँ निर्माण हो ही जाती हैं। वह व्यवस्था किसी न किसी रूप में कालबाह्य हो जाती है। इसलिए व्यवस्था में नितनूतन परिवर्तन करना, संशोधन करना तथा उसे कालानुरूप बनाना अत्यंत आवश्यक हो जाता है। यदि ऐसा नहीं किया जाता है तो वह व्यवस्था स्वयं ही नष्ट हो जाती है अथवा उसे ध्वस्त किया जाता है। मानव निर्मित व्यवस्थाओं में शिक्षा व्यवस्था एक महत्वपूर्ण व्यवस्था है जो मनुष्य द्वारा निर्मित अन्य व्यवस्थाओं को सुचारू रूप संचालित करने में योगदान देती है। शिक्षा को मनुष्य के आत्मोन्नति का एक महत्वपूर्ण साधन माना जाता है। मनुष्य को सुसभ्य एवं सुसंस्कृत बनाती है तथा उसके जीवन अन्न, वस्त्र, निवास तथा अन्य आवश्यकताओं की पूर्ति करने में सहायक सिद्ध होती है। भारतीय शिक्षा प्रणालि में समय के साथ अनेक परिवर्तन हुए हैं। अंग्रेज

शासनकाल में भारतीय शिक्षा का स्वरूप अमूल्य रूप से बदल गया। शिक्षा क्षेत्र में अंग्रेजों ने क्रांतिकारी परिवर्तन किया। किसी समय केवल किसी विशिष्ट समुदाय के लिए शिक्षा ग्रहण करने के अधिकार को व्यापक बना दिया गया। शिक्षा को किसी जाति या वर्ण तक सीमित नहीं रखा। वह सर्वग्राह्य और सर्व सुलभ हो गयी। स्वाधिनतापूर्व कालखंड में शिक्षा का मुख्य प्रयोजन अंग्रेज सरकार की नौकरी करना था। परंतु आजादी के बाद शिक्षा के स्वरूप और प्रयोजन को बदलने की आवश्यकता महसूस की जाने लगी। यही कारण है कि आजादी के बाद स्वतंत्र भारत की नयी शिक्षा नीति निर्धारित की गयी। शिक्षा का स्वरूप, उसका स्तर, स्तर के अनुरूप शिक्षा का उद्देश्य निर्धारित किया गया। सक्षम एवं सुजान भारतीय नागरिक का निर्माण करने के उद्देश्य से प्रेरित शिक्षा प्रणालि में रोजगार को भी केंद्र में रखा गया। परंपरागत शिक्षा प्रणालि और आज के समय की आवश्यकता को लेकर शिक्षाविदों ने विचार मंथन कर शिक्षा के स्वरूप को बदलने की अनिवार्यता का प्रतिपादन किया है। उच्च शिक्षा में कौशल विकासाधारित शिक्षा की अनिवार्यता को सबने महसूस किया है। बिना कोई कौशल सीखे शिक्षा ग्रहण करने की व्यर्थता का अनुभव आज हो रहा है। इसलिए शिक्षा को रोजगार तथा आजीविका के साथ जोड़ना अनिवार्य हो गया है। कौशल विकास के पाठ्यक्रमों

से जोड़ कर रोजगार का सृजन करने की योजना उच्च शिक्षा संबंधी संस्था यूजीसी ने बनायी है। जिससे छात्र अपनी पढ़ाई के साथ साथ रोजगारोन्मुखी पाठ्यक्रमों से भी जुड़ा रहता है तथा पढ़ाई के बाद आत्म निर्भर बन सकता है। उन्होंने कहा कि सेमेस्टर प्रणाली में शिक्षकों पर भार बढ़ जाता है परन्तु इसकी पीड़ा विद्यार्थी झेल रहे हैं। उन्होंने कहा कि भारत का युवा वर्ग कौशल विकास आधारित पाठ्यक्रमों को पढ़कर अनुशासित रूप से कार्य करे तो भारत विश्व में सर्वश्रेष्ठ होने से कोई नहीं रोक सकता। विशिष्ट अतिथि प्रो. प्रशांत आर. चौहान ने कहा कि आज का विद्यार्थी उच्च शिक्षा प्राप्त करने के बाद परम्परागत कौशल भी भूल जाता है। उन्होंने कहा कि किसान का बेटा पढ़ लिखकर अन्य कार्य करना पसंद करता है लेकिन वह खेती नहीं करेगा इसी उद्देश्य को लेकर यूजीसी की नई गाइड लाइन के अनुसार पाठ्यक्रमों में कौशल विकास के पाठ्यक्रमों को जोड़ा गया है। विशिष्ट अतिथि प्रो. शशि शेखर ने कहा कि आज का युवा कौशल विकास के क्षेत्र में बहुत आगे बढ़ रहा है। उन्होंने मोबाईल का उदाहरण देते हुए कहा कि आज का युवा कम्प्यूटर, मोबाईल के फीचर्स समझने में देर नहीं लगाते।

### गोपालेख के उद्देश्य :

१. 'कौशल' इस अवधारणा को स्पष्ट करना
२. कौशल विकासाधारित शिक्षा का स्वरूप स्पष्ट करना
३. कौशल विकास की अनिवार्यता के विविध पहलुओं का विवेचन करना
४. कौशल विकास पाठ्यक्रम की विशेषताओं को स्पष्ट करना
५. कौशल विकास के अंतर्गत निर्धारित हिंदी भाषा कौशलों का परिचय लेना
६. कौशल विकास के अंतर्गत निर्धारित हिंदी भाषा कौशल की विशेषताओं का विवेचन करना

### कौशल से तात्पर्य —

किसी कार्य को करने में दो प्रकार की योग्यताएँ आवश्यक होती हैं — सामान्य तथा विशेष ।। परन्तु अनेक ऐसे कार्य हैं जिनको करने के लिए विशेष । अभ्यास, जानकारी तथा निपुणता की आवश्यकता होती है। इसी अभ्यास, निपुणता और जानकारी तथा निरंतर प्रयास से उस व्यक्ति में वह कार्य करने की विशेष । क्षमता प्राप्त हो जाती है। इसी क्षमता को 'कौशल' कहा जाता है। कौशल को प्राप्त करने के लिए उचित मार्गदर्शन, आवश्यक सामग्री तथा निरंतर प्रयास—अभ्यास की आवश्यकता होती है। निरंतर प्रयास से तथा अनुभव के आधार पर व्यक्ति में विशिष्ट कौशल विकसित होता है।

सरकार की ओर से शिक्षा के अंतर्गत ही कौशल विकास कार्यक्रम को आगे बढ़ाने की योजना तैयार की गयी है। इसके अंतर्गत अगले पाँच वर्षों में करोड़ों युवाओं को कौशल विकास का शिक्षण देने का निर्धार किया गया है, “हमारा लक्ष्य व्यावसायिक शिक्षा एवं प्रशिक्षण के माध्यम से औपचारिक कौशल प्राप्त कार्यबल की प्रतिशतता को बारहवीं योजना के अंत तक १२.० प्रतिशत से बढ़ाकर २५.० प्रतिशत करने का होना चाहिए। इसका अर्थ यह हुआ कि लगभग ७० मिलियन और व्यक्तियों को अगले पाँच वर्षों में औपचारिक कौशल प्रदान करना होगा।” १ बढ़ती युवा जनसंख्या को रोजगार के अच्छे अवसर प्रदान करने के लिए उन्नत प्रशिक्षण एवं कौशल विकास महत्वपूर्ण है और उन्नति की गति को तीव्र बनाए रखने के लिए यह आवश्यक भी है।

राष्ट्रीय कौशल विकास नीति का लक्ष्य, सभी व्यक्तियों को अच्छे रोजगार सुलभ कराने तथा विश्व बाजार में भारत की प्रतिस्पर्धा सुनिश्चित करने के लिए उन्हें उन्नत कौशल, ज्ञान तथा योग्यताओं के माध्यम से सक्षम बनाना है। यह नीति, सभी को, विशेष रूप से युवा, महिलाओं तथा वंचित वर्गों को कौशल प्रदान प्राप्त करने के अवसरों का सृजन करने, सभी स्टेकधारियों द्वारा अपनी कौशल विकास पहल की वचनबद्धता को बढ़ावा देने और सबसे महत्वपूर्ण रूप में बाजार की वर्तमान तथा बढ़ रही रोजगार आवश्यकताओं से संबद्ध उच्च स्तर के कुशल कार्य-बलध्वजियों के विकास पर बल देती बारहवीं योजना के दौरान, कौशल में अंतराल का पता लगा कर उसे दूर करना होगा, जबकि बुनियाद को मजबूत किया जा चुका है। कौशल विकास के लिए समन्वित कार्य योजना के एक मुख्य घटक राष्ट्रीय कौशल विकास निगम (एन.एस.डी.सी.) ने महत्वपूर्ण प्रगति की है और विशेष रूप से बड़े अनियोजित क्षेत्रों में लक्षित ऐसे अधिकांश कौशल प्रशिक्षण राज्य स्तर पर एन.डी.एस.सी. के हस्तक्षेप तथा नेतृत्व के माध्यम से आएंगे। इसके लिए एन.डी.एस.सी. को दिए जाने वाले समर्थन में पर्याप्त वृद्धि करने की बात को स्वीकार किया गया है। इसके अंतर्गत बारहवीं योजना के दौरान सभी राज्यों में राज्य कौशल विकास मिशनों को पूर्ण कार्यात्मक एवं प्रभावी बनाने की बात पर सकारात्मक विचार किया जा रहा है।

कौशल विकास के लिए पाठ्यक्रम को नियोक्ताओं, उद्योग की आवश्यकता को पूरा करने के हेतु से तैयार किया जा रहा है। युवकों को स्व-रोजगार के उपलब्ध अवसरों के अनुसार ढालने के लिए शिक्षा तथा उसके पाठ्यक्रम में बुनियादी परिवर्तन किया जा रहा है। विश्वविद्यालयीन शिक्षा के प्रत्येक पाठ्यक्रम को कौशलाधारित बनाने की योजना को क्रियान्वित किया जा चुका है। इसके अंतर्गत महाराष्ट्र के स्वामी रामानंद तीर्थ विश्वविद्यालय, नांदेड द्वारा सकारात्मक पहल की जा चुकी है। कौशल विकास के अंतर्गत छात्रों में कौशल विकसित करने पर विशेष जोर दिया जा रहा है।

### कौशल विकासाधारित शिक्षा का अर्थ

मानव जीवन सुसहय और सुलभ बनाने के लिए मनु ने अनेक प्रकार के कौशल आत्मसात कर उन्हें विकसित किया है। प्रत्येक व्यक्ति अपने रुचि और आवश्यकता के अनुसार कोई भी कौशल सीख सकता है तथा उसे आत्मसात कर अपना दैनंदिन व्यवहार सुलभ बना सकता है। भौतिक आवश्यकताओं की पूर्ति करने के लिए अथवा आत्मीक समाधान प्राप्त करने के लिए भी व्यक्ति को किसी न किसी कौशल में निपुण होना आवश्यक होता है। शिक्षा की व्यापक परिभाषा देते हुए प्रसिद्ध ब्रिटिश विद्वान एफ.सी.एस. शिलार कहते हैं, “ शिक्षा का एकमात्र लक्ष्य मनु ने मानव-सुलभ गुणों का विकास करना है। ”<sup>२</sup> मानव सुलभ गुणों में जीवन यापन के लिए आवश्यक गुणों का समावेश होता है। इसलिए जीवन कौशल विकास को ही शिक्षा कहा गया है। इसी प्रकार टी.पी.नन “ शिक्षा व्यक्ति का पूर्ण विकास है, ताकि वह अपनी सर्वोत्तम सामर्थ्य के अनुसार मानव-जीवन में एक मौलिक योगदान कर सके। ”<sup>३</sup> अपने सामर्थ्य का अर्थात बौद्धिक, शारीरिक तथा मानसिक का विकास करना शिक्षा है। यहाँ भी कौशल को ही वरीयता दी गयी है। महात्मा गांधी “ शिक्षा से मेरा तात्पर्य बालक और आदमी में शरीर, मस्तिष्क और आत्मा में जो कुछ सर्वोत्तम है उसे समग्र रूप से अभिव्यक्त करना है। ”<sup>४</sup> गांधी जी ने बेसीक शिक्षा के अंतर्गत स्वयं रोजगार के लिए उपकारक कौशलाधारित शिक्षा का आग्रह किया था। कौशल विकास शिक्षा से तात्पर्य ऐसी शिक्षा जो प्रत्यक्ष जीवन जीने के लिए उपकारक तथा सहायक हो सके।

### कौशल विकास का महत्व —

किसी भी देश की प्रगति के विभिन्न चरणों में मानव संसाधनों के विकास और उसके सशक्तिकरण में शिक्षा का महत्वपूर्ण स्थान होता है। किसी भी शिक्षा प्रणाली में उच्च शिक्षा, व्यापक रूप से प्रबंधन, इंजिनियरिंग, मैडिसिन अन्यादि महत्वपूर्ण भूमिका निभाते हैं और इस पूरी प्रक्रिया में देश की प्रगति और उत्पादकता बढ़ती है। ज्ञान की संपत्ति और कौशल को एक पीढ़ी से दूसरी पीढ़ी तक ले जाने में हमारी शिक्षा के मंदिरों का उल्लेखनीय योगदान होता है। किसी देश की समृद्धि कौशल और ज्ञान के आधार पर ही होती है। डॉ. सिंह पंकज अपने विख्यात ग्रंथ 'समर्थ भारत' में लिखते हैं, "यद्यपि आधुनिक युग की बढ़ती जरूरतें, नवोन्मे और तकनीकी विकास के चलते विद्यालयों में शिक्षण कार्य बहुत चुनौतीपूर्ण हो चुका है। इन्हें सदैव स्वयं को अपडेट रखना पड़ता है। किसी भी देश की आर्थिक वृद्धि और सामाजिक विकास को संचलित करने वाली ताकतें कौशल और ज्ञान होती हैं।" ५ देश को नये युग में ले जाने के लिए कौशल विकास और कौशल शिक्षा को विशेष महत्व दिया जा रहा है। यह कौशल विकास का कार्यक्रम आज हमारे शिक्षा व्यवस्था की सर्वोच्च प्राथमिकता बन गयी है। कौशल विकास आधारित शिक्षा देना आज समय की आवश्यकता हो गयी है। "समग्र रूप से उत्पादन बढ़ाने के लिए लोगों की श्रम क्षमता एवं योगदान को बढ़ाते हुए प्रभावी बनाने की कला 'कौशल विकास' कहलाती है।" ६ कौशल विकास का महत्व दिनों दिन बढ़ रहा है। आज भारतीय समाज व्यवस्था तथा युग परिवेश के सापेक्ष शिक्षा के अंतर्गत कौशल विकसित करने वाली शिक्षा आवश्यक हो गयी है।

### कौशल विकास के अंतर्गत निर्धारित हिंदी भाषा कौशलों का परिचय

भाषा के अंतर्गत कौशलों का विशेष महत्व है। डॉ.शिखा चतुर्वेदी "व्यक्ति की संप्रेषण क्षमता भाषा कौशलों की दक्षता पर ही निर्भर होती है। भाषा की प्रभावशीलता का मानदंड बोधगम्यता होता है। जिन भावों एवं विचारों की अभिव्यक्ति करना चाहते हैं उन्हें कितनी क्षमता से बोधगम्य कराते हैं यह भाषा कौशलों के उपयोग पर निर्भर करता है।" ७ भाषा के कौशल के अंतर्गत मुख्य रूप से चार कौशल प्रमुख माने जाते हैं। जिनको विकसित करने के लिए निरंतर प्रयास करने की आवश्यकता होती है। भाषा व्यवहार को प्रभावशाली रूप से संचलित करने के लिए इन चार कौशलों पर अधिकार पाना अनिवार्य माना जाता है। "सामान्य रूप से भाषायी कौशल निम्नलिखित माने जाते हैं —

१. श्रवण कौशल
२. वाचन कौशल
३. पठन कौशल
४. लेखन कौशल।" ८



कौशल विकास हेतु शिक्षा के अंतर्गत निर्मित हिंदी पाठ्यक्रम का स्वरूप एवं विशेषताएँ

१. हिंदी व्याकरण और संप्रेषण

२. हिंदी भाषा और संप्रेषण

१. हिंदी व्याकरण और संप्रेषण

- हिंदी व्याकरण एवं रचना — संज्ञा, सर्वनाम, विशेषण, क्रिया एवं अव्यय का परिचय।
- उपसर्ग, प्रत्यय तथा समास। पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए
- एक शब्द, शब्द शुद्धि, वाक्य शुद्धि, मुहावरे और लोकोक्तियाँ, पल्लवन एवं संक्षेपण।
- संप्रेषण की अवधारणा और महत्व
- संप्रेषण के प्रकार
- संप्रेषण के माध्यम
- संप्रेषण की तकनीक
- अध्ययन, वाचन एवं चर्चा : प्रक्रिया एवं बोध
- साक्षात्कार, भाषण कला एवं रचनात्मक लेखन

२. हिंदी भाषा और संप्रेषण

- भाषा की परिभाषा, प्रकृति एवं विविध रूप
- हिंदी भाषा की विशेषताएँ : क्रिया, विभक्ति, सर्वनाम, विश्लेषण एवं अव्यय संबंधी।
- हिंदी की वर्ण-व्यवस्था : स्वर एवं व्यंजन।
- स्वर के प्रकार — ह्रस्व, दीर्घ तथा संयुक्त।
- व्यंजन के प्रकार — स्पर्श, अन्तस्थ, ऊष्म, अल्पप्राण, महाप्राण, घोष तथा अघोष।
- वर्णों का उच्चारण स्थान : कण्ठ्य, तालव्य, मूर्द्धन्य, दन्त्य, ओष्ठ्य तथा दन्तोष्ठ्य।
- बलाघात, संगम, अनुतान तथा संधि।
- भाषा संप्रेषण के चरण : श्रवण, अभिव्यक्ति, वाचन तथा लेखन।
- हिंदी वाक्य रचना, वाक्य और उपवाक्य। वाक्य भेद। वाक्य का रूपान्तर।
- भावार्थ और व्याख्या, आशय लेखन, विविध प्रकार के पत्र लेखन।



### ३. कार्यालयी हिन्दी

- हिन्दी भाषा के विभिन्न रूप—राष्ट्रभाषा, राजभाषा, जनभाषा।
- शिक्षण माध्यम—भाषा, संचार भाषा, सर्जनात्मक भाषा, यांत्रिक भाषा।
- राजभाषा का स्वरूप, भारतीय संविधान में राजभाषा संबंधी
- परिनियमावली का सामान्य परिचय, राजभाषा के रूप में हिन्दी के समक्ष
- व्यावहारिक कठिनाइयाँ एवं संभावित समाधान।
- टिप्पण (नोटिंग), प्रारूपण/आलेखन (ड्राफ्टिंग), पल्लवन, संक्षेपण।
- विभिन्न प्रकार के पत्राचार, प्रशासनिक पत्रावली की निष्पादन प्रक्रिया।
- पारिभाषिक शब्दावली।
- कार्यालयी प्रयोजनों में विभिन्न यांत्रिक उपकरणों का अनुप्रयोग —
- कम्प्यूटर, लैपटॉप, टैबलेट, टेलीप्रिंटर, टैलेक्स, वीडियो कान्फ्रेंसिंग।

### ४. भाषा शिक्षण

- हिन्दी भाषा एवं शब्द भण्डार — तत्सम, तद्भव, देशज, विदेशज,
- कृत्रिम।
- प्रतीक भाषा, मिथकीय भाषा, मूक—बधिर भाषा, ब्रेल लिपि प्रशिक्षण।
- भाषिक प्रशिक्षण के विभिन्न स्तर— प्रारंभिक कक्षाओं में, उच्च शिक्षा
- संस्थाओं में, हिन्दीतर भाषियों, विभाषियों— विदेशियों के बीच द्वितीय
- भाषा के रूप में।
- भाषा विज्ञान के मूलधार— व्याकरण बोध, मानक वर्तनी का ज्ञान,
- शुद्ध वाक्य विन्यास, वैज्ञानिक उच्चारण, मानकीकृत देवनागरी लिपि
- का अभ्यास।
- पर्यायवाची, समानार्थक, विलोम, गूढ़ार्थवाची, समश्रुत, अनेक शब्दों के
- लिए एक शब्दयुग्म।
- देवनागरी लिपि का इतिहास तथा वैशिष्ट्य, देवनागरी की
- वैज्ञानिकता, कम्प्यूटरीकरण की दृष्टि से संक्षेपण, संशोधन की
- आवश्यकता।
- हिन्दी का अनुप्रयोगात्मक व्याकरण।
- शैली विज्ञान—प्रारंभिक परिचय।
- हिन्दी भाषा के विशिष्ट शब्दों का भारतीय भाषाओं के संदर्भ में
- तुलनात्मक अध्ययन।

- हिन्दी भाषा का भविष्य।

#### ५. अनुवाद विज्ञान

- अनुवाद का तात्पर्य, अनुवाद के विभिन्न प्रकार — भाषान्तरण,
- सारानुवाद तथा रूपान्तरण में साम्य — वैषम्य। अनुवाद के प्रमुख
- प्रकार—कार्यालयी, साहित्यिक, ज्ञान—विज्ञानपरक, विधिक,
- वाणिज्यिक।
- अनुवाद के शिल्पगत भेद अविकल अनुवाद (लिटरल),
- भावानुवाद/छायानुवाद, आशु अनुवाद, डबिंग, कम्प्यूटर अनुवाद।
- साहित्यिक अनुवाद के प्रमुख रूप—काव्यानुवाद, कथानुवाद,
- नाट्यानुवाद।
- अनुवाद में पर्यवेक्षण (वेटिंग) की भूमिका।
- वैज्ञानिक तकनीकी शब्दावली का अनुवाद, मुहावरों/लोकोक्तियों का
- अनुवाद, संक्षिप्ताक्षरों तथा कूटपदों का अनुवाद, आंचलिक शब्दावली
- का अनुवाद, व्यंजनापरक लक्षणिक पद प्रयोगों का अनुवाद।
- अनुवाद की सम्पादन प्रविधि।
- अनुवादक की अर्हता और सफल अनुवाद के अभिलक्षण।
- विश्व भाषाओं की प्रमुख कृतियों के हिन्दी अनुवाद एवं हिन्दी की
- प्रमुख कृतियों के विश्वभाषाओं में किये गये अनुवाद।
- भारत में अनुवाद प्रशिक्षण के प्रमुख केन्द्र, अनुवाद के राष्ट्रीय
- प्राधिकरण के गठन की आवश्यकता।
- हिन्दी अनुवाद का भविष्य।

#### ६. संभाषण कला

- संभाषण का अर्थ। संभाषण के विभिन्न रूप—वार्तालाप, व्याख्यान, वाद
- विवाद, एकलाप, अवाचिक अभिव्यक्ति, जन संबोधन।
- जन सम्पर्क में वाक्कला की उपयोगिता
- संभाषण कला के प्रमुख उपादान — यथेष्ट भाषा ज्ञान, मानक उच्चारण ,
- सटीक प्रस्तुति, अन्तराल ध्वनि (वाल्जूम), वेग, लहजा (एक्सेण्ट)
- संभाषण कला के विभिन्न रूप, उद्घोषणा कला (अनाउन्समेंट), आंखों देखा
- हाल (कमेन्ट्री), संचालन (एँकरिंग) वाचन कला, समाचार वाचन (रेडियो, टीवी).

- ) मंचीय वाचन (कविता, कहानी, व्यंग्य आदि)
- वाद—विवाद प्रतियोगिता एवं समूह संवाद।
- लोक प्रशासन, जनसम्पर्क एवं विपणन के विकास में संभाषण कला का योगदान।
- संवादी भाषा (कनवर्सेशनल लैंग्वेज) के रूप में हिन्दी की भाषिक संवेदना की विवेचना।

### ७. भाषा कम्प्यूटिंग

- कम्प्यूटर प्रबंधन—हार्डवेयर, सॉफ्टवेयर, प्रमुख एप्लिकेशन पैकेज, वेबसाइट, ई—मेल, वेब सर्फिंग।
- इलेक्ट्रॉनिक मीडिया, सी.डी., मोबाइल और किंडल, मैग्जीन का निर्माण।
- मल्टीमीडिया की कार्य प्रणाली।
- कम्प्यूटर में डाटा प्रविष्टि, स्मृति (मेमोरी), सूचना संग्रहण।
- कम्प्यूटर मुद्रण।
- सूचना प्रौद्योगिकी का स्वरूप।
- संचार प्रौद्योगिकी की प्रयोजनीय शब्दावली।
- संचार भाषा के रूप में हिन्दी की उपलब्धियाँ।
- कम्प्यूटर में हिन्दी के विभिन्न अनुप्रयोग।
- कम्प्यूटर अनुवाद।
- रेडियो और टेलीविजन के कम्प्यूटर साधित कार्यक्रम।

### ८. रंग आलेख एवं रंगमंच

- नाटक के प्रमुख प्रकार और उनका रचना विधान—पूर्णांकी, एकांकी, लोकनाटक, प्रहसन, काव्यनाटक, नुक्कड़ नाटक, प्रतीकनाटक, भावनाटक, पाठ्यनाटक, रेडियो नाटक, टीवी नाटक।
- हिन्दी नाट्यशास्त्र और नाट्यलेखन का इतिहास
- हिन्दी नाटक की प्रमुख प्रवृत्तियाँ — सामाजिक, सांस्कृतिक, ऐतिहासिक, समस्यामूलक तथा एक्सट्रा नाटक।
- हिन्दी के प्रमुख नाटक और नाटककार।
- हिन्दी रंगमंच के प्रमुख रूप — १. शौकिया मंच २. व्यावसायिक मंच ३. सरकारी मंच।
- हिन्दी क्षेत्र की प्रसिद्ध रंगशालाएं तथा संस्थाएं।

- रंग शिल्प प्रशिक्षण, रंग स्थापत्य, रंग सज्जा, रंग दीपन, ध्वनि व्यवस्था एवं प्रसाधन,
- निर्देशन एवं अभिनय। रंगमंचीय भाषा की विशेषताएं।
- रंग आलेख की प्रविधि — वस्तुविधान, पात्र परिकल्पना, परिस्थिति योजना, संवाद
- लेखन का वैशिष्ट्य, रंग निर्देशों की उपयोगिता।
- रंग समीक्षा का महत्त्व।

#### ९. चलचित्र लेखन

- भारतीय सिनेमा का इतिहास।
- हिन्दी की आरंभिक मूक और सवाक् फिल्मों।
- विगत शताब्दी की लोकप्रिय हिन्दी फिल्मों, लोकप्रिय फिल्मी गीत तथा प्रसिद्ध
- संवाद।
- प्रमुख निर्देशक एवं अभिनेता।
- हॉलीवुड फिल्मों की हिन्दी डबिंग।
- बॉलीवुड का हिन्दी फिल्मी उद्योग।
- फिल्म निर्माण की प्रक्रिया।
- हिन्दी पटकथा लेखन (सिनेरियो) का क्रमिक विकास, संवाद लेखन—प्रणाली
- या प्रविधि।
- रीमेक फिल्मों का भाषिक पक्ष, समकालीन हिन्दी फिल्मों की भाषिक
- संरचना।
- वृत्त चित्र की निर्माण पद्धति, फीचर।
- हिन्दी में निर्मित विज्ञापन फिल्मों (एड्स—फिल्में)।
- फिल्मी अभिनेताओं द्वारा उच्चारित संवादों का स्वनिम के आधार पर
- विश्लेषण।
- हिन्दी की विश्व व्याप्ति में फिल्मों की भूमिका। हिन्दी की प्रमुख फिल्मों के
- आधार पर भाषिक संरचना का व्यावहारिक प्रशिक्षण— देवदास (तीनों
- निर्मितियाँ) तथा शोले।

#### १०. समाचार संकलन और लेखन

- समाचार : अवधारणा, परिभाषा, बुनियादी तत्व, समाचार और संवाद, संरचना
- (घटक), समाचार मूल्य। समाचार के स्रोत।
- समाचार संग्रह—पद्धति और लेखन—प्रक्रिया : सिद्धान्त और मार्गदर्शक बातें।

- विकासशील और जनरुचि की दृष्टियाँ।
- समाचार का वर्गीकरण। खोजी, व्याख्यात्मक, अनुवर्तन समाचार।
- संवाददाता : भूमिका, अर्हता, श्रेणियाँ, प्रकार्य एवं व्यवहार—संहिता।
- रिपोर्टिंग के क्षेत्र और प्रकार : विधायिका, न्यायपालिका, मंत्रालय और प्रशासन,
- विदेश, रक्षा, राजनीति, अपराध और न्यायालय, दुर्घटना एवं नैसर्गिक आपदा,
- ग्रामीण, कृषि, विकास, अर्थ एवं वाणिज्य, बैठकें एवं सम्मेलन, संगोष्ठी, पत्रकार
- वार्ता, साहित्य एवं संस्कृति, विज्ञान, अनुसंधान एवं तकनीकी विषय, खेलकूद,
- पर्यावरण, मानवाधिकार और अन्य सामाजिक विषयों और क्षेत्रों से सम्बन्धित
- रिपोर्टिंग।
- इलेक्ट्रॉनिक माध्यमों से प्राप्त समाचारों का पुनर्लेखन।
- लीड : अर्थ, प्रकार, विशेषता, महत्व।
- शीर्षक : अर्थ, प्रकार, लिखने की कला, महत्व।
- रिपोर्टिंग : कला और विज्ञान के रूप में विश्लेषण, वस्तुपरकता और भाषा—शैली।

#### ११. संपादन प्रक्रिया और साज—सज्जा

- संपादन : अवधारणा, उद्देश्य, आधारभूत तत्त्व, निष्पक्षता और सामाजिक संदर्भ,
- समाचार विश्लेषण, संपादन—कला के सामान्य सिद्धान्त।
- संपादक और उपसंपादक : योग्यता, दायित्व और महत्व।
- समाचार मूल्य, लीड, आमुख, शीर्षक—लेखन आदि प्रत्येक दृष्टि से चयनित
- सामग्री का मूल्यांकन और संपादन। संपादन चिह्न और वर्तनी पुस्तिका।
- प्रिंट मीडिया की प्रयोजनपरक शब्दावली।
- संपादकीय लेखन : प्रमुख तत्त्व एवं प्रविधि। संपादकीय का सामाजिक प्रभाव।
- समाचार पत्र और पत्रिका के विविध स्तम्भों की योजना और उनका संपादन।
- साहित्य और कला जगत की सामग्री के संपादन की विशेषताएँ। छायाचित्र,
- कार्टून, रेखाचित्र, ग्राफिक्स आदि का संपादन।
- हिन्दी के राष्ट्रीय और प्रांतीय समाचार पत्रों की भाषा, आंचलिक प्रभाव और
- वर्तनी की समस्याएँ।
- साज—सज्जा और तैयारी : ग्राफिक्स और आकल्पन के मूलभूत सिद्धान्त।
- मुद्रण के तरीके, दैनिक समाचार पत्र का पृष्ठ—निर्माण (डमी), पत्रिका की
- साज—सज्जा, रंग—संयोजन।

## १२. सर्जनात्मक लेखन के विविध क्षेत्र

- रिपोर्टाज : अर्थ, स्वरूप, रिपोर्टाज एवं अन्य गद्य रूप, रिपोर्टाज और फीचर लेखन—प्रविधि।
- फीचर लेखन : विषय—चयन, सामग्री—निर्धारण, लेखन—प्रविधि। सामाजिक, आर्थिक,
- सांस्कृतिक, विज्ञान, पर्यावरण, खेलकूद से सम्बद्ध विषयों पर फीचर लेखन।
- साक्षात्कार (इण्टरव्यू/भेंटवार्ता) : उद्देश्य, प्रकार, साक्षात्कार—प्रविधि, महत्त्व।
- स्तंभ लेखन : समाचार पत्र के विविध स्तंभ, स्तंभ लेखन की विशेषताएँ, समाचार पत्र और सावधि पत्रिकाओं के लिए समसामयिक, ज्ञानवर्धक और मनोरंजक सामग्री का लेखन। सप्ताहांत अतिरिक्त सामग्री और परिशिष्ट।
- दृश्य—सामग्री (छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि) से संबंधित लेखन।
- बाजार, खेलकूद, फिल्म, पुस्तक और कला समीक्षा।
- आर्थिक पत्रकारिता, खेल पत्रकारिता, ग्रामीण और विकास पत्रकारिता, फोटो पत्रकारिता।

## १३. हिन्दी की सांस्कृतिक पत्रकारिता

- सांस्कृतिक पत्रकारिता : अवधारणा, अर्थ और महत्त्व। परम्परागत, आधुनिक और उत्तर आधुनिक समाज। संस्कृति, लोकसंस्कृति, लोकप्रिय संस्कृति, अपसंस्कृति। बाजार, संस्कृति और संचार माध्यम।
- सांस्कृतिक संवाद : अर्थ, भेद और विशेषताएँ। सांस्कृतिक संवाददाता की योग्यताएँ : आस्वादन, अन्वीक्षण, कल्पनाशीलता आदि। सांस्कृतिक संवाद के क्षेत्रों का परिचय मंचकला, पर्यटन, पुरातत्व संग्रहालय आदि।
- मंचकला और पत्रकारिता : रंगमंच; संगीत—गायन, वादन (ताल वाद्य, तंत्र वाद्य) और नृत्य के कार्यक्रम संवाद लेखन और समीक्षा। चित्रकला (पेंटिंग, ग्राफिक, टेक्सटाल डिजाइन), शिल्पकला, स्थापत्य कला के कार्यक्रम : संवाद लेखन और समीक्षा।
- पर्यटन पत्रकारिता — प्रमुख धार्मिक स्थलों, स्मारकों और प्राकृतिक सम्पदाओं का
- परिचय : संवाद लेखन और समीक्षा। छायाचित्र (फोटोग्राफी) और चित्र पत्रकारिता:
- जनसंचार माध्यम के रूप में छायाचित्र, छायाचित्र लेने की तरीके, उपकरण और प्रयोग की विधि।
- चित्र पत्रकारिता : सिद्धान्त और व्यवहार, चित्र सम्पादन, सचित्र रूपक (फीचर), प्रदर्शनी।
- चलचित्र (छायाछवि/फिल्म) पत्रकारिता: संचार माध्यम के रूप में फिल्म और विडियो, लघुफिल्म, वृत्तचित्र, धारावाहिक : परिचय और विकास; फिल्म पृष्ठ का आकल्पन और अभिविन्यास।

## नि क र्ति —

उपर्युक्त विवेचन से यह स्पष्ट हो जाता है कि वर्तमान समय शिक्षा का संक्रांति काल है। व्यक्ति और समाज जीवन में आये परिवर्तनों के अनुकूल शिक्षा देना शिक्षा व्यवस्था का उद्देश्य होता है। जीवन के लिए उपकारक तथा पूरक शिक्षा देना आज नितांत आवश्यक हो गया है। कौशल विकास शिक्षा केवल

व्यावसायिक प्रशिक्षण संस्थाओं में ही नहीं बल्कि परंपरागत शिक्षा संस्थानों के माध्यम से देना आज निवार्य हो गया है। परंपरागत शिक्षा पाठ्याओं को तथा शिक्षा विभागों को कौशल विकास के अनुरूप ढालने की प्रक्रिया विश्वविद्यालय अनुदान आयोग तथा मानव संसाधन विकास मंत्रालय की ओर से तेज हो गयी है। भाषा का हमारे जीवन में अनन्य साधारण महत्व रहा है। भाषा मनुष्य के संप्रेषण तथा संवाद को सार्थक बना देती है। आज कौशल विकास के अंतर्गत भाषा के विभिन्न कौशलों को आत्मसात कर रोजगार के विभिन्न अवसरों का लाभ उठाया जा सकता है। विश्वविद्यालय अनुदान आयोग ने हिंदी भाषा को रोजगारपरक बनाने हेतु कौशल विकासाधारित पाठ्यक्रम का निर्माण किया है। यह पाठ्यक्रम अध्येताओं को रोजगार के विभिन्न अवसरों प्रदान करता है। कौशल विकास के अंतर्गत हिंदी भाषा के विभिन्न पहलुओं को लेकर बनाया गया यह पाठ्यक्रम अपने आपमें एक आदर्श पाठ्यक्रम है।

**संदर्भ :**

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## ६०. संशोधनाचे प्रकार

मार्जदर्शज

प्रा.डॉ.विशाल रावसाहेब पतंगे  
राज्यशास्त्र संशोधन केंद्र,  
पिपल्स कॉलेज, नांदेड

संशोधज

तेजस देवबाराव कांबळे  
राज्यशास्त्र संशोधन जेंद्र,  
पिपल्स कॉलेज, नांदेड

प्रस्तावना : -

"ज्ञानासाठी" या अर्थानेच संशोधन हा शब्द प्रचलित झालेला आहे. समाज शास्त्राच्या कोणत्याही अध्ययनासाठी संशोधनाची भूमिका महत्वाची मानली जाते. संशोधनाद्वारेच समाजातील तथ्ये व तत्वे शोधून काढली जातात. नव-नविन संशोधनाद्वारेच नवीन ज्ञानाची निर्मिती केली जाते.

संशोधन म्हणजे केवळ तथ्याचे एकत्रिकरण करणे म्हणे शास्त्र नव्हे, तर तथ्य आणि त्याची विविधता या सुसंबंध परस्परावलंबीत रचना या दोन्ही घटकांचा शास्त्र या संकल्पनेत समावेश होत असतो. संशोधनाला इंग्रजीत रिसर्च (Research) म्हटले जाते. रिसर्च याचा अर्थ पुन्हा पुन्हा शोध घेणे असता होतो.

व्याख्या : -

**वेबस्टरचा शब्दकोष :** "संशोधन म्हणजे कोणत्याही ज्ञान शाखेत नविन अथवा जुनी तथ्य शोधण्यासाठी आणि जुनी तथ्ये व तत्वे परिक्षणासाठी तयार केलेला चिकित्सक व पद्धशीर अभ्यास होय."

मोझरच्या मते : -

"सामाजिक घटना व समस्या याबाबत नविन ज्ञान प्राप्त व्हावे म्हणून केलेल्या क्रमबद्ध संशोधनास सामाजिक संशोधन म्हटले जाते."

यावरून खऱ्या अर्थाने संशोधन म्हणजे वैज्ञानिक पद्धती प्रत्यक्षात कार्यन्वित करण्यासाठी अधिक नियमबद्ध, आकारबद्ध, सुव्यस्थित अशी प्रक्रिया होय.

संशोधनाचे प्रकार :-

- 1) मौलीज जिं वा शुद्ध संशोधन
- 2) व्यवहारीज जिं वा जिं याभिमुज संशोधन

१) मौलीज जिं वा शुद्ध संशोधन :-

मौलीक संशोधनात सामाजिक जीवन आणि घटना यांच्या आधारे मुलभुत सिंध्यात किंवा नियम शोधले जातात. या नियमाच्या आधारेच नविन ज्ञान किंवा नियम शोधले जातात. याप्रकारचे संशोधन प्रकारात जुन्या नियमाची पडताळणी किंवा तपासणी केली जाते.

जर नियम कालबाह्य किंवा उपयोग शुन्य असेल तर त्यात नविन सुधारणा करून नविन नियमाची मांडणी केली जाते. हा नविन नियम नविन परिस्थितीशी अनुरूप होतो.

हा संशोधन प्रकार सिध्दांतीक स्वरूपाचा असतो. मौलीक संशोधन केवळ एखाद्या घटनेचे किंवा समस्येचे मुळ कारण शोधण्यासाठी उपयोगात आणला जातो.

## २) व्यवहारीक जिं वा जिं याभिमुख संशोधन

रॉबर्ट लिंडने या संशोधन पध्दतीचा पुरस्कार केला आहे. या प्रकारच्या संशोधनात मिळालेल्या ज्ञानाचा मानवी जिवनाशी कल्याणासाठी उपयोग व्हावा हा प्रमुख उद्देश असतो. या पध्दतीनुसार संशोधन समस्येचा शोध घेणे, नविन समस्या निर्मितीला होण्यापासून प्रतिबंध करण्याचा प्रयत्न केला जातो. प्रस्थापित समस्येवर उपाय योजना सुचविली जाते. ज्ञानाचा व्यवहारीक वापर रज्यावर या संशोधन प्रकारात भर दिला जातो.

आधुनिक तंत्रज्ञान, नविन माहिती याचा समाजाभिमुख उपयोग कशा पध्दतीने होईल याचे नियम या संशोधन प्रकारात शोधले जातात.

सारांश स्वरूपात सांगायचे झाल्यास संशोधन ही एक वैज्ञानिक पध्दती आहे. या पध्दतीद्वारे नविन ज्ञान, तथ्य, समस्या, शोधलया जातात. समाजिक शास्त्राच्या ज्ञानाच्या कक्षा रुदावण्याची महत्वाची भूमिका संशोधनात केली जाते.

### निष्कर्ष :-

- १) सामाजिक संशोधन ही एक निरंतर प्रक्रिया आहे.
- २) सामाजिक संशोधन हे उपयोगी असावे.
- ३) संशोधनात समस्या ही केंद्रीभूत असते.

### संदर्भ ग्रंथ :-

- १) समाजशास्त्रीय संशोधन पध्दती - घाटोळे रा.ना.
- २) संशोधन करताना - डॉ. तारजे निलम, डायमंड पब्लिकेशन, पुणे
- ३) संशोधन पध्दतीशास्त्र व तंत्रे - डॉ.आगलावे प्रदिप, विद्या प्रकाशन

प्रा.डॉ.सोमवंशी मुक्ता (गंगणे)

लोकप्रशासन विभाग प्रमुख

कै.रमेश वरपुडकर महाविद्यालय, सोनपेठ

अठराव्या शतकात मानवाच्या बुद्धीसामर्थ्यामुळे औद्योगिक क्रांती झाली. तर विसाव्या शतकात माहिती तंत्रज्ञानामध्ये मोठी क्रांती झाली. एकविसावे शतक हे माहिती तंत्रज्ञानाचे शतक म्हणून ओळखले जात आहे. आज मानवाने माहिती तंत्रज्ञानाच्या क्षेत्रामध्ये एवढी प्रगती केली आहे की, संदेशवहन व्यवस्था अति जलद व प्रभावी झाली आहे. जग हे एक खेडे बनले आहे किंवा जग मानवाच्या मुठीत कैद झाले आहे. असे म्हटले तर वावगे ठरणार नाही. माहिती तंत्रज्ञानाने मानवी जीवनाचे प्रत्येक क्षेत्र व्यापले आहे. प्रत्येक क्षेत्रात माहिती तंत्रज्ञानाचा वापर करणे अनिवार्य झाले आहे. जसे — बँक, शिक्षण, व्यापार, उद्योग व्यवसाय, प्रशासन, दवाखाने ..... प्रत्येक क्षेत्रात माहिती तंत्रज्ञानाचा वापर करणे अत्यावश्यक झाले आहे. त्याचप्रमाणे संशोधन क्षेत्रातही माहिती तंत्रज्ञानाचा वापर अनिवार्य झाला आहे. वास्तविक पाहता संशोधन कार्यात माहिती तंत्रज्ञान वारदान ठरले आहे. कारण संशोधकाला आपल्या संशोधन कार्यात संगणक व इंटरनेटच्या सहाय्याने अधिक उत्कृष्ट निकाल प्राप्त होतात. संशोधनासाठी लागणारी माहिती संकलन करणे व प्राप्त माहितीचे विश्लेषण करणे अधिक सोपे झाले आहे. संगणकाचा वापर करून संशोधक आपले संशोधन कार्य अधिक उत्तम प्रकारे करू शकतो. थोडक्यात माहिती संकलनापासून ते शोधप्रबंध तयार करण्यापर्यंतच्या प्रत्येक टप्प्यावर माहिती तंत्रज्ञानाचा प्रभावी वापर करून घेता येतो.

**संशोधन पद्धती :-**

प्रस्तुत शोधनिबंध लिहिण्यासाठी दुय्याम साधन सामग्रीचा आधार घेण्यात आला आहे. त्यामध्ये संदर्भग्रंथ, मासिके व इंटरनेटचा वापर करण्यात आला आहे.

**शोध निबंधाचे उद्देश :-**

- १) माहिती तंत्रज्ञानाचा अर्थ स्पष्ट करणे.
- २) माहिती तंत्रज्ञानाचे घटक स्पष्ट करणे.
- ३) माहिती तंत्रज्ञानाचा संशोधन क्षेत्रातील उपयोग स्पष्ट करणे.

**गृहितकृत्ये :-**

- १) आधुनिक काळात माहिती तंत्रज्ञानामुळे संशोधन कार्य अधिक प्रभावी होत आहे.
- २) माहिती तंत्रज्ञानामुळे संशोधन कार्य सुलभ झाले आहे.

● **माहिती तंत्रज्ञानाची संकल्पना :-**

माहिती तंत्रज्ञान ही संकल्पना आज सर्वत्र रूढ झाली आहे. माहिती तंत्रज्ञान ही संकल्पना इलेक्ट्रिक साधनांशी संबंधित आहे. अर्थात माहिती तंत्रज्ञानात इलेक्ट्रिक साधनांचा वापर केला जातो. 'माहिती प्रक्षेपित करण्यासाठी, साठविण्यासाठी, तयार करण्यासाठी किंवा तिची देवाण-घेवाण करण्यासाठी वापरली जाणारी विद्युत उपकरणे म्हणजे माहिती संप्रेषण तंत्रज्ञान. यामध्ये रेडिओ, दूरदर्शन, व्हिडीओ, डिजिटल, दूरध्वनी,

मोबाईल फोन, उपग्रहावर आधारित सेवा सुविधा, संगणक व त्या संबंधित हार्डवेअर आणि सॉफ्टवेअर अशा गोष्टींचा समावेश होतो. ह्या व्यतिरिक्त, व्हिडिओ कॉन्फरन्सिंग, ईमेल, ब्लॉग अशा तंत्राचाही यात समावेश होतो.<sup>१</sup>

माहिती तंत्रज्ञानाची व्याख्या संगणकाद्वारे माहितीची प्रक्रिया करणे अशीही केली जाते. माहितीवर संगणक इलेक्ट्रॉनिक्स, दूरसंचार माध्यमे यासारख्या तंत्रज्ञानामार्फत प्रक्रिया करून ती अंकीय अथवा इतर स्वरूपात विकसित करणे म्हणजे माहिती तंत्रज्ञान असेही म्हटले जाते. माहिती तंत्रज्ञान हे सर्वसमावेशक तंत्रज्ञान आहे. माहिती तंत्रज्ञानात संगणक, ई-मेल, वर्ल्ड संप्रेषण, वाईड, ऑनिमेशन, इंटरनेट इ. तंत्रज्ञानाचा अंतर्भाव होतो.

#### ● माहिती तंत्रज्ञानाचे घटक :-

माहिती तंत्रज्ञानाचे हार्डवेअर आणि सॉफ्टवेअर हे दोन आधारभूत घटक आहेत.

**हार्डवेअर :-** म्हणजे माहिती तंत्रज्ञानातील स्वाभाविक घटक, यामध्ये इलेक्ट्रॉनिक घटक जे माहितीच्या प्रक्रियेमध्ये काही कार्य करतात त्यांचा समावेश होतो. यामध्ये संगणक, संगणकाचा पडदा, प्रिंटर, माहितीच्या प्रक्रियेतील इतर घटक, दूरध्वनी वायर्स इ.

#### **सॉफ्टवेअर :-**

म्हणजे हार्डवेअरला त्याचे कार्य करण्यासाठी केलेल्या सूचना यामध्ये संगणकप्रणाली समावेश होतो.

#### **इंटरनेट :-**

इंटरनेट ही माहिती तंत्रज्ञानातील अत्यंत महत्त्वाची बाब आहे. आज जगाला एकत्रीत करण्यात इंटरनेटचा महत्त्वाचा वाटा आहे. इंटरनेटच्या सहाय्याने आज सर्व प्रकारची कार्ये सहजपणे केली जात आहेत. ई-मेल, माहिती पोष, नोकरीचा पोष, ऑनलाईन तिकीट बुकींग, ऑनलाईन बँक व्यवहार, ऑनलाईन खरेदी ..... ही सर्व कार्ये इंटरनेटच्या सहाय्याने केली जात आहेत.

#### ● माहिती तंत्रज्ञानाचा संशोधन क्षेत्रातील उपयोग :-

आधुनिक काळात संशोधनाकरिता संगणक हे एक अतिशय उपयुक्त असे साधन बनले आहे. संशोधन कार्यामध्ये माहिती तंत्रज्ञानाच्या मदतीने प्रभावी अचूक संशोधन करता येते. सामाजिक शास्त्रातील संशोधनासाठी ही संगणक अत्यंत उपयुक्त ठरत आहे.

#### १) तथ्य संकलन :-

संशोधन कार्यासाठी माहितीचे संकलन करणे गरजेचे असते. यासाठी प्रथम व दुय्यम साधन सामग्रीचा वापर केला जातो. संगणकाच्या सहाय्याने दोन्ही प्रकारची माहिती संकलीत करणे सोपे होते. इंटरनेटच्या सहाय्याने इ-जरनल मोठ्या प्रमाणात उपलब्ध होतात. तसेच शासकीय आकडेवारी मिळविणेही सोपे होते. नैसर्गिक शास्त्रातील संशोधनासाठी संगणक हे अत्यंत उपयुक्त आहे. माहिती संकलन व त्याचावरील प्रक्रिया करणे संगणकामुळे सोपे झाले आहे. प्राथमिक साधनसामग्री मध्ये माहिती संप्रेषणाचा वापर करून प्रश्नावली भरणे तसेच मुलाखत घेणेही शक्य झाले आहे. अर्थात माहिती हा संशोधनाचा आत्मा असतो. आणि ती संकलीत करण्यासाठी संगणकाची मदत झाल्यामुळे संशोधन कार्य अधिक प्रभाविपणे केले जात आहे. संशोधनकर्ता आपल्या संशोधनातील फार मोठ्या प्रमाणावरील तथ्य संगणकामध्ये संग्रहित करतो. विशेषतः म्हणजे त्याला आवश्यकता असेल तेव्हा तथ्य उपलब्ध होतात.

#### २) तथ्याचे विश्लेषण :-

संशोधन कार्यामध्ये माहिती संकलना बरोबरच माहितीचे विश्लेषण करणेही फार महत्त्वाचे कार्य असते. माहिती विश्लेषणानावर संशोधनाचा दर्जा निश्चित होत असतो. संगणकाच्या सहाय्याने माहितीचे योग्यप्रकारे विश्लेषण करता येते. मध्य, प्रमाण किंवा मानक विश्लेषण, सहसंबंध व सहसंबंधाचा गुणांक, 'टी' टेस्ट, चलाचे विश्लेषण, सह चलाचे विश्लेषण, घटकाचे विश्लेषण इत्यादी, गो टी संगणकावर सहजपणे करता येतात.

### ३) अचूक सांख्यिकी माहिती :-

संगणकाच्या सहाय्याने सांख्यिकी माहिती अचूकपणे देता येते. एसपीएसएस किंवा पीसी + सारख्या सॉफ्टवेअरचा वापर करून सामाजिक शास्त्रातील सांख्यिकीय विश्लेषण अचूकपणे केले जात आहे. एसपीएसएस हा संगणकाकरिता सांख्यिकीय विश्लेषणाचा अतिशय उपयुक्त असा प्रोग्राम आहे. त्यामुळे सर्वेक्षण आणि प्रयोगामधील तथ्यांचे विश्लेषण करणे एकदम होते. तथ्य विस्तृत प्रमाणात हाताळणे आणि तथ्यांचे रूपांतर करणे एसपीएसएस/पीसी + मुळे सुलभ झाले आहे. सामाजिक शास्त्राच्या संशोधनाकरिता एसपीएसएस पद्धत एक अविभाज्य अंग बनली आहे. यामुळे संशोधन अहवालात सारणी, आलेख देणे संशोधनकर्त्याला सुलभ झाले आहे.

### ४) अचूक आलेख व व आकृत्या :-

संगणकाच्या सहाय्याने असंख्य तथ्यांचा अनुक्रम लावणे आणि विश्लेषण करणे हे कार्य अतिशय जलद गतीने केली जातात. ही कार्ये अगदी अचूक आणि विश्वसनीय असते. संशोधन अहवालात आलेख, आकृत्या चित्रे काढावी लागतात हे कार्य देखील संगणकावर उत्कृष्टपणे केले जाते.

### ५) अचूक व सुबक लिखाण :-

संगणकाच्या सहाय्याने संशोधन अहवालाचे अधिक अचूक व सुबक लिखाण केले जाते. संशोधन अहवालाची निर्मिती करीत असतांना संगणकावर टाइपिंग करीत असतांना काही चूका झाल्या तर त्या सहज दुरुस्त करता येतात. अक्षर अधिक अकृतिपणे टाइप करता येते. यामुळे संशोधन अहवाल अधिक अचूक व सुबक बनविता येतो.

### ६) आक कि मांडणी :-

संशोधन अहवाल आक कि बनविण्यासाठी संगणकाची अधिक मदत होते. संशोधन अहवालाच्या मुखपृष्ठापासून ते अंतर्गत लिखणामध्ये संगणकाची मदत होते. संगणकाच्या सहाय्याने संशोधन अहवालातील महत्त्वाची माहिती अधिक बोलवू करता येते. अहवालातील मुद्दे ठळक स्वरूपात मांडता येतात. यामुळे संशोधन अहवाल बाह्यगत व अंतर्गत दृष्ट्या अतिशय आकर्षक कि होतो.

संशोधनासाठी संगणकाची मदत घेतली असता संशोधक आपले संशोधन अधिक उत्कृष्ट व दर्जेदार बनवू शकतात. आज सर्व प्रकारच्या संशोधनात संगणकाचा वापर अनिवार्य झाला आहे. प्रस्तुत गोधननिबंधासाठी निश्चित करण्यात आलेले गृहितकृत्ये या गोधननिबंधाद्वारे सत्य सिद्ध होतात. आधुनिक काळात माहिती तंत्रज्ञानामुळे संशोधन कार्य अधिक प्रभावी होत आहे. माहिती तंत्रज्ञानामुळे संशोधन कार्य सुलभ झाले आहे. हे दोन्ही गृहितके या गोधननिबंधातून सत्य असल्याचे स्पष्ट होते.

निष्कर्ष :-

आजचे युग हे माहिती तंत्रज्ञानाचे युग आहे. आज सर्वत्र संगणकाचा वापर करणे अनिवार्य झाले आहे. संशोधन क्षेत्रामध्ये संगणकाचा वापर करून अधिक उत्तम प्रकारे संशोधन करणे शक्य होत आहे. संगणकाच्या वापरामुळे संशोधनासाठी लागणारी माहिती संकलीत करण्यापासून ते संशोधन अहवाल तयार करण्यापर्यंतचे सर्व कार्य सुलभ झाली आहेत. त्याचबरोबर माहिती तंत्रज्ञानाच्या मदतीने संशोधन केल्यामुळे संशोधनाची विश्वासनीयता वाढली आहे. संशोधन अहवाल अधिक आक कि व अचूकपणे मांडण्यासाठी संगणकाची संशोधकाला मदत होत आहे.

**संदर्भ ग्रंथ —**

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