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February-2019 Special Issue – 151

Revised NAAC Framework

Prospects & Challenges in Rural Setup

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- Chief & Executive Editor

The Revised NAAC Approach: Changing DNA of HE in India

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It is remarkable and commendable that following hardly five years after revising and releasing the **Manual** in April 2012, NAAC has again come out with one more revised version in July 2017. This is yet another clear attempt at self-renewal in keeping with the changing external, that is, global as well as local situation, needs and demands of the times from academia. The winds of change are bringing hurricanes of challenges for all of us. If this sounds in too high pitch, then let us make it less threatening: It is not enough that we change but how fast we change is what is important. This is especially noteworthy in the face of what Robert Robins, President, University of Arizona thinks Higher Education is notoriously slow to change. Education, as it were, is change averse but ironically enough, education is meant for changing others from crude to refined ones in some sense or the other! While changing oneself what NAAC really is trying to achieve is changing the whole DNA of Higher Education in India.

A whole impressive series of Education Commissions in the post-Independence years have tried to do the same work though tangible results have been rather slow to show. They have surely shown the right way but our academia has been a lazy walker. However, in the globalized situation the speed of change has become frantic, *mind-boggling*, as the common phrase goes. Management Guru Peter Drucker observed way back in 1992, "…it is a safe prediction that in the next fifty years, schools and universities will change more and more drastically than they have since they assumed their present form more than 300 years ago when they reorganized themselves around the printed book. What will force these changes is, in part, new technology, such as computers, videos, and telecasts via satellite; in part the demands of a knowledge-based society in which organized learning must become a lifelong process for knowledge workers; and in part new theory about how human beings learn." (*A Peter F. Drucker Reader*, Harvard Business Review Press, Boston, Massachusetts, 2017, p.123)

A saying tells us, "Different strokes for different folks". Yes, different human beings learn differently. Some are visual learners, some are auditory learners, and some are kinetic learners while some others learn by rote. Mark Zuckerberg wrote a letter to his newborn daughter, Max, in which he makes the following observation:

Our generation grew up in classrooms where we all learned the same things at the same pace regardless of our interests or needs. Your generation will set goals for what you want to become -- like an engineer, health worker, writer or community leader. You'll have technology that understands how you learn best and where you need to focus. You'll advance quickly in subjects that interest you most, and get as much help as you need in your most challenging areas. You'll explore topics that aren't even offered in schools today. Your teachers will also have better tools and data to help you achieve your goals.

Clearly enough, our Faculty has now no choice but to revisit, renew and revamp their Teaching-Learning Systems. For this we are required to change ourselves, change regularly, and change quickly. As Alvin Toffler points out in his eminent book, *Future Shock*, we have lost control of the change and its speed. Our only option is to submit to it or perish. Since we have chosen the positive option of accepting change as fast as our situation allows and can cope, it stands to reason that NAAC's initiative and impetus should have geared up commensurately. Socrates once described himself as the *gadfly* on the body of the polity of Athens. The metaphor is one of stinging the horse / the bull into action. Well, it would be appropriate to describe NAAC as the gadfly on the Indian academia, constantly, consciously, callously and even curtly keeping itself wakeful and also the academia wide awake! The end result is, of course, "to make quality the defining element of higher education in India", as NAAC declares it. The revised Manual (and, of course, the approach behind it) has to be interpreted in this context and light.

The **Preface** of the revised **Manual of NAAC** makes a concise statement of the new approach in the following words:

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 aims at shortening the duration of the entire accreditation process. We are all waiting with baited breath for clarity for details. Partly they will come from the NAAC itself but mainly we ourselves will have to take initiative to know and learn them. Let us look at some of the salient features of this new approach as spelt out in the said Manual. They are

- More than 75% of the entire process of Assessment and Accreditation (A & A) is digitalized. **So start creating online documents.**
- Almost 70% evaluation is online and 30% through on site visit
- The entire database is to be submitted online
- Separate Manuals (and marking schemes) for Universities, Autonomous Colleges and Affiliated and Constituent Colleges
- Adherence to the five Core Values adopted earlier on
- Increased emphasis on inculcation of values and tangible outcomes of response to social responsibility
- Reduced visit dates; Downsizing Peer Teams
- Increased emphasis on student (and alumni) participation and perception (to indicate their levels of satisfaction)
- Multiple Agencies to assess
- Maximum objectification of the entire process to ensure impersonal, fair and correct Assessment and Accreditation
- Insistence on e-proof and Direct verification of data
- Some internal re-allocation of marks:
- Criterion 2: **Teaching-Learning-Evaluation** carries the highest allocation of **350**,
- **Criterion 3: Research, Innovation and Extension has 120,**
- **Criterion 5: Student Support and Progression carries 130 marks.**
- Also, some Key Indicators, marked as "A" or "U" are to be borne in mind.

A Few Important Preliminaries

Our chief concern now is to identify a few important preliminaries for effective implementation of the New NAAC Methodology. The process of Assessment & Accreditation (A & A) is elaborate, demanding and meticulous. It imposes certain preliminaries on the IHEs in order to facilitate it and fetch desired outcomes. One can immediately think of the following practical steps to be taken immediately:

1. Download the revised Manual
2. Form a Steering Committee with sound skills of e-Data Management
3. I**dentify the data which are required in the e-form**
4. S**tart preparing online the relevant documents step by step**
5. Two members per Criterion with acceptable writing skills, with a copy of the Manual
6. Separately list and download all QlMs (Qualitative Matrixes)
7. Keep the Glossary of the various abbreviations and terms at hand for ready reference
8. Keep separate equipment (Laptop, printer, stationery, pen-drives, etc.) for exclusive use of the Steering Committee
9. Adequately train the members to operate gadgets
10. Earmark daily time schedule for discussions, data feeding
11. Make the Manual available to the entire staff; make sure that it is read carefully by all; keep inviting suggestions, information (preferably online) relevant to the Qualitative Metrics.
12. As there are specific number of words in which the required information is to be given, start building such documents; stick and restrICT to the exact number of words as, possibly, the online system may not accept one word more than the specified figure. If precise information is not written in a concise style, there is every possibility of losing marks, resulting eventually in a low grade of which all are mortally scared.
13. Make sure that your data minutely matches the data given to All India Survey of Higher education (AISHE).
14. Since the dividing lines between the following entries are very faint, it will be helpful if certain clarity is achieved about the Quality Matrixes (QlMs). (Note carefully that the entire COs will have to be uploaded as data.) It is strongly advisable and desirable that, if you have already not spelt out the COs, PSOs, POs, then the first thing you need to do (after reading this input, which is a personal perception and comprehension, and not an authentic statement on behalf of NAAC) is to spell them out thoroughly, circulate them, get approved by the entire faculty subject-wise and include them in the *Prospectus*, put them on the college website and make them available in a booklet form to the faculty.

There is one big challenge waiting for colleges preparing to propose for A & A to NAAC: **Students Satisfaction Survey! It carries a weightage of 50!** Our Colleges are of different sizes all over the country, ranging from stupendous enrolment like (a college in Nasik) 15000+ to (a village college) 150 and even less. Now, what may be the sample size for a Student Satisfaction Survey to be intimated to NAAC? That is the hundred dollar question pestering one and all. Can all the Adhar numbers email Id's and cell-phone numbers of 15000 odd students be communicated? Does each and every one of them have a smart cell phone and operate email regularly? Will everyone respond? And, above all, what kind of interaction (that is, questions) may be fired at them? --Only of academic concern or general interest? What about their command of the language (English) of interaction/response? These and many more such

overwhelming questions may knock about one's head without really finding immediate satisfactory solutions. May be, the best policy is to make a list of a couple of dozens of questions covering all the seven criteria and mail them to your students asking them to answer in a specified period. There are, thus, several grey areas that call for illumination, several creases that need to be ironed out. The best approach is to start reading, studying and noting requirements under the revised scheme, namely, preparing online documentation and a few templates like SWOC, Core Values, Best Practices, Unique Features of the institution, Executive Summary, and so on.

One principle is common to marriage and examinations: Marry in haste and repent at leisure! The English language says, "Hasty climbers have a sudden fall." So, *do not rush*. But start preparing right away. And--most of you may not like the next counsel—do not get obsessed with Grade (I call it: **Nothing-less-than-A Syndrome**). (But don't be casual about it!) Grades tend to degrade institutional morals! So, *Ma faleshu kada ch na!* (**मा फलेषु कदाच न)** We in this country have a great sense of reverence for the Bhagwad Gita that teaches **renunciation in Karma**, and **not of Karma,** as Dr. Radhakrishnan once put it**.**--Once rid of this obsession, you, the IQAC Coordinator (and your Principal under the pressure of the Management) will be in a mood to enjoy a peaceful sleep!

Role of NAAC in Ensuring Quality of Higher Education

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Abstract :

NAAC is an autonomous institution established by the UGC with the prime agenda of assessing and accrediting institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. The purpose of this research paper is to focus upon the role of NAAC in ensuring the quality in defining the element of Higher Education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. This paper makes a systematic study of the measures taken by NAAC to stimulate the Academic environment for promotion of quality of teaching-learning and research and also to understand the level of awareness and improvements in many aspects of such Institutions NAAC accreditation It is important to encourage self evaluation, accountability, autonomy and innovations in the Higher Education and undertake quality related research studies, consultancy and training programs and also collaborate with other stake holders of Higher Education for quality evaluation, promotion and sustenance. In this context NAAC insists for the quality and excellence in its vision of every Higher Education institution and advocates the Best practices, benchmarking approach for quality enhancement in Higher Education.

Keywords: NAAC Accreditation**,** Higher Education, Quality Assurance, Importance of Research.

Introduction:

Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of civilization. Education is one that provides the thrust in getting ahead and building up a powerful democratic society. Therefore, higher education is considered as an important instrument for bringing about social, economic, political and technological progress. The scope and demand for higher education is increasing day by day and the most important mission of higher education is the creation of intellects by providing world class education for promotion of global standards in the Institutions of Higher Education. The most important factor that should be taken care of is to provide higher education without compromising on the quality of education. With the growth of the Higher Educational Institutions no doubt quality has degraded. Since NAAC's assessment can judge the quality of a college or a university, it is expected that NAAC's assessment will lead to the academic qualitative up gradation in the colleges. In order to find out whether NAAC's assessment to these colleges have brought about academic as well as qualitative up gradation, the investigator took an interest to study the impact of NAAC's Assessment and Accreditation on the academic as well as qualitative development of some of the accredited Colleges.

- **Vision and Mission of NAAC:**

  Vision: To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

  Mission:

- To arrange for periodic assessment and accreditation of Institution of higher education.

- To stimulates the academic environment for promotion of quality of teaching-learning & research in higher educational institutions.
- To encourage self-evaluation, accountability and innovations in higher education.
- To collaborate with other stakeholders of higher education.

Methods of Quality Measurement:

- **Curriculum planning and design:**
  Which includes curriculum development, goal orientation, programmes option, academic flexibility and feedback mechanism.
- **Curriculum Transaction and Evaluation:**
  Which includes admission process, catering to diverse needs, teaching-learning process, teachers quality, evaluation of learning and examination reform.
- **Research Development and Extension:**
  Which includes promotion of research, research output, publications output, consultancy extension and linkages.
- **Infrastructure and learning Resources:**
  Which includes physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.
- **Student support and Progression:**
  Which includes students profile, students progression, student support and student activities.
- **Organization and Management:**
  Which includes goal orientation and decision making, organization structure, power and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal, staff development programmes, resources mobilization and financial management.
- **Healthy practices:**
  Which includes total quality management, innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

Conclusions:

NAAC main aim is to uphold the quality of higher education in the country. It requires a lot of hard work but with the help of use of management and its principles it becomes easy and effective. For effective implementation of NAAC accreditation process requires automatic improvement in the quality of higher education in India.

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The Importance of Internal Evaluation System to Consider as an Essential Part of Teaching-Learning and Evaluation Process In NAAC

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Abstract:

In Higher Education it is important to maintain the system without any bias. In India the process of higher education is controlled and directed by UGC with the help of continuous assessment and evaluation from an autonomous agency called NAAC. With the establishment of NAAC the system of higher education is emerged as more effective and result oriented. It helps to become systematic through continuous assessment and accreditation to various universities, autonomous as well as affiliated colleges across India. The revised NAAC framework came into effect from July 2017. The process of assessment and accreditation showed drastic changes. Throughout India its process is same. It works not only manually but also online or system generated. Thus the accreditation framework is based on five core values. NAAC has established seven criterions to acquire necessary information of the whole process. NAAC has created marks and grade based assessment system. Each criterion holds specific marks, especially number second, which is 'Teaching-Learning and Evaluation'; it carries 360 out of 1000 marks. The teaching-learning and evaluation process is the core and integral part of the education system. Through this paper I am sincerely trying to examine how internal evaluation system makes examination an integral part of the teaching learning process. This paper has also examined that what necessary action should be taken for the effective implementation of internal evaluation process and how it should be considered as a best practice to gain maximum marks in the process of NAAC Assessment and Accreditation for not only affiliated degree colleges but also rural ones.

Key Words: HE, NAAC, Criterion, Teaching-Learning, Evaluation, Exam, Best Practice, College.

Introduction:

The condition of Higher Education in India is completely diversified through the privatization, extensive expansion, starter programs and autonomy in various developing areas. At the same time, it has increased the speed of access to higher education. Through globalization it is necessary to maintain the quality and relevance of higher education. In that concern the National Policy on Education (NPE, 1986) and the Program of Action (PoA, 1992) has established an independent National accreditation agency in 1994, it is called as the National Assessment and Accreditation Council (NAAC). It is autonomous agency to run by HRD and monitored by UGC. This agency has its own visions to make quality assurance as an integral part of the working of Higher Education Institutions (HEIs). It can be seen clearly in manual for affiliated and constituent colleges of NAAC.

"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 Manuals 5, 2017)

Revised NAAC framework

The NAAC is working since past two decades to focus the process of quality assessment and accreditation of HEIs. Many HEIs have done their accreditation from the NAAC in a sizeable number. The NAAC committed itself to promote quality culture in HEIs with total improvements in the field of higher education. The process of A&A is a continuous process and it needs to be improved. The NAAC has acquired the feedback from the HEIs, other stakeholders and the developments in the national section- all have underwritten in making proper revisions in the process so as to speed up the process with greater quality thoroughness. The NAAC has launched its Revised Assessment and Accreditation Framework in July 2017(NAAC Manuals, 2017). It characterizes a clear Paradigm Shift constructing it ICT enabled, objective, transparent, scalable and robust. The Shift is:

- To make objectivity and transparency with the qualitative and quantitative indicator evaluation.
- To create ICT base culture for scalability and robustness.
- To reduce many question and to make simplicity with clear and brief format.
- To make framework by the standards of other international QA with the help of quality improvement tool.
- To introduce 70% of System Generated Scores (SGS) with combination of online evaluation and 30% of peer judgement.
- To introduce the third party validation of data.
- To provide appropriate differences in the metrics, weightages.
- To create active involvement of students and alumni in the assessment process.

The complete education system is based on examination and evaluation with the relation of teaching and learning process. The whole process of education ends with examination and evaluation. The teaching and learning process depends on the efforts taken by the teachers for students to show good results in the examinations. Thus examinations and evaluations have been superseding the process of education and are a matter of concern for participants. Various boards and directives were established from time to time to recommend the reforms in education in general and examinations in specific. In the concerns of higher education, many institutes have presented innovative practices to improve the quality and effectiveness in various processes of their examination and evaluation system. NAAC in its attempt to carry the quality improvements in higher educational institutions, desired to circulate these innovative practices that are effectively commenced by the various institutions to other institutions also.

Internal Evaluation System as a Best Practice

The best practice is such type of practice for the institutions to do regular basis, student centric and innovative that creates importance of curriculum as well as identity of the institute. It is not mandatory for one institute to adopt the same practice which is functioned earlier by other Institute. However, the idea can be borrowed by other institutions, developed according to their need and adjusted into their system for improvement. According to NAAC manual (NAAC Manuals, 2017), there are seven criterions provided for A &A process and especially Criterion II: - Teaching Learning and Evaluation is one of them. While referring Criterion II for A & A process, it has come to know that maximum marks are given only to this criterion. For the

purpose, we can make criterion II as a best practice. According to Manuals for Affiliated / Constituent College with the reference of Criterion II: - Teaching Learning and Evaluation:

> "Criterion II pertains to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. 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. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion." (NAAC Manuals 12, 2017)

There are seven key indicators for criterion II, 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, Student Satisfaction Survey deals with quantitative and qualitative method.

The major area covers in criterion II is that teaching – learning process but most of the problems occur in the implementation of examination and proper evaluation system therefore the internal evaluation system is an integral part of teaching – learning process. While functioning in examination system some of the major problems are considered as barriers such as: examinations have always made effect the educational process. Nowadays to pass examination gains more weightage than acquiring the knowledge; Selective study for external examinations creates a specification; there is no perfect and valid measure of a student's performance to obtain good marks in the examination. It is under these contexts that if the affiliated and constituent colleges will adopt the following practicesto make the dominant examination system free from these deficiencies.

Teaching – learning process is the vital activity in the academics but external examination makes the students puppet, so some important objectives need to be considered as the innovative as well as output base activities. Through this practice, teachers should allow for various courses to assess the performance of their students with activity base programs. The teacher should abolish the set syllabi or external examination and to replace it by a system of internal and continuous evaluations. The institute should be given importance to the examination and evaluation as an internal and integral part of the teaching and learning process. The institute should set some measure to find a number of essential abilities from the students such as drive and capacity for hard work, skilled use of hands, leadership skill, quality of imagination, team-work, speculation and intuition etc. The institute should give some award and reward for degrees and diplomas, performance based reward to students in the number of courses; to create a cluster of students, in case of need, from one institution to other and from one type of study to other. The institute should plan a well-distributed interval of time within the semester. In the examination process, the institute should make a specific system to grant grades instead of marks to the students.

In the academics, there is much importance to the various practices, especially in teaching, learning and evaluation process and A&A process has also given so importance to give maximum marks in this particular practice, therefore, a well functionalized activity to give a

considerable success. For example: The academic performance of a student who has enrolled in any program is assessed internally on continuous basis by the concerned course teacher. The circulation of weightage for various forms of examination and assessment including the semester-end examinations is decided by the concerned course teacher and it is declared in the class within the first week or fortnight of the semester.The grades from O to E should be granted in the qualified grading system, it is to be decided by the course teacher.

Table 1: Performance wise Grade, Points and Description for Student

Grade	Points	Description
O	6	Outstanding
A	5	Excellent
B	4	Very Good
C	3	Good
D	2	Marginal
E	1	Poor
I	-	Incomplete
AP	-	Audit Pass
AF	-	Audit Fail
W	-	Withdrawn
X	-	Continued Project

I - Incomplete: 'I' grade should be granted to a student if he / she fails to fulfill all the necessary requirements of a decided course under unexpected conditions. An 'I' grade should be required to change to a proper grade within the first fortnight or month of the next semester.

X- Continued Project: 'X' grade should be granted to a student when he / she fails to complete the pre-decided project work within the semester. In such case the student should be allowed to register for the course in the next semester also.

In case the student is not content with the grade(s) granted by the course teacher, showed on the notice board, he / she can give a chance to appeal in writing for review to the concerned teacher within seven days of the beginning of the next semester (see Table 1).

Procedures of Evaluation and Guidelines for Teacher

For assessing the performance of a students the teacher of a course need to allocate marks to the mid-term test, semester-end examination and open book test along with at least one more evaluation based activity of following kinds: home assignments, laboratory work, seminar or PPT presentation that the teacher considers essential for evaluating the student's performance (Pavel et al. 2015; Hilbert 2012; Modal and Mete, 2012). The distribution of equal weightage to the several components of assessment will be decided by the course teacher and will be declared in the class within the first week or fortnight of the semester. The record of such distribution for each course will be kept by the teacher of concerned discipline.

The range of marks for granting grades on certain basis will be decided by the teacher, while the essence behind the concept of comparative grading must be kept in mind to the concern teacher. The teacher needs to remember to set questions on the basis of the student's accessibility, his/her capacity of understanding as well as his/her involvement in the class.

The teacher should display the grades on the notice board at least one day prior before submitting the same to the concern department. If a student demands for reviewing the grade(s) approved by the course teacher, the review board set up to resolve in the beginning of the semester together with the course teacher and the student should look into the matter and the grade(s) may be revised in case corrected.

Concerning the attendance of the students in the class, the course teacher should reveal the rules to be followed by them with regard to:

a) A student of less frequency of attendance will be granted an 'E' grade.
b) Marks to be granted if so desired by the teacher, on his/ her attendance.

Hindrances of this Practice

Through this practice to create continuous comprehensive evaluation with grade based semester system keeps the students, teachers and all other concerned stakeholders too busy throughout the year, allows less time for extra-curricular activities for the students. Sometimes, such type of practice may deprive the natural potential of the student; such as games and sports, cultural or literary activities. The complete internal assessment system is depended on it's an inherent tendency of the teacher or concern authority. Some of newly appointed teachers may be not acquainted with the system.

Remedies for Better Implementations of this Practice

The courses of studies should compact with possible modification to create the effectiveness and to give some time to the students for their extra-curricular activities. Students are also stimulated and assisted by the teacher to participate in the games and cultural events held from time to time at state, national as well as international levels. Students are also encouraged to go for excursion or study tour. The better implementation of such type of practice needs well planned preparation.The newly appointed teachers and administrators must be trained and to make them familiar with the concerned departments and sections.

The Positive Impact of the Practice

This practice gives an important module for continuous assessment of semester system; it inspires the students to work methodically during the course. This practice creates self-reliance among the students in respect of schedule, evaluation and academic development. Sometimes the ability a student may be tested by this system. The Students have the chance to discuss their curriculum problems through all established toolsof internal evaluation. This practice makes the reliability and transparency of the system.The ratio of students succeeding in the examinations is very high and subsequently wastage of manpower is unimportant. This practice can also be attributed for its efficiency in producing quality human resources who are fascinated by the recruiters in India.

The Resources Required for the Practice

It needs the body of devoted teachers who feel the essential to change the old system and put into practice a new system which is more expressive and determined. It requires a highly qualified teacher staff in which includes a system analyst who can play a supportive role to implement this practice. It requires well-structured course syllabi such as content areas of the subject is to be taught clearly, activities of students, association with other subjects, depth and

scope of the treatment, students' aptitude to be improved, teachers' teaching method, a well-organized class room, lesson planning, regularity of tests and type of tests, etc.

Conclusion:

In the teaching learning process, the internal evaluation is the integral part not only for the student but also for the institution because through this practice student makes his / her academic development and the institute gains better grade through the A & A process from the NAAC. The evaluation of the students has taken into account a number of vital abilities such as initiative and ability for hard work, management, inspiration, quality of imagination, speculation, trained hands, etc. Generally a student enrolls to a Master's degree program requires to earn a certain number of grade to qualify himself / herself for the degree. But due to some reasons if he / she wants to discontinue the study then he / she is allowed to get a certificate/diploma provided he / she has received the credits mandatory to qualify for such certificate/diploma. In short, this practice is more beneficial with reference of NAAC's A & A process for the institute and it is also beneficial for student for their academic achievements.

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Use of ICTs : Challenges in Teaching and Learning

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Abstract.

ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. Many teachers are reluctant to use ICTs, especially computers and the internet. Some of the reasons for this reluctance include poor software design, skepticism about the effectiveness of computers in improving learning outcomes, lack of administrative support, increased time and effort needed to learn the technology and how to use it for teaching, and the fear of losing their authority in the classroom as it becomes more learner-centered. 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. However, ICTs have not permeated to a great extent in many higher learning institutions in most developing countries due to many socio-economic and technological circumstances. This paper discusses new learning and training technologies considering their pedagogical, cost and technical implications

Keywords: information and communication technology, e-learning, teaching and learning technologies, higher learning institutions.

Introduction.

ICT has become an integral part of today's teaching learning process. The integration of ICTs in teaching in general and teacher education in particular is the need of the day. The use of ICTs can make substantial changes both for teaching and training mainly in two ways; firstly, the rich representation of information changes learner's perception and understanding of the context. Secondly; the vast distribution and easy process access to information can change relationships between teachers and taught.ICT can also provide powerful support for educational innovation. 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 Developments in Information and Communication Technologies (ICTs) have impacted all sectors of society, including the education sector. In higher education, application of ICTs in form of e-learning is already changing teaching and learning processes. There are many pedagogical and socio-economic factors that have driven higher learning institutions to adopt e-learning. These include greater information access; greater communication via electronic facilities; synchronous learning; increased cooperation and collaboration, cost effectiveness (e.g. by reaching different students and in greater numbers) and pedagogical

improvement through simulations, virtual experiences, and graphic representations. Both trainers and learners can choose more appropriate applications which are flexible in time, in place, personalized, reusable, adapted to specific domains and more cost-efficient This paper discusses the application of ICTs in teaching and learning by reviewing the e-learning context, and then focuses on the pedagogical, cost and technical implications of different ICTs that can be used for e-learning purposes. Challenges for integrating these technologies in higher learning institutions in developing countries are discussed, giving best practice approaches for addressing each of the challenges.

E-Learning In Context

E-learning refers to the use of ICTs to enhance and support teaching and learning processes. It is the instructional content or learning experiences delivered or enabled by electronic technologies and it incorporates a wide variety of learning strategies and technologies. E-learning ranges from the way students use e-mail and accessing course work online while following a course on campus to programmes offered entirely online .It is thus an alternative solution, which enlarges accessibility to training and becomes essential to complement the traditional way of teaching (i.e. face-to-face).

E-Learning Technologies

Functionally, e-learning includes a wide variety of learning strategies and ICT applications for exchanging information and gaining knowledge. Such ICT applications include television and radio; Compact Discs (CDs) and Digital Versatile Discs (DVDs);video conferencing; mobile technologies; web-based technologies; and electronic learning platforms. This section discusses what these ICTs entail and their pedagogical, technical and cost implications. Television (TV) refers to a receiver that displays visual images of stationary or moving objects both live or pre-recorded and mostly accompanied by selectronically captured, processed and re-displayed. Likewise, this applies to the term radio – both live generated sound as well as pre-recorded sound. Both TV and radio can improve teaching and learning process in different ways such as by showing processes and activities that may not otherwise be available to the learner. However, digitalization has taken over analog audio and video systems. Compact Discs (CDs) and Digital Versatile Discs (DVDs) are based upon laser technologies for writing and reading data. They provide a way in which a large amount of multimedia training material can be stored and made available to end-users: CD-ROM can store up to 1GB while DVD can store up to 17 GB. CD-ROM and DVD-based products can be linked with online information sources. This hybrid approach provides the user with access to media-rich up-to-date information. Video conferencing is a system where two or more participants, based in different physical locations, can see and hear each other in real time (i.e. live) using special equipment. It is a method of performing interactive video communications over a regular high-speed Internet connection. A videoconference can be either two-way (point-to-point) or multipoint, linking three or more sites with sound and video. It can also include data sharing such as an electronic whiteboard where participants can draw on, or text based real time 'chat'. Interactive whiteboard is simply a surface onto which a computer screen can be displayed, via a projector. Mobile e-Learning (sometimes called 'm-Learning') is a new way to learn using small, portable computers such as personal digital assistants (PDAs), handheld computers, two way messaging pagers, Internet-enabled cell phones, as well as hybrid devices that combine two or more of these

devices into one. These technologies have enormous potential as learning tools. World Wide Web (WWW) is set of software tools and standards that allow users to obtain and distribute information stored on a server and connected to Internet. WWW is a decentralized information system, in which anyone can add new information whenever he/she wants. Lecture notes and other teaching materials are placed on the WWW and linking useful websites to these resources for students to access. In the recent years, web and Internet technologies have matured significantly by providing a uniform access media for both asynchronous and synchronous learning. This phenomenon has significantly Found which is increased the popularity of on-line learning (Chen et al., 2004). The usage of web technologies in e-learning are further enhanced with the web 2.0, which is a set of economic, social, and technology trends that facilitate a more socially connected Web where everyone is able to add to and edit the information space (Anderson, 2007). These include blogs, wikis, multimedia sharing services, content syndication, podcasting and content tagging services (Anderson, 2007).

ICT In Teaching

Academics have taken to the use of computer in teaching much more readily than they adopted earlier audio-visual media. This is because the strength of computers is their power to manipulate words and symbols - which is at the heart of the academic endeavour. There is a trend to introduce eLearning or online learning both in courses taught on campus and in distance learning. Distance education and eLearning are not necessarily the same thing and can have very different cost structures. Whether eLearning improves quality or reduce cost depends on the particular circumstances. ICTs in general and eLearning in particular have reduced the barriers to entry to the higher education business. Countries and those aspiring to create new HEIs can learn from the failures of a number of virtual universities. They reveal that ICTs should be introduced in a systematic manner that brings clarity to the business model through cost-benefit analyses

ICT Implementation Challenges In Higher Learning Institutions

implementing ICT for teaching and learning processes, a lot of challenges in undertaking such a process.

Lack of systemic approach to ICT implementation:

Integration of ICTs in the functions of any organization is a complex process that needs to be fully conceptualized and defined from the beginning. However, this is not the case in many higher learning institutions in developing countries as most of them have embraced the ICT integration process without clear plans to guide the way. The institution ICT policy and strategic plan should be defined to provide a framework for the development and implementation of specific ICT projects. The diversity and competing interests of different stakeholders in the institution should be recognized when developing ICT policy Transforming higher education: Many institutions fail to integrate ICTs into teaching and learning because they are using ICTs to replicate their traditional practices, content and control. if universities and colleges are to successfully adopt technologies for teaching and learning, many more than minor adjustments in current practice will be required. Indeed, the effective use of technology requires a revolution in thinking about teaching and learning. Part of that revolution necessitates restructuring universities and colleges – that is, changing the way higher education institutions are planned, managed and organized.

Staff development:

Integration of ICT in teaching and learning does not only deal with introduction of new hardware and software, but both trainers and the students have to adopt new roles, and change their ICT behaviors and ways of teaching and learning. .

Conclusions And Recommendations

Information and communication technology provide great opportunity for universities in developing countries to improve their teaching and learning processes. So far most of the universities in developing countries possess basic information and communication technology infrastructure such as Local Area Network , internet, computers, video, audio, CDs and DVDs. and mobile technology facilities that form the basis for the establishment of e-learning. The HEIs should adopt e-learning technologies to improve teaching and leaning processes.

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Importance of outcome-Based Education: NAAC Perspective

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Abstract:

Outcome-based education is student-centered instruction that focuses on mensuration student performance i.e. outcomes. Outcomes include knowledge, skills, and attitudes. Outcome-based accreditation-focus remains on an evaluation of outcomes of the program, though input and output parameters are also important. In 1986, Govt. of India came out with the National Policy on Education. As a follow up of this policy statement, Govt. of Republic of India | established 2 separate bodies particularly National Board of enfranchisement (NBA) through All India Council for Technical Education (AICTE) and National Assessment Council (NAAC) through University Grants Commission (UGC) in the year 1994. Both the bodies provide accreditation to those institutions practicing prescribed Quality Assurance System and achieve a specified level of quality as per the criteria defined. While NAAC concentrates on the Institutional Accreditation where NBA focuses largely on the parameters that communicate the strength & weakness of a program. This Paper discussed Bloom's Texonomy which is very much important for Outcome-based Education.

Introduction

Accreditation is a process of quality assurance and improvement, whereby a programme in an institution is critically appraised to verify that the institution or the programme continues to meet and exceed the norms and standards prescribed by the appropriate designated authorities. NAAC accreditation is a quality assurance scheme for higher technical education. The significance and role of Accreditation

- To stimulate the academic environment and quality of teaching and research in these institutions and contribute to the sphere of knowledge in its discipline,
- To motivate colleges and/or institutions of technical and professional education for research, and adopt teaching practices that groom their students for the innovation and development of leadership qualities,
- To encourage innovation, self-evaluation and accountability in higher education.
- To promote necessary changes, innovation and reforms in all aspects of technical and professional education and help institutions to realise their academic objectives.
- To provide graduates with quality education which lead to a wide range of job opportunities globally and entrepreneurship abilities.

The process of mapping and attainment of Cos and Pos is a complex and time consuming process. There are various issues related to university affiliated colleges. Issues are:

Issue1: Cos varies course-wise and program-wise. There is no standard procedure laid to calculate Cos and Pos. Due to different assessment methods, it is a difficult task to develop common attainment method.

Issue2: University results plays major role in attainment of course. The problem associated with university results is that, university does not issue question wise marks of each student and in such a case individual course outcome attainment is not possible.

Issue3: Internal assessment is the requirement of continuous assessment and is essential for each CO attainment. University does not provide support for continuous assessment like test.

This Paper discuss Bloom's taxonomy explains a hierarchy of cognitive-learning levels ranging from knowledge of specific facts and conventions, to more advanced levels of analysis, synthesis, and evaluation. Bloom's taxonomy is presented to help students strive to attain more sophisticated levels of understanding and abstraction in this course and their entire educational experience.

Benjamin Bloom was an educational psychologist who developed a list of intellectual levels that are important in the learning process. His list, known as Bloom's Taxonomy, is useful for teachers in a variety of ways. Teachers who use Bloom's Taxonomy to guide their instruction will find that their students prosper intellectually as a result.

Lesson Planning

When planning lessons, use Bloom's Taxonomy to create the activities you will have your students perform. Start at the beginning of the taxonomy and work your way to the end; sometimes the taxonomy is displayed as a pyramid, so you would start at the base and work your way up. Having your students work through the levels of the taxonomy helps them to familiarize themselves with the materials you present in your instructional units, going from basic activities to more advanced ones.

For example, the base of Bloom's Taxonomy is the knowledge level, where students learn basic information and are able to memorize and remember it. At this level of instruction, you would plan activities in which students try to memorize facts and recall them, possibly using flash cards or other memory devices. At the centre of the taxonomy is the application level, where students employ problem-solving and the use of facts. At this level, students might explore the significance behind the information they have learned so far in their unit. At the end of the taxonomy (or the top) is the evaluation level, where students resolve conflicts and develop opinions. For this level, students might write a position paper using the information they have learned in the unit.

Direct Questioning

1. Bloom's Taxonomy can be used across several lessons in a unit, but it can also be useful within one single lesson or class period. When you review information with your students, use Bloom's Taxonomy to guide your questions. Start with knowledge-level questions and move to evaluation-level questions, or mix them up as you go along. Asking students questions on a variety of levels helps you to understand how well they know the material. It may also help you differentiate your instruction, if you determine that one group of students seems capable of evaluating while another group is still on the understanding level of the taxonomy with this information.

Assessments

2. Use Bloom's Taxonomy as a rubric to judge your assessments of your students. Old Dominion University's website has a useful list of the taxonomy levels along with the verbs that explain what students can do or understand on each level and a list of ways you would evaluate student

understanding of a topic using the taxonomy. When you assign an essay or project at the end of a unit, determine whether your students have made it to an evaluation level of understanding with the topic (they are able to create something new using the information you have taught them) or if they fall within the parameters of one of the lower levels of understanding

Bloom's support for course design

Bloom's taxonomy is a powerful tool to help develop learning objectives because it explains the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept you must first understand it.
- In order to evaluate a process, you must have analysed it.
- To create an accurate conclusion, you must have completed a thorough evaluation.

However, we don't always start with lower order skills and step all the way through the entire taxonomy for each concept you present in your course. That approach would become tedious–for both you and your students! Instead, start by considering the level of learners in your course:

Are lots of your students freshman? Is this an "Introduction to…" course? If so, many your learning objectives may target the lower order Bloom's skills, because your students are building foundational knowledge. However, even in this situation we would strive to move a few of your objectives into the applying and analysed level, but getting too far up in the taxonomy could create frustration and unachievable goals.

Are most of your students juniors and seniors? Graduate students? Do your students have a solid foundation in much of the terminology and processes you will be working on your course? If so, then you should not have many remembering and understanding level objectives. You may need a few, for any radically new concepts specific to your course. However, these advanced students should be able to master higher-order learning objectives. Too many lower level objectives might cause boredom or apathy.

Table 1. Showing Working of Bloom's works with learning objectives

Bloom's Level	Key Verbs (keywords)	Example Learning Objective
Create	Design, formulate, build, invent, create, compose, generate, derive, modify, develop.	By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.
Evaluate	Choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.

Analyze	Classify, break down, categorize, Analyse, diagram, illustrate, criticize, simplify, associate.	By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.
Apply	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.
Understand	Describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words
Remember	List, recite, outline, define, name, match, quote, recall, identify, label, recognize.	By the end of this lesson, the student will be able to recite Newton's three laws of motion.

Source: Learning objective examples adapted from, Nelson Baker at Georgia Tech: nelson.baker@pe.gatech.edu

Course level and lesson level objectives

The biggest difference between course and lesson level objectives is that we don't directly assess course level objectives. Course level objectives are just too broad. Instead, we use several lesson level objectives to demonstrate mastery of one course level objective. To create good course level objectives, we need to ask ourselves: "what do I want the students to have mastery of at the end of the course?" Then, after we finalize our course level objectives, we have to make sure that mastery of all of the lesson level objectives underneath confirm that a student has mastery of the course level objective—in other words, if your students can prove (through assessment) that they can do each and every one of the lesson level objectives in that section, then you as an instructor agree they have mastery of the course level objective.

Working of Bloom's with course level and lesson level objectives:

- Course level objectives are broad. You may only have 3-5 course level objectives. They would be difficult to measure directly because they overarch the topics of your entire course.
- Lesson level objectives are what we use to demonstrate that a student has mastery of the course level objectives. We do this by building lesson level objectives that build toward the course level objective. For example, a student might need to demonstrate mastery of 8 lesson level objectives in order to demonstrate mastery of one course level objective.
- Because the lesson level objectives directly support the course level objectives, they need to build up the Bloom's taxonomy to help your students reach mastery of the course level objectives. Use Bloom's Taxonomy to make sure that the verbs you choose for your lesson level objectives build up to the level of the verb that is in the course level objective. The lesson level verbs can be below or equal to the course level verb, but they cannot be higher

in level. For example, your course level verb might be an applying level verb, "illustrate." Your lesson level verbs can be from any Bloom's level that is equal or below this level (applying, understanding, or remembering).

Steps towards writing effective learning objectives:

1) Make sure there is one measurable verb in each objective.
2) Each objective needs one verb. Either a student can master the objective, or they fail to master it. If an objective has two verbs (say, define and apply), what happens if a student can define, but not apply? Are they demonstrating mastery?
3) Ensure that the verbs in the course level objective are at least at the highest Bloom's Taxonomy as the highest lesson level objectives that support it.
4) Strive to keep all your learning objectives measurable, clear and concise.

20 More Ways to Use Bloom's Taxonomy

The three obvious ways to use Bloom's Taxonomy is in lesson planning, creating questions, and assessments. Here are another 20 ways to use the taxonomy levels and verbs in the classroom.

1) Personalize learning by challenging students at their level.
2) Support students in self-directed learning.
3) Provide feedback.
4) Map the curriculum.
5) Create students progress visually.
6) Use the taxonomy to assess your understanding of a topic.
7) Summarize a lesson or reading passage.
8) Classroom discussions or informal group discussions.
9) Brainstorm topics for lessons.
10) Evaluate the significance of a historical event.
11) Improve assessments and follow-up.
12) Improve direct questions to cover various levels.
13) Plan video lesson series, podcasts or webinars.
14) Create digital citizenship activities or campaign.
15) Plan project-based learning.
16) Brainstorm ideas for lessons, questions, and activities.
17) Evaluate winners in debates or competitive class activities.
18) Plan and create a scavenger hunt.
19) Use Bloom's Taxonomy apps.
20) Plan and adapt to a digital learning environment.

Conclusion:

It is easier for academics to think about ways to use once viewing the verbs for the upper levels of Bloom's taxonomy.

One of the most important aims in education is the attainment of critical or higher-order thinking skills. Identifying how to encourage, teach and then assess these skills is an important role of the teacher.

One tool that has been well regarded and had several successes within the past is Bloom's Taxonomy of academic objectives (Bloom et al., 1956).

This analysis and resource guide can deal specifically with the first Bloom's Taxonomy.

The author is awake to the revised taxonomy printed in 2001 (Anderson et al) , however Bloom's version continues to be the foremost observed taxonomy.

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Rashtriya Madhyamik Shiksha Abhiyan (Rmsa)

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Introduction:

Information and communication technologies (ICT) in schools have been integrated into the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now, ICT in schools is a component of RMSA. Information and Communication Technologies (ICT) in schools were launched in December 2004 and revised in 2010 to provide secondary school students with the opportunity to develop their ICT skills and make them available to the public. Students, learn them through a computer-assisted learning process. The scheme is an important catalyst for overcoming the digital divide among students from various geographical and socio-economic barriers. The system provides States and ICTs with support to establish computer labs in a sustainable manner.

Components

The scheme has essentially four components:-

1. The first is the association with the state and territorial administrations of the Union to provide computer-assisted teaching in secondary schools and high schools and governed.
2. The second is the establishment of smart schools, which will be technology demonstrators.
3. The third component consists of teacher interventions, such as exclusive teacher participation, capacity building for all ICT teachers, and a national ICT recognition plan as a means of motivation.
4. The fourth is related to the development of electronic content, mainly through the Central Institute for Educational Technologies (CIET), six State Institutes for Educational Technology (SIET) and five regional education institutes (RIEs).), through outsourcing.

The highlights of the revised scheme are:-

1. The non-recurring expenditure for school has been revised from Rs. 6.7 lakh to Rs. 6.4 lakh whereas annual recurring expenditure has been revised from 1.34 lakh to Rs. 2.70 lakh. The recurring cost will be provided for a period of 5 years from the year of sanction.
2. The objective of the Scheme is to cover all Government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker section.
3. Under the revised scheme, there is a provision of a suitably qualified full time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be need for a post graduate in computers teacher.
4. There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT enabled teaching.
5. 150 smart schools would be sent up by State Government and UTs at the distrICT level using a grant of Rs. 25 lakh for a schools and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school.

6. There is a provision to strengthen SIETs to contribute to e-content development.
7. Management, monitoring and evaluation will be strengthened.
8. Convergence with the existing programme would be essential especially in teacher training and ensuring reliable power supply and internet connectivity.
9. The scheme includes National Award for teachers using ICT in schools in the teaching learning process.
10. The sharing pattern will be 75.25 between the Centre and the State except for the north eastern States including Sikkim where the ration would on 90.10.

Coverage

The program currently covers high schools and secondary schools assisted by the government and the government. Financial assistance is provided for the acquisition of computers and peripherals, educational software, teacher training, electronic content development, Internet connectivity and the creation of smart schools. So far, 87033 secondary and secondary government and auxiliary schools have been approved for ICT coverage in schools.

Financial Assistance and Cost Norms

Financial assistance is provided to States, CIET and SIETs based on approvals approved by the Project Approval Council (PAB) chaired by the Secretariat (School Education and Literacy). The cost of the project is shared between the Center and the states at a rate of 75:25, except for the TNS states, including Sikkim, where it is 90:10.

Smart School

According to the current information communication technology in the school system, given the goal of creating 150 additional schools, this ministry has approved the coverage of the 63 Smart School to date. Smart schools are being set up in the districts by transforming one of the existing public schools into a model and technology demonstrator among neighborhood schools.

National Award for Teachers Using ICT for Innovation in Education

Within ICT in schools, to promote the learning and use of information technology in ICT in the teaching of secondary and upper secondary schools assisted by public authorities, the creation of the National Prize for the innovative use of ICTs to motivate teachers and educators to use ICTs in innovative ways in teaching-learning.

The National Teachers' Award, which uses ICT for educational innovation for the years 2010, 2011, 2012 and 2013, has been awarded to the 9 winners as well as the National Teachers' Award for Teachers' Day.

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Role of Higher Education in Social Development

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Introduction:

The demand for higher education and the magnitude of planned reforms over the next ten years in India will provide the largest opportunity in the world for international higher education institutions and education businesses. Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since Independence. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2016. The number of colleges has also registered manifold increase of 74 times with just 500 in 1950 growing to 37,204, as on 31st March, 2016.

Objectives of Higher Education:

It is presumed that there are two types of education namely higher education and vocational education for employment, personality development, knowledge and understanding. Educational policies are framed according to these needs. The main objective of higher education is to create healthy and democratic society. Through the medium of higher education efforts are made to imbibe national integration, secularism, tolerance, gender equality and eradication of social problems in the society.

There is a general presumption that higher education is not necessary for economic growth and development. On the other hand, it is literacy and primary education that is argued to be important. Estimates on internal rate of return also contributed to strengthening of such a presumption. Increased national and international concerns for Education for All, also led to overall neglect of higher education in many developing countries. The problem of resource scarcity added further to the problem. Education in India has different levels such as pre-school, primary, upper primary, secondary and higher secondary, technical, and professional and levels of higher education.

Social Commitment through Higher Education:

The primary aim of higher education is to development social commitment in society. Political institution came into existence to protect and development of society. Society and social commitment are reciprocal and planning and framing of higher education is done in respective state governments. Many educationalist and philosophers have expressed their views on the importance of education. According to them, education is like the phrase 'pen is mightier than sword'.

Education is the best legacy a country can give to her citizens. Education improves the development of any society hence; the need for the educated one's to occupy significant positions in order to improve the society. Therefore, schools at various levels are expected to educate future leaders and develop the high level technical capacities needed for economic growth and national development.

Challenges and Remedies before Higher Education:

The biggest challenge before the higher education is to reduce the drop outs, especially at the under graduate. Many factors are responsible for drop out such as curriculum, prescribed texts and syllabi and physical and infrastructural facilities etc. The education is not employment and skill oriented. It is also felt the need of interaction and communicational skills. The quality of higher education cannot be improved unless the use of information and communication technology (ICT) but again we fail to do so because our society is agricultural society.

The syllabi in the state is framed keeping in view only the urban students and it is very big draw back in higher education. It also imposed on the rural students which causes communication gap amongst such students. There are again numbers of challenges such as use of English, computer, standard of living, poverty, unemployment before society in respect of development of higher education.

Conclusion:

Management and implementation of higher education is mainly decided by the government. For the policy of education for all the government has given permission to number of unaided institutions. But necessary infrastructure and related needs are not recognized by the government. Therefore, the quality of higher education is questionable. There is no uniformity in the policies of higher education as they are changing with the governments and finally causing adverse effects of the quality of higher education. Therefore, it is very important to understand the basic needs of higher education in order to develop the nation. It is expected that the parents and society should also contribute in the development and improvement of higher education.

E-learning: An Effective Application for Teaching-Learning in Rural Setup

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Abstract-

Technology is moving with every feature of society and changing it richly. Nonetheless there is a significant and energetic part of the society that has also been selected by new innovations and discoveries. This style supports the use of communications technology in teaching and learning with the perception of e-learning. Similarly, in this case also urban areas are partial to a greater extent than rural one. Accordingly, much more could have been done to carry the learning process in rural areas. The inferences of IT revolution for English language teaching led the shifting of language teaching – learning out of the traditional class room to multimedia. E-Learning is cited as teaching and learning by applying electronic medium. E-Learning is usually intended for all and in face-to-face form. E-learning covers an ample set of application and processes. It engages delivery of content of resources for learning via different communication protocols. It is a continuous process where the learner attends the formal mode of education. In addition, e-learning is a form of learning which uses a network for delivery, interface or facilitate. E-learning employs electronic technologies to access educational curriculum outside of a traditional classroom. The paper comprehends the idea of e-learning, detects the types of e-learning and focuses on application of e-learning and its encouragement in rural areas.

Keywords: Technology, E-learning, Content Delivery Method, Educational Development

Introduction-

India's education segment is being transformed by swift increases in Internet saturation and the availability of low-cost mobile devices too. Technology has the potential to increase and reach at every corner of the areas. E-learning has blend of learning services and technology to deliver high values. The educational activities can be skillful be exercise online or offline. Internet plays a vital role in e-learning which is reaching significantly universally. Internet-learning applications and computer-web-technology based learning offers the content through the support of internet and it includes media in the form of text, image, animation, video, audio and others. E-Learning is a technique of improving the user-friendliness of the study material and the cost of accessing information online is inexpensive. Students and teachers are accessing information online to support their learning and teaching. Today sole teaching learning method is not active but the traditional method has an advantage in what way to teach or learn yet e-learning provides us the latest methods. The expansion in information technology, joined with changes in society, have had an incredible outcome on educational systems. This provides an opening to develop new flexible learning atmospheres which have not been possible before. Due to the advantages of internet, e-learning can be reached at anytime and anywhere. E-learning clearly has a role to play in resolving the problem.

Problems faced by rural colleges:

In remote areas the villagers have poor connectivity to travel to college regularly which is the hurdle for the students to continue with studies. Those colleges who are beneficiary of grants

from the government have good infrastructure. Most of the colleges do not have proper infrastructure. Thus, teacher – students do not get most of the facilities pertaining to the e-learning equipment- Educational Satellite, Video Learning, M-Learning, Smartphone, etc. The teaching equipment is the need of the day. Due to inaccessible to technology, problem of electricity and its discontinuation in interval are the hurdles in the villages. A resolution to this can be the use of Solar Energy.

Review of Literature:

In order to achieve goals, the active teaching learning approach is widely recommended by various earlier researchers who have found that traditional class room lecture based teaching learning approach have limited effectiveness in helping students to retain information, become self-learners, and develop skills in transferring knowledge and solving problems. (McLeish 1968; Davis and Alexander 1977; Saunders 1980; Bonwell and Eison 1991; Gardiner 1994; Fink 2003). Many investigations demonstrated that when students are involved in active teaching learning process, retention of knowledge is significantly increased, there is enhanced motivation and higher-order learning and development of practical skills (Grant 1997; Nundy, 1999; Cooper et al. 2000). An application of e-learning can greatly advance learning process and which can be learn in hassles free atmosphere. It is practical that teachers face diversity of difficulties while teaching, the discussion is typically restricted to the theoretical method and the content becomes too methodological and data-driven. So, even still data presentation had to be a significant aspect of teaching, the main challenge is to classify a way to change dry and accurate data into a thought-provoking and communicating set-up. However, the use of multiple learning strategies aligning to technology-aided learning, e-learning can be a very strong tool to create such teaching-learning environment.

Objective of the Study:

To comprehend the idea of e-learning, to examine the type of e-learning and its effective use made by applying an alternative available to improve the quality of higher education.

Research Methodology:

This research paper is conceptual and experimental in nature. In order to meet such objective secondary method is implemented. The secondary data was collected through books, periodicals, journal and published material related e-learning for the said study.

Perception of E-learning:

The social suggestions of online learning center about one primary necessity that students need to feel a part of the class, irrespective of where they are positioned physically or geographically. E-learning can be defined as using all electronic media and technologies, including the internet, audio-video tape, satellite broadcasts, interactive television, tablets, IPads, Mobile phones, and video-conferencing, to delivery instructional content and to generate, foster and ease learning skills. E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning.

E-learning Content Delivery Categories:

To define e-learning – it is an attainment of knowledge and expertise by applying electronic technologies. Internet based Training, Web-based Training, Online Learning and now E-learning. These includes Technology Based Teaching, Computer Aided Learning, Computer

Based Learning and Technology Enhanced Learning. E-learning is greatly interactive and relies a lot upon graphics, video, audio. Importantly, there are frequently custom simulations videos or games, which could very well include 3D components. There is a diversity of ways to deliver e-learning content which includes- Synchronous and Asynchronous Learning- The e-learning methods are Synchronous and Asynchronous in nature; It depends upon the learner's need and the learning objectives one prefers to.

Synchronous Learning:

Synchronous procedures take place in actual time which an individual is previously well-known about it. Synchronous communication between two people involves them to both be present at a given time. Examples of Synchronous learning are chat, video and audio conference, live webcasting, application sharing, white-board and virtual classrooms.

Asynchronous Learning:

Asynchronous procedures are time-independent. A self-paced course is a pattern of Asynchronous learning as online learning takes place at any time. E-mail or discussions medium are examples of asynchronous communication devices. Students can complete the course at their own pace/speed, by using a learning platform like an LMS. Few to mention here Asynchronous learning are Self-paced, Audio-Video, E-mail, Discussion forum, Blog, Video Conferencing and Game-based learning. The majority of the instructional designer are opting the learning methods from the Asynchronous mode of learning.

Self-study:

In these days most common methods which applied is wiki, blog and any reading material like ppt, pdf files to offer the preliminary knowledge. These also consent to Subject Matter experts to the group of learners on the classroom training to determine their queries and doubts.

Video-audio tape:

The video- audio is the common method to create demo video to educate the learners. It also helps to generate one way of learning assets which help the learner know about the essentials by watching.

Mobile Learning:

The trouble-free accessibility and affordability of mobile devices has created the space for mobile-enabled learning or mobile learning. Basically, exchanging e-courses to mobile friendly modules is not adequate. The capabilities of the mobile device, including disk space, internet connectivity, and the screen size has to be taken into consideration.

Blended e-Learning:

The Synchronous and the Asynchronous ways of learning are collective. Some training, like soft-skills or sales training, have a face-to-face module in order to be actually impactful. A blended move toward the classroom is utilized to conduct exercises and interactions, these drills cannot be conducted in e-learning delivery as peer interaction is limited.

Live e-learning

New technologies permit conferences to be delivered live, with students accessing the class through their own Internet connection. This permits for interaction between the students

and the instructor, as well as among themselves. Naturally, the class includes audio, video, and text chat. Live e-learning is decent application trainings, online coaching and interaction between students. Online feedback, assessment, chats and immediate messaging are rewards in this type of learning.

Embedded learning:

Embedded/Fixed learning is data that is accessible on a self-help basis, 24/7. It can be delivered to the place of work, or to mobile learners. Electronic performance support system is a type of embedded learning. The advantage is that embedded learning offers learners the information they need whenever they need it.

Game-based learning:

Applications of games (Gamification) are considered to be fun by all, but they can be a powerful means of empirical learning as well. Nowadays many institutes focus on the term Gamification which helps them to increase employee productivity and knowledge by motivating them to learn with game-based courses. Such courses focus on creating engagement and motivation for the learners to learn the things while they play.

Consortium for Educational Communication:

Consortium of Educational Communication, New Delhi, employs media communication to cater to the needs of higher education in the country. Educational programs are produced by Educational Media Research Centers (EMRCs) and Audio-Visual Research Centers

(AVRCs) located at various higher educational institutes in the country. These programs are telecast on Doordarshan and Gyandarshan Channels. Today, CEC have Electronic content in video form in 49 subjects and full courseware in eleven subjects. Total Video programs are nearly 15,000 i.e., 7000 Hrs of content. Presently CEC are adding 1000 programs annually as compared 500 program per annum in the past. Nearly 400Hrs of content is developed annually during the last two years as compared to 150Hrs of content per year during the last one decade. The Educational program are telecast on Vyas-24Hrs Higher Channel and for 1½ Hrs on DD1, DD Bharti pertaining to health line & culture and for 4Hrs on GyanDarshan. Additional idea of learning source is MOOC or Massive Open Online Course. It is an open source model for delivering high quality educational content -courses online to anyone free of cost.

Today's students require broader education than traditional classroom, therefore, needs to deliver live instruction, video content delivery, student to student interactions via videoconferencing, self-learning etc. A digital India drive is likely to benefit education by bringing many of these and other important elements together. The government is in strong supporter of e-learning and the Department of Electronics and Information Technology has been dynamically developing tools and technologies to endorse it. There is a need for a greater participation and application of the same.

Challenges

1. Lack of Infrastructure and hardware facilities obstructs dependability of e-learning
2. Lack of attentiveness about E-learning material usage.
3. Problem in finding willing skilled manpower to training illiterate rural areas.
4. No computer-based courses/skills taught to the students in rural colleges.
5. Teacher / Community based participation needs to be encouraged.

Conclusion:

In India where more than 68% of the population lives in rural parts, rural education is an imperative part that foremost to the betterment of the society and country. E-learning will bring a positive change towards the enhancement of the rural parts. It is obvious that e-learning could have hypothetically key effects on the way higher education is designed, implemented and delivered. Now it is the today's demand to introduce e-learning patterns across the country. E-learning content is the heart of teaching learning process, it is undoubtedly not an easy process, but it can be. It requires expert knowledge in the subject area, patience in creating the necessary objects that make up quality and a high sense of creativity in structuring and sequencing the topics to make a complete whole. From this we can predICT that e-Content production enriches the e-learning in a dynamic way. It is said that people are visual minded. Development of any society depends on its access to information and the same is applicable to rural India too. E learning can work wonders in this direction and help the socially marginalized community to attain their entitlements. Launch of Digital India Program is a welcome step in this direction. It is anticipated that with dedicated leadership, willpower and control and an integrated framework comprising of the government, technology industry and society, E-learning interventions in the rural areas will undoubtedly pave way towards sustainable growth.

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NAAC Policy and College Libraries

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Abstract:

This paper is discussed on the NAAC Policy in college libraries for maintaining quality of libraries. NAAC policy helps in developing the college libraries to make modernize and to provide good standard service to users. This is the best methodology for measuring themselves to find deficiency to enhance the library services, which support get maximum score based on certain criteria's, this paper clearly explains in the 4th criteria Infrastructure and Learning Resources in the key indicator no. 4.2 Library as a learning Resources and the importance in maintaining the library to full fill the quality for the NAAC policy.

KeyWrods: NAAC, Higher education, Libraries

Introduction:

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) conducts assessment And accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognized institutions to derive an understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well being and student services. NAAC uses many criteria for evaluating the quality of higher education institutions in the country. The seven important criteria used by the NAAC are:

- 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

Before NAAC visit an institution has to prepare the SSR (Self Study Report) in three parts such as- institutional data, evaluative report and SWOC analysis and the process of NAAC accreditation takes place in once five years.

Source of Data Collection:

The Information has been collected from web based publications guide line by NAAC in time to time and reputed institutions Self Study Report (SSR) , IQAC and Annual quality assurance report (AQAR) that belongs to second and Third cycle in NAAC with 'A' Grade Accredited.

Need For the Study:

Librarian face the most of the problems of how to fill the SSR and which information upload for the limited things, and how to prepare for face the NAAC committee. As per UGC guideline the colleges libraries need to have facilitated that promote effective and interactive access & use of Information resources for all users. In the area of physical facilities, the libraries need to offer safe, comfortable, well lighted, clean space, with adequate and appropriate seating arrangement to ensure effective use of the library's resources including digital resources, also college libraries are required to consider study space needs, while allocating the seating space with special attention being paid to reserve collection. The libraries need to prepare well framed rules & guidelines with regard hours of access, circulation policies and other regulations to offer better services to the users.

Objective of the Study:

The quality of library and information services offered in higher education institutions is a serious matter and the authorities and the library and information professionals in higher education institutions must consider it seriously. The overall evaluation, library is hub of support for the entire range of academic activities on educational campus. All this plays up the need for scientific evaluation of library so that its role as the center piece of academic development is protected and enhanced by the performance of library facility and services based on NAAC parameters. It shows that there should be a user based assessment of the quality of library and information services offered in higher education institutions in the country.

NAAC :

The National Assessment And Accreditation Council (NAAC) is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. It has been instilling a thrust of value awareness among higher educational institutions, aspire for constant enhancement. However, enhancement in standards cannot come about only by accreditation from outside, once in five years. Hence, the UGC has setup IQAC (Internal Quality Assurance Cell) for internal mechanism for sustenance, assurance and enhancement of the quality culture of education imparted by them.

Vision:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes,and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Value Framework:

To promote the following core values among the HEIs of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

Library as a Learning Resource:

SSR report according to given below criteria should be uploaded on online. The present criteria offer only 20 marks out of 1000 to the library key indicator 4.2 library as a learning resources. So as compare to former criteria, today's criteria decreases the weight age of the library. Even some templates and information about uploading the data is given below. In the total of mark only twenty weight age gives in 4 .2 Criteria. In the seven subtitle gives different weight age of out of twenty marks. Librarian fills the criteria for the only 20 marks.

Key Indicator - 4.2 Library as a Learning Resources (20)

4.2.1. Q1M	**Library is automated using Integrated Library Management System (ILMS)** Data requirement for last five years: Upload a description of library with, • Name of ILMS Software • Nature of automation • Version • Year of Automation **File Description:** • Upload any additional information • Paste link for additional information	**5**
4.2.2 Q1M	**Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment** Data Requirement for last five years: Provide the description of library enrichment which includes • Name of book/manuscript • Name of publisher • Name of author • Number of copies • Year of publishing **File Description:** • Upload any additional information Paste link for additional information	**2**
4.2.3 QnM	**Does the Institution have the following :** **1.** E-journals **2.** E-shodhsindu **3.** Shodhganga membership	**3**

4. E-books
5. Databases

Option:

A. Any 4 of the above
B. Any 3 of the above
C. Any 2 of the above
D. Any 1 of the above
E. None of the above

Data Requirement for last five years: (As per Data Template in Section B)

- Details of membership:
- Details of subscription:

File Description:

- Upload any additional information
- Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Tamplate)

Template:

Details of memberships	Details of subscriptions	Name of service subscribed to	No of e-resources with full text access	Validity period	Usage report from the service provider	Whether remote access provided? (Yes / No)

4.2.4. QnM

Average annual expenditure for purchase of books and journals during the last five years (IN in Lakhs)

4.2.4.1 Annual expenditure of purchase of books and journals year wise during last five years (INR in Lakhs)

Year					
INR in Lakhs					

Data Requirement for last five years : (As per Data Template in Section B)

- **Expenditure on the purchase of books**
- **Expenditure on the purchase of journals in Ist year**
- **Year of Expenditure:**

1/5*5∑ Expdi i=1

Where:

Expdi = Expenditure in rupees on purchase of books and journals in Ist year.

File Description:

- any additional information
- Audite statements of accounts
- Details of annual expenditure for purchase of books and journals during the last fuve years (Data Tamplate)

Template:

5

		Expenditure on the purchase of books in (INR in lakhs)	**Expenditure on the purchase of journals in (INR in lakhs)**	**Year of expenditure**	**Expenditure on subscription to e-journals and other e-resources (INR in lakhs)**	

4.2.5. QnM	**Availability of remote access to e-resources of the library :** Data Requirements (As per Data Template in section B) • E Resources • Contact person details • Connectivity Bandwidth available **File Description: (Upload)** • Any additional Information • Details of remote access to e resources of the library (Data Template) **Template:**	**1**

Details of memberships	**Details of subscriptions**	**Name of service subscribed to**	**No of e-resources with full text access**	**Validity period**	**Usage report from the service provider**	**Whether remote access provided? (Yes / No)**

4.2.6. QnM	**Percentage per day usage of library by teachers and students (Current year data) :** **4.2.6.1 Number of teacher and students using library per day over last one year** Data Requirements (As per Data Template in section B) • Upload last page of accession register details • Method of computing per day usage of library • Number of users using library through e-access • Number of physical users accessing library Formula: Number of teachers and students using library per day X 100 Total number of teachers and students **File Description: (Upload)** • Any additional Information • Details of library usage by teacher and students (Data Template) **Template:**	**4**

Provide / Upload last page of	**Method of Computing per day**	**Number of users using library through**	**No of teachers accessing**	**No of students accessing**

	accession register details	usage of library	e-access per day	library per day	library per day

Management of Libraries:

In colleges, the main objective of the library is to support the academic programs offered and the library develops its collection and services mainly to reflect the curriculum requirements of its users. Besides, the library may design a system to deliver its products and services to attract more users. Ultimately the library should aim at bringing all its target users to the library and ensure optimum usage of resources. The parameters compiled here would facilitate the quality enhancement and sustenance of library services to a large extent. The libraries of the affiliated colleges may firm up their performance by equipping/enabling themselves to answer the following questions in the affirmative Library supports academic programs through its healthy collection and various services. Reaching to all users is a challenging task. Library is looked upon as an independent body. Through well-defined procedures library can function effectively. NAAC requires the library to explain about the existence of the Library Advisory Committee and its role, availability of funds from different sources, qualification and the training facilities for the library staff, policy about collection development, loss of books, stock, maintenance and cleanliness of the library.

Information Communication Technology:

As an important component of the educational organization library encourages students to make progress in their academic and co-curricular endeavors. It is a place for self-study and self-growth. It supplements classroom teaching and provides a platform where students can develop their potential capacities by using library resources and services. In other words library supports learning, teaching and research processes in the institution. In the recent past, significant developments have been reported in library and information services because of internet and web resources. Information is wrapped in various forms; ICT has influenced traditional set up. In colleges curriculum is updated, new courses are introduced and self-financing courses have occupied a respectable position in the colleges. College library has to keep up to these challenges by updating its collection and services. All these developments in the institutional environment plus developments in ICT, and emergence of new media in information world has forced libraries to change their role and shoulder newer responsibilities. Hence the accreditation process has focused onlibrary.

Best Practices For Enhance The Academic Information:

In the library context, the best practice may be those services through which the users are able to explore more resources and facilities from the library. This includes steps taken by the library to attract more users by creating suitable academic information environment. Here library is expected to focus on users needs while introducing new services and facilities to them. Guidelines speak about the best practices in relation to new developments in the field. Service introduced as a best practice today may turn in to an essential one. Previously internet access in the library was considered as the best practice but today it has become an essential service. Best practices questions includes computerization of library with standard digital software, inclusion of sufficient information about the library in the college prospectus, compiling student/teacher attendance statistics and locating the same on the notice board, displaying newspaper clippings on the notice board periodically, career employment information services, internet facilities, information literacy programs, suggestion box, displaying new arrivals, circulating a list of those to academic departments, conducting book exhibitions on different occasions, organizing book

talks, instituting annual best user award for students, best intellectual library award, organizing competitions annually and conducting user surveys periodically.

ICT Infrastructure and Know-how :

Quantification and computer facilities, systems for enabling e-library services, etc. need to be determined, taking into account the total number of users, type of users and programs offered. The library should have networking facility and be a part of institutional network, with fully implemented automation. The bandwidth of Internet access and subscription, organization and access of e- resources, etc. are important factors in the transmission of digital information services.

Overall Policy of the Institution on Library :

The Library should have an approved policy on the collection development support, introduction of new services, support in terms of fund, annual increase of budget, binding procedure, removal of obsolete books, and policy on loss of books and an ongoing commitment of the institution in deputing library professionals for continuing and further education.

Budget :

There should be a proportionate growth in the library budget. Budget for different documents such as books, journals and other resources and ICT infrastructure are to be defined as to the scope of the institute. Sources of income other than state, central and UGC grants may be identified for enhancing the collection and services.

Conclusions:

NAAC's main aim is to uphold the quality of higher education in the country and it requires a lot of hard work. As earlier, we said the library is the heart of any institution and it should be properly managed. Institutions /organizations/universities should provide infrastructure facilities to their libraries regularly so that they can perform their duties/services properly. NAAC has given several guidelines to improve the library. At last, we can say that NAAC really improves the services of higher education.

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Best Practices Adopted in Academic Libraries

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Abstract:

The Paper throws light with the introduction to the role of academic libraries and the impact of ICT on them in the present context. The article stresses on the current challenges faced by the academic libraries, and how it can be overcome by using the best practices. Also highlights the broad areas under which the works are classified, along with its list under each category. The process that are adopted in the academic libraries are discussed and concludes that with the adoption of the best practices in academic libraries there will be a continuous improvement and overall performance in the institution / organization.

Keywords: Academic Libraries, Best Practices, Information Literacy, User Education, Library Services

Introduction:

The Present Information and communication technologies (ICT) have made a tremendous impact on the functions of the academic libraries. The developments and changes in the ICT have changed the user's expectations from the academic libraries in different ways. The ways to build a library collection and offer services to the end users vary from the recent to past exercises. Thus to effectively meet the demands of the end users, the academic libraries need to identify and adopt good and best practices and benchmarks which will ultimately enhance the value based services of the libraries in an academic environment. In the present day scenario the fast- paced educational innovations become necessary for continuous review and improvement of the overall functions of the library and information centers. At times there is hesitation on the part of some institutions to share their best practices data. In the present age of information explosion the libraries and information resource centre play not just an important learning-support function, but the library itself has been emerging as a site of learning, sometimes more important than even the class -room. In the huge and heterogeneous higher education system, there are numerous innovative practices, but a few have been considered /discussed for this presentation and for the overall enhancement of the institutional effectiveness.

Role Of The Academic Libraries

The role of the library and information centre in a college is aimed at realizing the educational goals of the college or the parent organization. The college libraries not only provides stimulus to reading by procuring materials for study and research, by introducing open access system, by providing long hours of open, by organizing the library resources in a systematic way, but also feeds the intellect of the student, encourage the researches of the faculty and thus serve the teaching and research needs of the faculty. The college library and information resource centre acts as a vehicle for disseminating information and the related computer technologies through the best practices for utilization by its community of users and also for the exchange of information among its users.

Challenges Faced By Academic Libraries

- Explosive growth of information and documents
- Increased cost of the documents and information materials
- Increase in users information needs
- New role of the librarian and greater responsibilities.
- Latest techniques and concepts in handling of information.
- New electronic information environmental
- Creation of databases and its security.
- Marketing of library and information services.

The library and information centre of an institution play a central role in facilitating dissemination and creation of new knowledge. In the present learning environment, the library and information centre as learning resource has taken up increasingly more academic space and time in the life of the user, thus it is time to identify and adopt the new ways that will lead library and information centre to improve their process and activities, thereby optimizing the resource utilization and delivering high quality, and value added services to their users. A Best Practice may be innovative and be a philosophy, policy, strategy, program, process or practice that solves a problem or create new opportunities and positively impacts on the organization. Institutional excellence is the aggregate of the best practices followed in different areas of institutional activities. In general, the use of technology and innovative ideas lead to evolve best practices evolving in the library and information environment. Thus a 'Best practice' in library in simple terms is known as that practice which makes the way for enhancing an existing function or an activity and helps in effective implementation or use of the process thereby leading to a continuous improvement and overall performance of the library. With this information as background an attempt has been made to highlight the practices that are adopted in the academic libraries. The Best Practices are classified under the following broad areas:

Management and administration of a library

In-service Programmes
Observation of other Library practice.
Staff promotional policy.
Maintenance of service area
Special deposit scheme

Resource Generation through external membership.

Resource generation through internet services.

Collection and services

student participation programme.
collection development in different formats
Compact storage of less used collection
Library book exhibition
Extended library opening hours
Extended hours of service

Extent of use of services

User education

Initiation to freshers
Preparatory course for students project
User orientation
Information aids
Library use statistics
Library best user award
User feedback practice through different formats
Suggestion box and timely response

Use of technology in libraries

On-line information retrieval- Internet access
Free browsing unit -Internet access.
Broadband internet centre
Library homepage for information dissemination
A strong and dynamic library website
User feedback through library homepage
Access to e-resources
Information retrieval through web OPAC
Campus-wide LAN facility
Database creation using international standard formats
Electronic surveillance system CCTV

Best Practices Adopted In Academiclibraries

Book Display programme

To organize exhibitions and book display programme on important dates, and important occasion on eminent personalities. This helps and provides an opportunity for users to know the various types of information resources available on a particular aspect in the library and information centre.

Orientation programme

One of the best practices is to create awareness among the students about the library resources, the library services, good reading habits, creative programmes and activities for maximum utilization of the library. In other words enlighten the fresh students at the beginning of each academic year about the importance of the library, thereby exposing the students to its various sections of the library, the library resources and the various library services.

Educating the User

The academic libraries have a great role and responsibility in creating awareness among its users which will help to make use of the library resources, facilities, services, more effectively and efficiently. User orientation which may be individual or groups, Library Brochures, circulars, Pamphlets and handouts.

Staff Users Meet

The academic libraries should organize various programmes including orientation, lectures on related issues, and topics, workshops, seminars, which focuses the issues useful to the users as well as to the staff. The libraries may organize programmes in information handling in the present digital era, knowledge networking, role of librarians in the electronic era, subject searching, time management, public relations, knowledge based systems, this helps to keep

abreast the staff and the users about the latest developments and trends in library principles and practices, thereby bridging the gap between the staff and the users.

Developing Virtual Presence

The libraries can use web 2.0 applications like social networking, blogging, use of RSS feed, audio and video streaming, wikipedia, etc, and interacting delivery information services. Demonstrations and Exhibitions The Libraries should organize demonstrations and exhibitions to create awareness about their collection, services. This can be done inside the library separately through displaying the special collection and literary works of specific authors or group of authors thereby creating awareness about the particular author or literary works among its users, thus attracting even the people from different sections of the society like parents, management members, relatives of the staff members and the public.

Information Brochures

Information brochures and pamphlets are also one of the important sources for creating awareness about the facilities, services, and the collections of the library, the users can be provided the information brochures at the time of their enrollments as registered members. The Information brochures may be on reprography or Xerox facilities, latest publications, and latest additions to the library. CD/DVD list, book bank facilities, library rules and regulations, electronic resources, and online information services list.

Web Based Services

The libraries can provide various web based services through its strong Library Website updated with services such as virtual tour, virtual reference desk, ask the librarian, full text article, help desk, lecture notes, electronic announcement, e-Books, digital suggestion box, project reports, frequently asked questions, dissertations, face book etc.

Conclusion

The academic libraries should take initiations of the broad activity to enhance the socioeconomic position of the books / documents in the library. Also they should create an environment and conditions for keeping abreast of the new and latest knowledge and uses of modern technological achievements in the field, and also in the diffusion of the latest information and lastly the training of professional personnel through a unified system, so that the knowledge from the source to its beneficiaries or users can be disseminated in a most efficient and effective way through the adoption of the best practices. When the library staff work in coordination and with a team spirit under the dynamic leadership of the librarian with the involvement of the best practices they are sure to benefit the user community and thereby contribute to the overall performance in achieving the goals and objectives of the institution. Also by adopting the effective means in the library and through its implementation at the appropriate time we can create a friendly environment, thereby bridging the gap between the library and the users, which in total will result in the optimum utilization of the resources, thereby effectively meeting the challenges along with the goals and objectives of the institution we work. Thus the best practices adopted should bridge the gap between the library and the users for effective and maximum utilization of the resources, which will result in the advancement and promotion of higher educational goals and the vision and mission of the library. The best practices are evolved through stages of failures and corrections and through the borrowed best practices we can enhance our competitive advantage and also enhance the institutional

effectiveness. The author hopes that the outlined best practices will serve as one of the ways to strengthen the library and information services of academic libraries.

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Role of Faculty Development Programmes for Quality Enhancement in Higher Education

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Introduction and need for the study:

The role of teacher in higher education is ever challenging day to day in general and in particular when there is a gamut of spread of Knowledge and data and information in the present Information Technology Era. This enunciated on the part of the teacher in higher education to be updated and skilled and talented enough to face the challenges arise in and outside the class room inspite of the preparation to deliver the lecture. In this context even the NAAC has compulsorily promulgated several measures to upgrade the methodology of delivering the curriculum; it can even be found that those are being outdated day to day. This context has provoked the authors of this paper to present as it is the right time to leverage the output substantiated among the teachers in higher education not only in India but also across the globe.

Objectives of the Study:

The study is confined to the recent trends and changes in curriculum and methodology of teaching and research across the globe particularly in higher education. The chief objectives are as follows:

1. To measure the role of teaching methodology in leveraging quality in higher education.
2. To modus operandi to deliver the subject content more practical rather than theoretical.

Hypotheses of the Study:

The study has been constructed on the domain of the following hypotheses. They are:

1. Teacher quality is ever dominating in higher education delivery.
2. There is a significant need to upgrade the skills and knowledge through research based knowledge acquisition by teachers in higher education.

Limitations of the Study:

1. This study is based on secondary data only which is available on websites which contain several articles from across the globe.
2. The time is also a limiting factor due to the search of data and information may not be complete.
3. The opinions and results may vary from location to location based upon the practice of different standards worldwide.

Methodology of the Study:

The study is mainly based on the Secondary data and also on the Primary Observations of the authors as they are in higher education since decades. The data and information acquired through different sources have been analyzed and interpreted to derive conclusions of the study.

Review of Literature:

Quality in education and research can be accomplished only by means of enshrined quality management (QM) or quality assurance (QA) in Higher Education Institutions (HEIs). Moreover, today's ever increasing number of students indulges HEI staff to ensure that academic curricula and teaching methods constantly adapt to diverse expectations and a myriad of new Programmes. With universities facing perpetual change, a merely descriptive and retrospective type of quality control is certainly not sufficient. Hence, the HEIs are progressively keen to explore and establish a more comprehensive type of dynamic and systematic quality enhancement (QE) by which evaluation consistently triggers improvement.

Through intelligent communication and steady engagement, modern quality management is to lead to an overarching quality culture in HEIs. Successful quality enhancement requires more than a consensus on the goals to be achieved. In order to implement a long-lasting quality assurance framework, several pillars have to be aligned: efficient internal review, a sound concept for data collection, a clear strategy for indicator-building, an in-depth analysis of results, perfectly integrated procedures from evaluation to problem-solving, creative thinking, cooperative and fair communication. If quality is to permeate all levels of the HEI, the concepts, methods and procedures must be accessible and understandable to all stakeholders.

One study emphasized that such changes entailed faculty members to attain new knowledge, diverse skills, and abilities in many aspects including:

- Managing multiple roles and new responsibilities: Like clinic instruction, micro-group teaching, problem-based tutorials, case-based discussions, become mentors, and develop and evaluate new curricula.
- Integrating technology into teaching, learning, and research and master new computer-based educational programs.
- Leadership and management proficiency.

Faculty members need to be prepared enough by some sort of a faculty development program (FDP) in order to deal with the rapid changes and shifting paradigms in medical education, health care delivery systems, and clinical practice. Without such training, teaching is often reduced to instructors presenting their understanding of the subject by one-way lecturing. Over the past five decades, faculty development activities evolved in focus and expanded progressively. There have been sporadic efforts in the first half of the 20th century to provide such training, but true FDPs began in 1975 and have grown steadily over the past 25 years.

Faculty development has been defined as that wide range of activities that institutions apply to support faculty members' roles. This included programs designed to improve the performance of faculty members in education, research and administration as well as augmenting organizational capacities and culture. A study found that a number of descriptions for the term “faculty development were used. Among these are:

- Instructional development which emphasized the development of faculty skills involving instructional technology, small group teaching, media, courses, and curriculum design

- Professional development which emphasized the development of individual faculty members in their professional responsibilities as educators, researchers, and administrators
- Organizational development which emphasized the requirements, and main concerns of the institution
- Career development which emphasized faculty preparation for career advancement
- Personal development which stressed on life planning, interpersonal and communication skills of faculty members.

In 2005, Bligh reported that implementing FDP was expected to result in enhanced teaching performance by instructors and improved learning outcomes for students. Such improvements included the development of new teaching skills or assessment techniques, improved ways of designing or implementing curricula, newer ways of viewing the student–teacher relationship, and increased commitment to the educational perspectives. The summarized expected outcomes from FDPs reveal that:

- High satisfaction with FDPs
- Changes in attitudes toward teaching and faculty development
- Gains in knowledge and skills
- Changes in teaching behavior
- Changes in organizational practice and student learning.

Analysis and Observations:

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 of 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 upgrading of a teacher is a key guarantee of quality education. So continuous up gradation of knowledge enhanced the professional efficiency of the teacher that goes to contribute towards inculcating high professional competency among students. Development of teachers depends on many factors. It is closely linked with-

1. The quality of research
2. Participation in National and International seminars
3. Faculty exchange programs
4. Upgradation of qualifications
5. Exposure to recent developments
6. Writing of books and research papers
7. Collaborating with fellow researchers in order higher education institutes

These activities help to impart quality education to students**.** 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 vital to improve quality education. This can be done to systematically evaluate the own teaching and its results. Evaluation helps to improve their own research and day to day work. This also helps to discuss about the newer effective methods to use in the teaching and to discuss about the choice of the best teaching methods. Professional freedom of the teacher is of crucial importance in developing quality in

education. Professional freedom refers here the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal leaning situation. The authority may insist teachers regarding the use of newer teaching methods through service training, professional development programmes and other means. But authority should not interfere or dictate about method to be used by teacher. The teachers should enjoy academic freedom in the discharge of professional duties that led to create an favourable 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 goals and adopt notion that underlines the higher education. In this sense, the quality performance of the teachers is of paramount significance**.** In the case of the students particularly in the rural set up localities and the under developed or developing regions of the countries it is to be kept in view that the basic infrastructural qualities upgradation is also necessary besides the quality delivery of the curriculum by the teachers. The role of English Language is also ever increasing as an influencing factor in higher education. This also to be kept in view while delivering the knowledge by the teachers in higher education and a careful gap bridging is to be done by the teachers to those students due to their background and weaknesses.

Even though NAAC has enunciated several parameters and procedures it may not be possible 100% to deliver the things to the immediate stakeholders of higher education namely the students. Hence there is an urgent need to stream line those parameters gradually to upgrade the standards of higher education in the rural scenario of HEIs in particular and to the country as a whole. Again the role of teachers and HEIs is very crucial here. Stringent efforts are to be put to upgrade the standards and skills among the teachers and HEIs to deliver as per the expectations of the present competitive environment. Research is probably one of the strategies to leverage action oriented learning and quality learning on the part of the students and teachers as a whole. Hence research oriented teaching and learning may create an opportunity to both the teachers and students to live up to the expectations of the ever increasing competitiveness in the higher education scenario across the globe.

The non-business linkages are also becoming more across the countries by establishing higher education institutions namely Universities, Colleges, Research and Development institutes etc. This is also a more serious matter on the part of the existing HEIs while managing effectively for their survival and showcases their competency levels today. The role of government is also more change prone at present under the contextual process of Liberalization which may be a warning on the part of the HEIs in general and the teachers in particular. The Faculty Development Programmes should also visualize earlier to that of happening latter and do prepare in such a manner the programmes and procedures to fill the gap between the expectations and the reality of today.

Conclusion:

It can be concluded that there is a lot to learn and practice in the Higher Education Sector from the recent trends and it is the need of the hour. More and more efforts are required continuously on the part of the teachers and HEIs to become more sustainable and competitive. FDPs happen to be one of the strategies to update and upgrade the quality in Higher Education from time to time. Apart from the Orientation and Refresher Programmes offered by the UGC-HRDCs across the country, it is also required to make compulsion on the part of the HEIs to

deputy every year at least 25% of the faculty to the nearest HRDCs of UGC at different universities. The concept of PBAS for the verification of the teacher performance is also one of the methods to identify the training needs among the faculty. Based on the PBAS evaluation from time to time it is also possible to provide proper training and skill uplifting among the faculty members of the different institutions offering higher education in India.

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E-Shodhsindhu: an Effective Consortia of E-Resources for Higher Education

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Key Words: Consortia, Electronic Resources, eShodhSindhu

Introduction:

Present paper discusses the effectiveness of the E-ShodhSindhu. It is a Consortia of thre different consortium. Beginning from the electronic resource and consortia the paper describes services provided by this consortia. It is helpful consortia for accessing various electronic resources e-books, e-journals and e-databases etc. E-ShodhSindhu is basically combination of three library consortium.

Consortia:

Most libraries did not, do not and will not have all the information resources their patrons need as individual universities across the country have faced with limited budget at the same time the cost of information access was very expensive resulting in limited print purchases. Fortunately the electronic publications has resulted in an easy access to large no. Of electronic resources with much affordable cost as more and more publishers offer competitive models when these resources are subscribed collectively in a consortia mode. This has resulted in the establishment of large no. Of consortium all over the world. (Cholin, 2005)

Consortia points the following.

- Strategic alliance of Institutions with common interest.
- Group of libraries come together to form consortium.
- One of the libraries or agencies work as coordination.
- Aim of consortia is to achieve what the members of the group cannot achieve individually.
- Increase the cost benefit per subscription. (INFLIBNET, 2004)

A consortium is a association of two or more individuals, companies, organizations or governments (or any combination of these entities) with objective of participating in a common activity or pooling their resources for achieving a common goal. Consortium is a latin word meaning; partnership, association or society and derives from consors; partner; itself from con- together; and sors; fate; meaning owner of means or comrade. (Wikipedia, 2018)

Library Consortia

Pandian and Karisiddappa(2003) expressed library consortium as following:

Library consortia are defined in the professional literature both in specific and broader terms. A generic term to indicate any group of libraries that are working together toward a common goal, whether to expand cooperation on traditional library services (such as collection development) or electronic information services. The term is now used perhaps too broadly, and encompasses everything from formal legal entities (such as incorporated or governmental agencies) to informal groups that come together solely to achieve better pricing for purchasing

electronic information. The simplest definition of Library Consortia would be the coming together of libraries to achieve a common goal that is beyond what an individual library could achieve on its own.

Jocelyn(2003) expressed the library consortia as: It is a known fact that no library even those in developed countries could claim completeness in their collection and this is more so for libraries in a developing country like the Philippines. Though the desire to proved our patrons with materials for their research needs despite a limited budget has always been the prime motivation that led librarians into means that could complement whatever collection they have in their own library, so consortium was introduced.

e-ShodhSindhu

On the lines of establishment of UGC-Infonet E-Journal Consortium, and on the recommendation of an Expert Committee, the MHRD has formed e-ShodhSindhu merging three consortia initiatives, namely UGC-INFONET Digital Library Consortium, NLIST and INDEST-AICTE Consortium. The e-ShodhSindhu will continue to provide current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions.

Aims and Objectives

e-ShodhSindu has established considering following objectives. It is a Consortia for Higher Education E-Resources is to provide access to qualitative electronic resources including full-text, bibliographic and factual databases to academic institutions at a lower rates of subscription. The major aims and objectives of the e-Shodh Sindhu are as follows:

- Setting-up e-ShodhSindu: Consortia for Higher Education E-Resources by augmenting and strengthening activities and services offered by three MHRD-funded Consortia;
- Develop a formidable collection of e-journals, e-journal archives and e-books on perpetual access basis;
- Monitor and promote usage of e-resources in member universities, colleges and technical institutions in India through awareness and training programmes;
- Provide access to subscription-based scholarly information (e-books and e-journals) to all educational institutions;
- Provide access to scholarly content available in open access through subject portals and subject gateways;
- Bridge digital divide and move towards an information-rich society;
- Provide access to selected e-resources to additional institutions including open universities and MHRD-funded institutions that are not covered under existing consortia;
- Take-up additional activities and services that require collaborative platform and are not being performed by existing Consortia; and
- Moving towards developing a National Electronic Library with electronic journals and electronic books as its major building blocks.

Services of e-ShodhSindhu

NLIST (National Library and Information Services Infrastructure for Scholarly Content)

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-ShodhSindhu Consortium,

INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDEST-AICTE resources for universities and e-ShodhSindhu resources for technical institutions; and ii) access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre.

Four Components of N-LIST

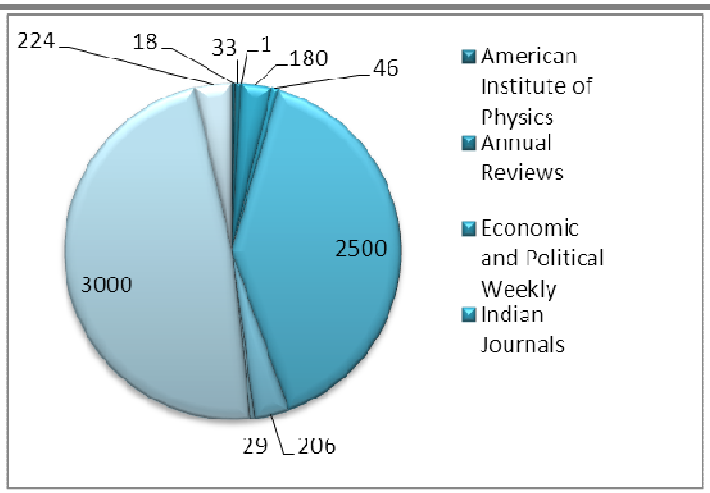
The project has four distinct components, i.e. i) to subscribe and provide access to selected e-ShodhSindhu e-resources to technical institutions (IITs, IISc, IISERs and NITs) and monitor its usage; ii) to subscribe and provide access to selected INDEST e-resources to selected universities and monitor its usage; iii) to subscribe and provide access to selected e-resources to 6,000 Govt./ Govt.-aided colleges and monitor its usage; and iv) to act as a Monitoring Agency for colleges and evaluate, promote, impart training and monitor all activities involved in the process of providing effective and efficient access to e-resources to colleges. The INDEST and UGC-INFONET are jointly responsible for activity listed at i) and ii) above. The INFLIBNET Centre, Ahmedabad is responsible for activities listed at iii) and iv) above. The INFLIBNET Centre is also responsible for developing and deploying appropriate software tools and techniques for authenticating authorized users.

Present Status

As on **Feb 20 2019**, a total number of 3198 Govt. / Govt.-aided colleges covered under the section 12B of UGC Act as well as Non-Aided colleges . Log-in ID and password for accessing e-resources has been sent to the authorized users from these 3198 colleges. All e-resources subscribed for colleges under the N-LIST Project are now accessible to these 3198 colleges through the N-LIST website (http://nlist.inflibnet.ac.in).

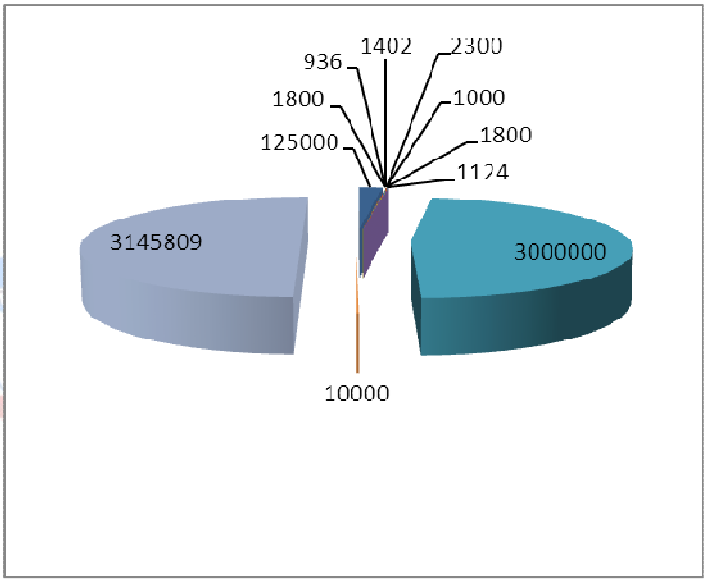
Full Text E-Journals on E-ShodhSindhu

E- Journals on N-LIST	
American Institute of Physics	18
Annual Reviews	33
Economic and Political Weekly	1
Indian Journals	180
Insitute of Physics	46
JSTOR	2500
Oxford University Press	206
Royal Society of Chemistry	29
H W Wilson	3000
Cambridge University Press	224
Total	6237+



Full Text E-Books on E-ShodhSindhu

E- Books on N-LIST	
Cambridge Books Online	125000
E-brary	1800
EBSCoHost-Net Library	936
Hindustan Book Agency	65
Institute of South East Asian Studies(ISEAS) Books	382
Oxford Scholarship	1402
Springer eBooks	2300
Sage Publication eBooks	1000
Taylor Francis eBooks	1800
Myilibrary-McGraw Hill	1124
World -ebooks Library	3000000
South Asia Archive	10000
Total	3145809



From the above study we can know that overall there are more than 6000+ Full text e-journals and more than 30,00000 e-books are available on this consortium. Apart from these thousands of databases are available on the websites. Different e-database service providers are more than 16 from over the globe. These huge electronic resources may play a vital role the development of research and development in the higher education.

e-ShodhSindhu Databases
Capitaline
CRIS INFAC Industrial Information (CRISIL)
EPWRF India Time Series
Euromonitor - Passport
IEC Standards
Indiastat

INSIGHT
Institute for Studies in Industrial Development (ISID) Database
JGate Plus (JCCC)
LexisNexis
Manupatra
MathSciNet
SciFinder Scholar
Web of Science
Web of Science Lease Access
Westlaw India
Totally 16 Online Database Services Providers under e-ShodhSindhu

Conclusion:

Availability of resources electronically and online made it easy to use the global resources by a single click. Now remote and rural areas can also go take active and efficient part in the research. Initiative taken by Ministry of HRD in this regard made easy for access to all institutions of higher learning. Especially availability of science and technological journals through remote access will boost the use and participation of new researchers in this competitive world. More than six thousands journals and more than thirty lakh books are available for the users throughout the country.

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Use of ICT Tools To Improve Quality Education

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Abstract:

Information and Communication Technologies (ICTs) is increasingly becoming important part of the education system to enhance quality as per NAAC perspective. It has changed many aspects of the lives. These changes have caused educational institutions, administrators, teachers to rethink their roles, teaching and vision for the future. ICT has opened new challenges for quality education. This paper give an overview on ICT tools available online and free.

Introduction:

The education has vital role in building the society. It is one of the most important needs for the well being of individual and the society. Quality education helps to empowering the nation in all aspects. There are many ways to increase the learner's knowledge, and technology is the most effective way. ICT is an acronym that stands for Information Communication Technologies, that includes all technologies for the manipulation and communication of information. Broad definition of ICT includes radio, television, satellite, mobile phones, computers and the internet. It can be divided into two groups; traditional ICT namely radio, television and the new ICTs like internet and telecommunications. Learning through new ICTs is also called e-learning. Information and communication technology (ICT) is a force that has many aspects of the way we live, and also an electronic means of capturing, processing, storing and communicating information. The potential of information and communication technologies today, from the time we awaken in the morning to the time before we sleep, we are surrounded by media, such as newspapers, radio, television and computers. Sometimes we are not even aware that we are surrounded by these media. All these media come under the overall umbrella of ICTs. Impact of ICT in education includes two things-ICT and education. It includes any communication device, application or service used to educational purposes to support and improving the learning of the students. ICT can be considered as a sub field of educational technology. 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. Appropriate use of ICT can transform the whole teaching-learning processes leading to paradigm shift in both content and teaching methodology (Anu Sharma et al., 2011).

The main concern here is to bridge the differences amongst the students, parents and teachers leading to an effective interaction and a transparency between the three. An equal importance should also be given to promote the culture of learning at school and to support schools in sharing experience and information with others.

There Are Several Tools Available Online Classified As :

Quizzes/Testing/Games Tools:

Google Forms - Easy for quizes, evaluations or questionnaires

Introduction: Google Forms is a tool that allows collecting information from users via a personalized survey or quiz. The information is then collected and automatically connected to a spreadsheet. The spreadsheet is populated with the survey and quiz responses.

Features : New features include, but are not limited to, menu search, shuffle of questions for randomized order, limiting responses to once per person, shorter URLs, custom themes,automatically generating answer suggestions when creating forms, and an "Upload file" option for users answering questions that require them to share content or files from their computer or Google Drive.

Examples:

Google Forms for Professional Development

1. Session Sign up or Application for an event
2. Session Sign up or Application for an event
3. Feedback from Professional Development
4.Feedback from Professional Development

Google Forms for Teachers

1.Parent Survey- Gather information from parents about their contact information, information about their child, volunteer opportunities, etc.

2.Discipline Entry Form - This forms allow teacher entry of disciplinary actions. Note: We use avatar names when entering information.
3.Grading Assignments Check- Great to use with an iTouch
4.Email a Google Form to the class as a prior knowledge activity, a independent reading prompt, weekly news journal, etc.

Google forms for Administrators

1.Discipline Log for Middle School
2.Teacher Observation Form- Full Visit

Google Forms with Students

1.Composition Writing Project Peer Editing and Feedback
2. Formative Assessment with students
3.Organizing groups in the classroom: Book Club choice form
4.Survey the class before and after a lesson or discussion- Political Issues Form
5. Create Quizes and Tests with Google Forms

Plickers-

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. **It is a** tool made by a teacher who was looking for a quick and simple way to check student understanding. This assessment tool allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil.

- **Quizalize** - Create your own quizzes in 1 minute or pick one from our growing Marketplace. This service provides teachers and publishers with an online service to create, share, publish and sell original digital content created by the seller ("Resources").
- **Socrative** - Online quiz where the teacher can keep track of all students' progress. **Socrative** is a free web application that offers an easy and friendly experience to teachers to engage and assess their students. **Socrative** is an easy to use tool that is used for creating formative assessments and getting result in the actual-time

- **Voxvote** - Free and easy Mobile Voting tool for ANY speaker or teacher. The Voice of Your Audience is the leading Audience Response system, specially designed for the occasionally and professional speaker who want to interact with their audiences.

Presentation Tools:

- **Google Slides** - Work on the same presentation at the same time. Google Slides is a presentation program included as part of a free, web-based software office suite offered by Google within its Google Drive service. The service also includes Google Docs and Google Sheets, a word processor and spreadsheet respectively.
- **Nearpod** - Create interactive slideshows, using questions, quizzes, images & text. **Nearpod** is an interactive presentation and assessment tool that can be used to amazing effect in the classroom.
- **Peardeck** - Create beautiful interactive lessons, presentations, and assessments to engage every student. **Pear Deck** is an interactive presentation tool used to actively engage students in individual and social learning.
- **Sutori** - Presentations for the classroom in a unique timeline format. On Sutori, teachers and students create a variety of projects, assignments and portfolios.
- **Mentimeter** - Create graphics at an instant using students' input. With Mentimeter you can create fun and interactive presentations. We help you make your events, presentations, lectures, and workshops innovative and memorable.

Videos :

- **Biteable** - The World's Simplest Video Maker
- **ChatterPix** - ChatterPix can make anything talk - pets, friends, doodles, and more (iPad only)
- **EDpuzzle** - Make any video your lesson.
- **Educreations** - Create educational videos (iPad only)
- **Powtoon** - Animated videos and presentations

Lesson Series :

- **BookWidgets** - Worksheets, simulations, games & more for use in classrooms and multi-touch books
- **ReadWriteThink** - Providing educators, parents, & afterschool professionals with free access to the highest quality materials for reading & language arts instruction.
- **Showbie** - Showbie is the fastest, easiest and most effective app for assignments and feedback on your classroom devices.
- **Teachers' Corner** - Lesson/activity ideas
- **TesTeach** - Creating digital lessons

Creative Creation:

- **Canva** - Canva makes design simple for everyone. Create designs for Web or print: blog graphics, presentations, Facebook covers, flyers, posters, invitations and so much more.
- **Glogster** - Create multimedia posters
- **Infogram** - Create and publish beautiful visualizations of your data in charts and info graphics. Interactive, responsive, and engaging.
- **Jilster** - Create your own magazine
- **Padlet** - Create a poster/brainstorm online

For Studies:

- **CoboCards** - The best online flashcard software. For Free.
- **Cram**- Find flashcards to study or create your own

- **Learningpod** - Targeted practice questions for student success.
- **Studyblue** - Provides intelligent learning tools including flashcards, notes, study guides and more
- **Vocabulary** - Acquire vocab easily
- **WRTS** - Study vocabulary easily and effectively

Brainstorming:

- **Answer garden** - Allows students to give answers which will show on the teacher's screen
- **ChartGo** - The online chart maker. Create rich and colorful charts.
- **Note App**- Bring sticky notes to your team, in real time.
- **Padlet** - Create a poster/brainstorm online
- **Postermywall** - Enables students to create an interactive poster

Online Collaboration:

- **Asana** - Asana is the easiest way for teams to track their work—and get results.
- **Edmodo** - The safest and easiest way for educators to connect and collaborate with students, parents, and each other.
- **Google Docs** - Work on the same document at the same time.
- **Google Slides** - Work on the same presentation at the same time
- **Google Spreadsheets** - Work on the same spreadsheet at the same time

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Best Practices Adopted by NAAC Accredited Colleges Affiliated to Rashtrasant Tukadoji Maharaj Nagpur University

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Abstract :

Quality has become the determining component of education in the 21st Century in the context of new social realities. The Millennium Development Goals of the international organization (MDGs, 2002) take into account information because of the causal agency of development within the new millennium. How to provide quality education to large numbers at affordable prices is the main concern of developing countries. Quality, as all folks square measure aware, makes education as much socially relevant as it is personally indispensable to the individual. In this sense, quality becomes the process part of education. In this context quality and excellence ought to be the vision of each teaching establishment. Acquisition of quality and excellence is the greatest challenge faced by all higher education institutions

The Indian HEIs area unit generating new concepts through analysis and innovation. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in the overall assessment and accreditation of a college. Best practices are those which add value to human life and support the main cause of an institution. It helps in the development of an institution-a source/means to perform social responsibility. It can change the life of the whole institution as well as individual stakeholders. Colleges undertake differing types of best practices as per their institutional surroundings, try to bring about innovations and new ideas. A 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 center for many activities. Socioeconomic, political and cultural reformations. Use of technology is the driving force in today's education system. Colleges will flip such technology courses into their best practices that as institutional, social responsibility (ISR) can boost the educational atmosphere of the college, connect to the ground level, in turn, it might generate social soft power for the expansion. The NAAC has developed and published a series of best practices of various institutions as per seven criteria 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 practice area unit the agents of modification for a selected establishment and society also.

Keywords: Best Practices, NAAC, UGC, SSR, AQAR, IQACRs.

Introduction:

Indian higher education has been continually 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 an 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:

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 the overall assessment and accreditation of a college. Best practices are those which add value to human life and support the main cause of an institution. It helps in the development of an institution-a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stakeholders. Colleges undertake different types of best practices as per their institutional environment, try to bring about innovations and new ideas. A 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 center for many activities-socio-economic, political and cultural reformations. Use of technology is the driving force in today's education system. "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".

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 criteria 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 program may pertain to a specific aspect/ practice within the program or to an entire program. A "Best Practice" refers to an institutional practice that exhibits characteristics of a quality teacher education program or contributes to the overall quality of the program."

So quality becomes an imperative in a best practice, it should impart quality in its outcome and must be beneficial to 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".

The best practices can be grouped criteria-wise and there falls the seven criteria-wise best practices at 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 the Study:

1To know the different best practices of NAAC accredited colleges.

2To find out the role and impact of best practices on college development in the 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 and NAAC grade.

5.To provide the processed ready hand data on NAAC accredited colleges comes under RTMNU and their best practices.

Methodology:

20 NAAC accredited colleges affiliated to RTMNU, Nagpur (UG, PG and combined) is selected for the present study. For this selection, NAAC score and NAAC grade obtained by colleges in its last accreditation cycle (2018 and before) is considered. The data of the best practices undertaken by colleges are obtained from authentic websites of concerned college. 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 associated material are downloaded from the websites of the respective colleges. The same data has been compared and analyzed and represented in the pattern of a table. The colleges include Arts, Commerce and Science streams. Two best practices of each college take into consideration for analysis. Though the colleges earned the NAAC score in their last cycle of accreditation conducted on or before 2018, the new grading system of July 2017 is applied to them to draw more visible distinctions and inferences between them.

Table 1: 20 NAAC Accredited Colleges Affiliated to RTMNU, Nagpur

Sr. No.	Name of College/Institution	Taluka	District	NAAC Score	NAAC Grade
1	Dr. Ambedkar College, Dikshabhumi, Nagpur	Nagpur	Nagpur	**3.45**	**A**
2	Shri. Shivaji Science College, Congress Nagar, Nagpur	Nagpur	Nagpur	**3.26**	**A**
3	Dhanwate National College, Congress Nagar, Nagpur	Nagpur	Nagpur	**3.25**	**A**
4	Hislop College, Temple Road, Civil Line, Nagpur	Nagpur	Nagpur	**3.31**	**A**
5	Vasantrao Naik Art & Social Science Sanstha, Nehru Marg, Nagpur	Nagpur	Nagpur	**3.01**	**A**
6	Shrimati Binzani Mahila Mahavidyalaya Mahal, Nagpur	Nagpur	Nagpur	**2.64**	**B**
7	Lady Amrutabai Daga (Women) Mahavidyalaya, North Ambazari road, Nagpur	Nagpur	Nagpur	**	**A**
8	Govindrao Sekasriya Economics & Commerce Mahavidylaya, Amaravati Road, Nagpur	Nagpur	Nagpur	**3.03**	**A**

9	St.Fransis Di Sels College, Seminary Hill, Nagpur	Nagpur	Nagpur	**3.23**	**A**
10	Tirpude Institute Of Management Education, Balasaheb Tirpude Marg, Civil Lines, Sadar, Nagpur	Nagpur	Nagpur	**	**B++**
11	Dr. Madhukarrao Wasnik P.W.S. Art & Commerce College, Indora, Kamthi road, Nagpur	Nagpur	Nagpur	**2.65**	**B+**
12	Kamala Nehru Mahavidyalaya, Sakkardara Chowk, Nagpur	Nagpur	Nagpur	**3.53**	**A+**
13	R.S.Mundale Dharmapeth Art & Commerce College, Dharmapeth, Nagpur	Nagpur	Nagpur	**2.49**	**B**
14	Jawaharlal Nehru Arts, Commerce & Science College, Wadi, Tal. Dist. Nagpur	Nagpur	Nagpur	**	**B**
15	C.P & Berar Art & Commerce College, Tulashibaug road, Mahal, Nagpur	Nagpur	Nagpur	**2.76**	**B++**

Table 1: 20 NAAC Accredited Colleges Affiliated to RTMNU, Nagpur

16	Dayanand Arya Kanya College, Jaripatka, Nagpur	Nagpur	Nagpur	**2.36**	**B**
17	J. M. Patel Arts, Commerce And Science College, Rajgopalachari Ward, Civil Lines, Bhandra	Bhandara	Bhandara	**2.46**	**B**
18	Manoharbhai Patel Art, Commerce & Science College, Sakoli, Dist Bhandara	Sakoli	Bhandara	**2.19**	**B**
19	S.S.Girls College, Gondia	Gondia	Gondia	**2.36**	**B**
20	Vidyabharti College , Seloo Dist.Wardha	Seloo	Wardha	**2.57**	**B+**

Data Not Available on College Website

Table 2: Colleges and their Best Practices

Sr. No.	**Name of College / Institution**	**Best Practices**
1	Dr. Ambedkar College, Dikshabhumi, Nagpur	Skill development programs like UNNATI, SETP, Soft Skill development programs & Entrepreneurship development for students of different Departments, Medicinal plant exhibition for School and College students, Preparation of Germ Plasm Bank and Green Audit, Online Multiple Choice Questions Tests, Mentoring System, Aptitude Test, Daily Monitoring System, Attendance Monitoring System, Book Exhibition, Tree Plantation, Conducting Interdisciplinary courses like Certificate Course in Criminal Psychology and Certificate Course on Forensic Science and Criminal Justice System etc.
2	Shri. Shivaji Science College, Congress Nagar, Nagpur	Feedback is sought from students, parents, alumni and management, Booklet of newspaper cutting and display of important notifications in library. The office

		administration is computerized. Uniform for students, non-teaching staff and apron to Laboratory staff. An innovative program on "P.G.Diploma in Nanotechnology", 3 UGC funded and 6 self financed COC are introduced. Workshop on "Soil-less Rooftop Organic Farming" is conducted Workshops on "Apiculture", "Sericulture" and "Bird Nesting Preparation" are conducted for farmers and students. A workshop on "Bags Preparation from old and used sarees" is conducted. Residential Inspire Camp is organized every year since 2012-2013 The Best teacher, Best researcher, Best service, The Best Library user and Best student Kalpana Chawla awards are instituted. Earn While Learn Scheme for needy students. NET/SLET coaching in Chemistry and guidance for MPSC, UPSC examination.
3	Dhanwate National College, Congress Nagar, Nagpur	Application of Technology for enhancement of competence for teachers and students. Nourishment of Values Orientation and Enrichment of Knowledge, Health Wellness (To create and develop awareness towards psychology and stress management), Role of "Positive Thinking Attitude" (to understand the importance of positive thinking in life), Kala-Avishkar (To promote artistic aptitude in student to encourage hidden talents to provide an opportunity for earning)
4	Hislop College, Temple Road, Civil Line, Nagpur	Institution of Rev. Stephen Hislop Master Talk Series, Become an Entrepreneur, Curriculum Enrichment Programs
5	Vasantrao Naik Art & Social Science Sanstha, Nehru Marg, Nagpur	Data not available on website

Table 2: Colleges and their Best Practices

6	Shri.Binjhani Nagar Mahavidyalay, Umrer Road, Nagpur	Vidyarthini Utkarsh Mandal [VUM], Paper Reading Practice
7	Lady Amrutabai Daga (Women) Mahavidyalaya, North Ambazari road, Nagpur	Data not available on website
8	Govindrao Sekasriya Economics & Commerce Mahavidylaya, Amaravati Road, Nagpur	GS-COMNEXT (To offer an academic platform to Commerce students for the discussion of the latest happenings, events and developments in field of Commerce, Industry and overall Indian Economy) GS- Skill Up-gradation Network (GS-SUN) (To establish a network of alumni in the corporate for academic partnership)
9	St.Fransis Di Sels College, Seminary Hill, Nagpur	Orientation of new students, Feedback system, Training modules for teaching staff, Revenue generation of infrastructure, Akshar forum, Training module for non

		teaching staff, Suggestion boxes
10	Tirpude Samajkarya College, Sadar, Nagpur	Activity Based Learning (ABL), Regular Alumni – Institute Interface.
11	Dr. Madhukarrao Wasnik P.W.S. Art & Commerce College, Indora, Kamthi road, Nagpur	Admission processes in one go, Srijan Samvad" (A Constructive Interaction)
12	Kamala Nehru Mahavidyalaya, Sakkardara Chowk, Nagpur	Additional Skill oriented and Job oriented Certificate courses to compliment regular teaching, Student Mentoring Program, Focus on Slow and Advance learners, Open access, OPAC and M-OPAC of Library
13	R. S. Mundale Dharmapeth Art & Commerce College, Dharmapeth, Nagpur	Alumni Association, MSMP ('My Society My People')
14	Jawaharlal Nehru Arts, Commerce & Science College, Wadi, Tal. Dist. Nagpur	Health Check-up Camp & extension activities, Library
15	C.P & Berar Art & Commerce College, Tulashibaug road, Mahal, Nagpur	Arogya Sampada: Clinic For Girl Students, Research Methodology Workshop, Rakhi Arpan Ceremony, Health Clinic for Girl-Students, Scholarship for College-Sponsored Needy Students

Table 2: Colleges and their Best Practices

16	Dayanand Arya Kanya College, Jaripatka, Nagpur	Hawan, Dayanand Saraswati moral education, Health awareness
17	J. M. Patel Arts, Commerce And Science College, Rajgopalachari Ward, Civil Lines, Bhandra	Strengthening the student support system, Establishing Rational Internal Assessment System.
18	Manoharbhai Patel Art, Commerce & Science College, Sakoli, Dist Bhandara	Promotion of sports, culture among school students Environment awareness programs through nature club
19	S. S. Girls College, Gondia	To establish ICT enabled teaching. To Develop e-content for teaching process of the Classroom.
20	Vidyabharti College, Seloo Dist. Wardha	Teacher Mentor scheme, Vrukshmitra Yojna (Orange Tree Plantation Programe), Students Dress Code

Discussion and Findings:

18 colleges have displayed the data on best practices on their website except 2 colleges (during the course of research). Kamala Nehru Mahavidyalaya, Nagpur has the highest score of NAAC i.e. 3.53 and data regarding best practices available on its website, the other colleges included Dr. Ambedkar College, Dikshabhumi, Nagpur, Shri. Shivaji Science College, Nagpur, Dhanwate National College, Nagpur, St. Francis Di Sels College, Nagpur, Kamala Nehru

Mahavidyalaya, Nagpur Amongst 18 colleges, is listed more than two best practices on their college portal.

Two colleges did not state the outcomes of its best practices undertaken include Vasantrao Naik Art & Social Science Sanstha, Nagpur, Lady Amrutabai Daga (Women) Mahavidyalaya, Nagpur, whose NAAC score and grade is 3.01 (A), and 3 colleges NAAC score is not available on their website and their NAAC grade is (A)

According to grades, among these 20 top, NAAC accredited colleges, there is one A+ college and 8 colleges are having A grade and the rest of the colleges have B++, B+ and B grade. These colleges have undertaken various types of activities as their best practices like social responsibility cell, ICT enhanced the learning experience, exhibition, and demonstration for school/college students, community-based practices, skill development program, environmental initiatives, so and so forth (see table 2).

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

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Role of E-Learning and ICT in the Higher Education

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Abstract—

Electronic learning (e-learning) has gained reasonable acceptance from educational institutions at all levels. In India, globalisation has generated a good vibration and life for higher education. The new era of technology enabled education or 'eLearning' is displacing the outdated traditional methods of learning. eLearning is also a broader term than 'online learning' and 'm-learning' The uniqueness of eLearning is that, it provides the learner the opportunity to learn anytime, anywhere. eLearning is the only method of learning, where three distinct learning styles of auditory learners, visual learners, and kinesthetic learners are incorporated.

There are various studies conducted by researchers considering different aspects of e-learning to investigate how we can benefit in imparting quality education. However, there is a requirement to find out how researchers consider different sectors of secondary and higher education (HE) sectors. In this paper, we carefully select published research article of past six years and study how the research was conducted and which research methods are applied to attain results. We also investigate how case studies are presented for evaluating results. We finally present our findings from conducting this study of e-learning research at secondary and the higher education levels.

This paper concentrates in Indian higher education scenario, eLearning content preparation and presentation tools, application of eLearning in various types of methodologies used in higher studies, pros and cons of eLearning and future of eLearning in India. Since the Indian knowledge industry is entering into the take off stage, the strategy of survival of the fittest holds good. Few institutions like IITs join the race, while the rest suffer from lack of knowledge or from lack of realization of the importance of eLearning.

Introduction

Today ICTs – including laptops wirelessly connected to the Internet, personal digital assistants, low cost video cameras, and cell phones have become affordable, accessible and integrated in large sections of the society throughout the world. It can restructure organizations, promote collaboration, increase democratic participation of citizens, improve the transparency and responsiveness of governmental agencies, make education and health care more widely available, foster cultural creativity, and enhance the development in social integration. It is only through education and the integration of ICT in education that one teaches students to be participants in the growth process in this era of rapid change. ICT also allows for the creation of digital resources like digital libraries where students, teachers and professionals can access research material and course material from any place at any time (Bhattacharya and Sharma, 2007). Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. This avoids duplication of work.

In view of ICT, education can be classified in three main categories:

- E-learning
- Blended Learning, and
- Distance Learning

E-Learning or Electronic learning is a general term used to refer to computer-enhanced learning. It is commonly associated with the field of advanced learning technology (ALT), which deals with both the technologies and associated methodologies in learning using networked and/or multimedia technologies. It is also known as online learning. Distance education provided the base for e-learning's development. E-learning can be 'on demand'. It overcomes timing, attendance and travel difficulties. E-learning allows delivery, dialogue and feedback over the internet. It allows mass customization in terms of content and exams. E-education can provide access to the best gurus and the best practices or knowledge available (UNESCO, 2002). It is possible to leverage the online environment to facilitate teaching techniques like role-play across time and distance. It can also facilitate the development of scenarios, which can be rarely witnessed in practice. ICT can play a valuable role to monitor and log the progress of the students across time, place and varied activities.

E-learning allows higher participation and greater interaction. It challenges the concept that face-to-face traditional education is superior to it (Bhattacharya and Sharma, 2007). The web and the internet is the core ICTs to spread education through e-learning. The components include e-portfolios, cyber infrastructures, digital libraries and online learning object repositories. All the above components create a digital identity of the student and connect all the stakeholders in the education.

E-learning has the following benefits:

- Eliminating time and topographical barriers in education for learners as well as teachers.
- Enhanced group collaboration made possible via ICT.
- New educational tactics can be used.
- It can provide speedy dissemination of education to target disadvantaged groups.
- It offers the combination of education while balancing family and work life.
- It boosts the international dimension of educational services.

Blended Learning is the combination of multiple approaches to learning. It is usually used to define a situation where different delivery methods are combined together to deliver a particular course. These methods may include a mixture of face-to-face learning, self-paced learning and online classrooms.

Face to face Learning refers to learning that occurs in a traditional classroom setting where a faculty member delivers instruction to a group of learners. This could include lectures, workshops, presentation, tutoring, conference and much more.

Self paced Learning provides the flexibility to learn according to the availability of learners' own time and pace, it occurs in a variety of ways such as : reading specific chapters from text book, studying course material presented through web-based or CD based course, attending pre-recorded classes or sessions, reading articles referred by faculty member, working on assignments & projects, and searching & browsing the internet.

Online Collaborative Learning involves interaction between learners and faculty members through the web; this interaction can occur in one of the following modes:

- Synchronous interaction.

- Asynchronous interaction.

Synchronous, means 'at the same time', it involves interacting with a faculty member and other learners via the web in real time using technologies such as virtual classrooms and / or chat rooms. On the other hand, Asynchronous means 'not at the same time'; it enables learners to interact with their colleagues and faculty member at their own convenience, such as interacting through email.

Different types of e- Learning

There are fundamentally two types of e-Learning:

Synchronous training

Asynchronous training

1. Synchronous, means "at the same time," involves interaction of participants with an instructor via the Web in real time. For example – VCRs or Virtual class rooms that are nothing else but real classrooms online. Participants interact with each other and instructors through instant messaging, chat, audio and video conferencing etc and what's more all the sessions can be recorded and played back. Its benefits are:

Ability to log or track learning activities.

Continuous monitoring and correction is possible

Possibilities of global connectivity and collaboration opportunities among learners.

Ability to personalise the training for each learner.

2. Asynchronous, which means "not at the same time," allows the participants to complete the WBT (Web-based training) at their own pace, without live interaction with the instructor. Basically, it is information that is accessible on a self-help basis, 24/7. The advantage is that this kind of e-Learning offers the learners the information they need whenever they need it. It also has interaction amongst participants through message boards, bulletin boards and discussion forums. These include computer based training,(CBTs) modules on CD-Rom's, Web based training accessed through intranet (WBTs) or through well written articles and other write ups. Its advantages are:-

Available 'just in time' for instant learning and reference.

Flexibility of access from anywhere at anytime.

Ability to simultaneously reach an unlimited number of employees.

Uniformity of content and one time cost of production.

A new form of learning known as blended learning is emerging. As the name suggests it is an amalgamation of synchronous and asynchronous learning methods. Using both online training through virtual classrooms and also giving CD's and study material for self study is now being increasingly preferred over any single type of training.

Distance Learning

It is a type of education, where students work on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing, chat rooms, instant messaging and other forms of computer-based communication. It is also known as open learning. Most distance learning programs include a computer based training (CBT) system and communications tools to produce a vital classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

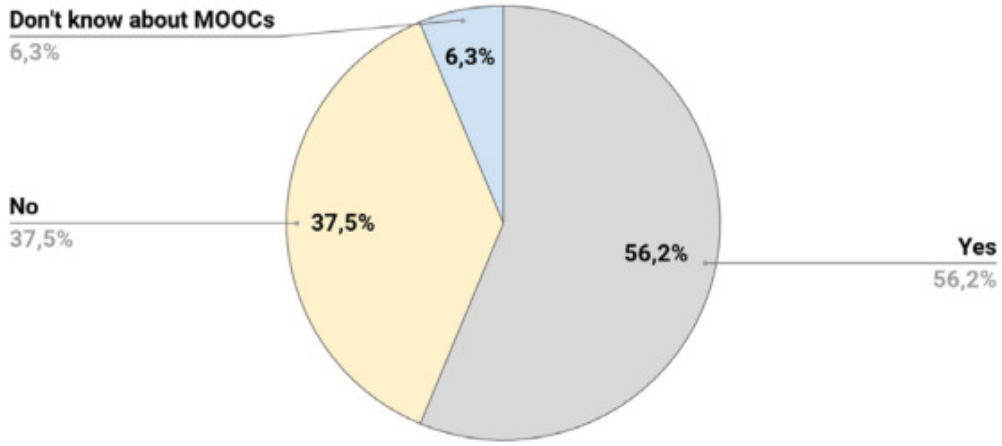
ICTs also allow for the creation of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time. Such facilities allow the networking of academics and researchers and hence sharing of scholarly material and leads to quality enhancement in teaching and learning.

Moodle is a free and open-source learning management system (LMS) written in PHP and distributed under the GNU General Public License. Developed on pedagogical principles, Moodle is used for blended learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors.

The questions about using modern tools and trends in research, education and science we divided on four subgroups:

– MOOCs;
– blended learning;
– STEM education;
– dual education.

The data about using some modern tools and trends in research, education and science
By Indian scholarly and education community are presented in
Q.: Do you use MOOCs in your professional activity?
Survey responses on MOOCs usage are shown in Fig.1



SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. This is done through an indigenous developed IT platform that facilitates hosting of all the courses taught in classrooms to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to the residents in India.

SWAYAM platform is indigenously developed by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) with the help of Microsoft and

would be ultimately capable of hosting 2000 courses and 80000 hours of learning: covering school, under-graduate, post-graduate, engineering, law and other professional courses.

What is offered in SWAYAM

Courses that are taught in classrooms from 9th class till post-graduation.

The courses hosted on SWAYAM is in 4 quadrants

video lecture

specially prepared reading material that can be downloaded/printed

self-assessment tests through tests and quizzes and

an online discussion forum for clearing the doubts.

Categories of courses include - Engineering, Science, Humanities, Management, Language, Mathematics,Arts and Recreation, Commerce, General, Library, Education.

Courses delivered through SWAYAM are available free of cost to the learners.

Students wanting certifications need to register and shall be offered a certificate on successful completion of the course, with a little fee.

At the end of each course, there will be an assessment of the student through proctored examination and the marks/grades secured in this exam could be transferred to the academic record of the students. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

National Coordinators of SWAYAM

In order to ensure best quality content are produced and delivered, seven National Coordinators have been appointed. They are as follows.

- NPTEL for engineering
- UGC for post-graduation education
- CEC for under-graduate education
- NCERT for school education
- NIOS for school education
- IGNOU for out of the school students and
- IIMB for management studies

ICT Tools And Online Resources

Appropriate use of ICT can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. When used appropriately, ICT enable new ways in teaching and learning. These new ways of teaching and learning constitute a shift from a teacher-centred pedagogy to one that is learner-centred. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. In India print media, audio media, audio-visual media, telecommunication and multimedia communication are the different medias which are used in educational transaction in higher educational institutes. Commonly used ICT tools and online resources are discussed

I. Increasing access to Online Resources :

1. Subscription to journals & e-books

2. e-Learning Content and Mobile Learning Content
3. Creating Portals
4. EDU-SAT through Distance Mode
5. Management of Library Automation
6. Use of Blogs
7. Wiki and Discussion Board to exchange idea asynchronously.
8. Use of online chat session, virtual classroom or meeting to exchange idea synchronously.

II. Increasing access to ICT Facilities:

1. Wireless Networks, Local Area Networks (LANs), campus backbone
2. Acquisition of access equipment (computers, laptops, mobile phones)
3. Video conferencing facilities

III. Teaching and Learning Activities with ICT tools :

1. Lecture Presentation using PPT
2. Instructional Designer
3. Use of bulletin Boards
4. Use of Web 2.0 technologies with tools like Blogs, Wikis, Rich Site summary
5. Student feedback using ICT

Conclusion :

Integration of ICTs in higher education is inevitable. In the coming years the thrust will be on the use of ICT to strengthen the system in the mode of open and distance learning . Higher education has to do a careful analysis of long term costs and benefits. Teacher has to adapt continuous professional development in the educational uses of technology. Digital libraries, access to online databases, networking, etc., can be enhanced through inter-institutional collaboration to ensure optimal usage of ICT expertise and resources. The wide adoption of ICTs calls for mindsets and skill sets that are adaptive to change. As the government increases its investments in ICT for education, continued efforts must be to ensure that investments in technology positively impact all aspects of education. ICT enabled education will definitely lead to the democratization of education.

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Impact of E- Learning on Rural Areas

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Abstract —

E-Learning is generally meant for remote learning or distance learning, but can also be used in face-to-face mode. E-Learning is referred to as teaching and learning by using electronic media. This methodology supports the use of networking and communications technology in teaching and learning. In this paper we have made study about the awareness and impact of E-Learning in selected rural areas in Maharashtra, the providers and learners ratio and an analysis on the collected data has been made to find the advantages of E-Learning resources and their affect on social and mental development of the individuals belonging to rural areas. In this research paper development through E learning in rural is observed is observed. In this research paper, we observed that E-learning is an effective tool for development of educational sector in Rural Area. In this paper we have made study about the awareness and impact of E-Learning in selected rural areas in Wardha & Amravati Dist. in Maharashtra, the providers and learners ratio and an analysis on the collected data has been made to find the advantages of E-Learning resources and their affect on social and mental development of the individuals belonging to rural areas. The basic objective of this research paper is to understand concept of e-learning and to examine the type of e-learning. The research paper focused on e-learning in rural Areas.

Keywords: Education, educational development, e-learning,

Introduction

In essence, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM.

Definition

E–learning is defined "as acquisition of knowledge and skill using electronic technologies such as computer and Internet based courseware and local and wide area networks." The term was introduced in 1995 when it was all called "Internet based Training" then "Web-based Training" (to clarify that delivery could be on the Inter- or Intra-net), then "Online Learning" and finally e-learning, adopting the in vogue use of "e" during the dot com boom.

Objective of the Study

1) To understand the concept of E learning to examine the type of E-learning.
2) To study current state of e learning in Amravati and Wardha District.

The surveyed providers identified include public bodies, private companies and NGOs. Overall, the private sector predominates but this differs from village to city. The percentage of providers is shown in table 1

Table 1

. E-Learning Providers' Survey

Rural Area	Abbreviation	Provider Count	%
Dhamangaon(RLY)	**DHA**	**8**	**20%**
Chandur (Rly)	**CHA**	**6**	**15%**
Pulgaon	**PUL**	**6**	**15%**
Hinganghat	**HIN**	**7**	**17.5%**
Sawangi	**SAW**	**5**	**12.5%**
Sewagram	**SEW**	**5**	**12.5%**
Pavanar	**PAV**	**3**	**7.5%**
		40	**100(%)**

From the above Table It can be interpretated that Majority Of Respondents 8(20%) from DHA 7(17.5%) from PUL . 6(15%) from CHA and PUL.5(12.5%) from SAW and SEW and very few i.e.3(7.5%) from PAV .This data can be illustrated by Bar diagram

Graph

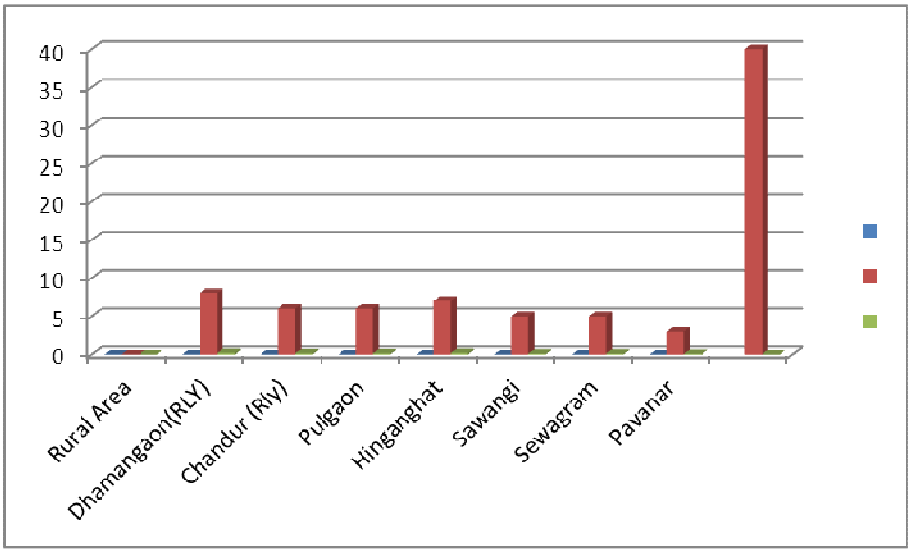


Table 2

E- Learning Content

Sr.No	E Learning Content	Response	%
1.	Information Technology	**4**	**10%**
2	Business Management	**3**	**7.5%**
3	Technical Education	**6**	**15%**
4	Languages	**4**	**10%**
5	Travels	**2**	**.5%**
6	Subject Of Primary Sectors	**10**	**25%**
7	Basic Education	**7**	**17.5**
8	**Others**	**4**	**10%**
		40	**100%**

Regarding content of E-Learning (see Fig. 2), use of IT, Language and Others subjects are the two most popular subjects, offered by 25% of providers across cities, while the less popular

subjects are those of the primary sector offered by less that7 (17.5%)expected as Basic Education 6(15%) of providers, and as expected, Technical education While 4(10%) expected as . Information Technology , Languages and Other E-Learning Content.3(7.5%) expected as Business Management and very few i.e. 2(5%) expected as Travels. This data can be illustrated by Bar Diagram.

Graph :

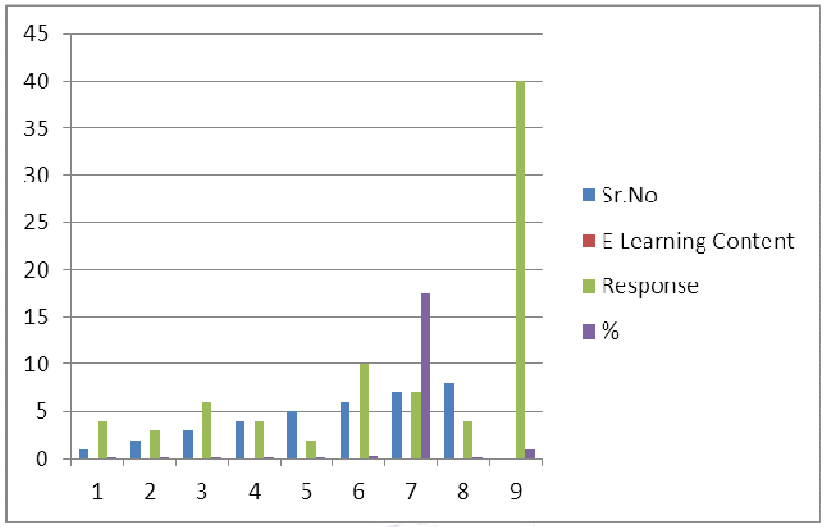


Table 3
Typical Factor For E-Learning Facilitating

Sr .No	Heads	Efforts	%
1	Suitable Contents	10	25%
2	Staff Training	09	22.22%
3	Internet Connectivity	07	17.77%
4	Technology Planning	04	10%
5	Marketing	05	12.5%
6	Quality Of Material	03	7.5%
7	Admiistratative	01	2.5%
8	Others	01	2.5%
	Total		

Critical factors for successful provision (see Table III and Fig. 3) of E-Learning were endorsed by the surveyed providers from a range including fast Internet, development of learning content, marketing, keeping ahead with new technologies and training of staff. The most "critical" factor is the development of suitable learning content that suits the needs of learners. Also, high importance is placed on the training of staff that design and deliver E-Learning Internet Connectivity and on planning ahead with new technologies, so that the means of E-Learning delivery do not become obsolete. Factors for success on the learner's side were pointed out by the providers to be mostly their willingness to learn and self-discipline.

Table 4

Problem Identified In Rural Areas :

Problem Identified In Rural Area The problems associated with delivering E-Learning in

Sr. No	Problem Identified In Rural Areas	**Providers**	%
1	Timing Problem	**DHA**	7(17.77%)
2	Lack Of Support	**CHA**	2(5%)
3.	IT inefficiency	**PUL**	8(20%)
4.	Financial Capacity	**HIN**	6(15%)
5	No Fund Availability	**SAW**	2(5%)
6	No Suitable Infrastructure	**SEW**	3(7.5%)
7	Internet Facility	**PAV**	12(30%)
	Total		40(100%)

rural areas, 2(5%) providers agree about lack of Support , No Fund Availability In CHA and SAW 12(30 %) providers agree about Internet Facility in PAV.3(7.5%) providers agree about no suitable infrastructure for fast Internet connectivity in SEW. In PUL 8(20%) providers agree about IT inefficiency. In DHA 7(17.77%) providers agree about Timing Problem and 6(15%) providers agree about financial Capacity in HIN .

Table 5

Benefits From E –Learning

Sr. No	**Benefits from E -Learning**	**Abbreviations**	**%**
1.	Got Promotion	**DHA**	06(15%)
2.	Got New Job	**CHA**	08(20%)
3.	No Benefit	**PUL**	09(22.22%)
4.	Help in Present job	**HIN**	13(32.5%)
5	Looking Forward Benefit	**SAW**	02(5%)
6.	Got Salary	**SEW**	01(2.5%)
7	Other	**PAV**	01(2.5%)
	Total		40(100%)

Majority of Providers i.e13 (32.5%) agree about Help in Present job in HIN. In PUL 9(22.22%) providers agree about there is no benefit In CHA 8(20%) providers agree about Got New Job In DHA 6(15%) providers agree about Got Promotion. On the other hand In SAW 2(5 %) providers agree about Looking Forward Benefit. In PAV and SEW. 1(2.5%) providers agree about Got Salary and Other Benefit

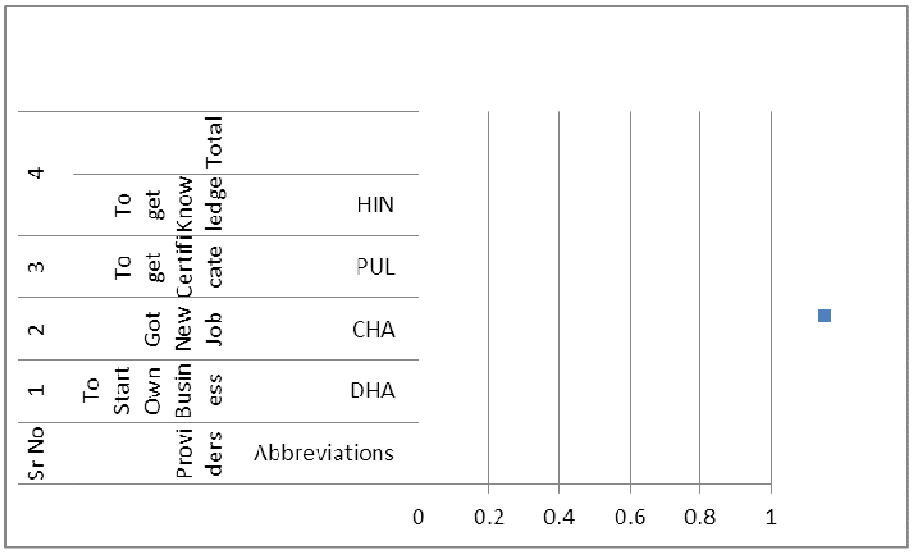
Table 6

Expectation from e - Learning

Sr No	**Providers**	**Abbreviations**	**%**
1.	To Start Own Business	**DHA**	**04(10%)**
2.	Got New Job	**CHA**	**16(40%)**
3	To get Certificate	**PUL**	**03(7.5%)**
4.	To get Knowledge	**HIN**	**17(42.33%)**
	Total		

Majority of Providers in HIN i.e17 (42.33%) agree about to get new job. In CHA i.e. 16(40%) providers agree about got new job . In DHA 4(10%) providers agree about To Start Own Business. While in PUL 3(7.5%) providers agree about to get Certificate. While there is no any response from SAW, SEW and PAV.

Graph



Conclusion

The areas which are undeveloped and not so educated get attraction of E-Learning. E-Learning provides a method of delivering knowledgeable contents through CD, DVD, multimedia and other tools. E-Learning is found to be highly emerging knowledge tool today. It has wide scope in developed as well as in developing countries. The main constraint identified in this process is availability of proper bandwidth, willingness of E- learners and some sort of skill set to deliver the material to learners. Overall, 48% providers found E-Learning is beneficial to rural gentry for knowledge, better job opportunities, and promotions and to learn new developing technologies in the market. Specially focusing towards rural areas it helps in developing people's social and mental ability. Although some negative consequences are also observed in flourishing E-Learning in rural areas because of lack of awareness, illiteracy and lack of proper infrastructure, yet it has a broad scope in near future and we believe that it will definitely help poor gentry to fill the gap between educated developed cities and rural undeveloped areas.

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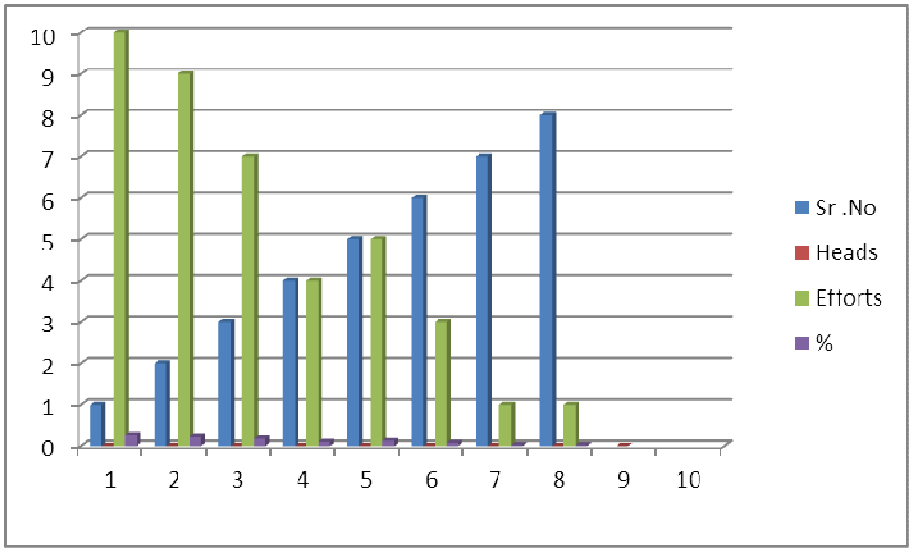
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E-Learning Resources in Rural Development

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Abstract:

The field of education emerge now information and communication technology and techniques that shows now terms of teaching and E-learning. Educational institutes had developed learning management system to facilitate e-learning. There are outstanding digital separate among urban and rural areas. In this paper, we present a model for providing e-learning services in rural areas in order to promote and facilitate most recent education. An enthusiastic resource center, hosting the learning management system, facilitates e-learning centers through Internet. The generally goal of this model is to include a cost-effective learning environment set by latest technologies to provide learners an opportunity to get coming into new information and communication technologies and e-learning environment. The model offers new teaching methodology with improve operation of learning management system in teaching and learning. Essential characteristics and technical aspects will be considered as well. The study will also encourage development and usage of open-source technologies.

Keywords: E-learning, ICTs, Educational Technology, Learning Management System, Open-source Software/Technology.

Introduction :

The incredible development in Information and Communication Technologies (ICTs) has covered the way for e-learning. Uses of computers in education sector know how to be traced back to the early 1980s when simple word processors are in use. The Internet has revolutionized the computer and transportation world like no one facing. This brings us great learning opportunities by having entrance to large amount of information with benefits in expressions of time and cost savings. The modern educational technology facilitates design, captivity and management of educational activities for learners. This can be face-to-face in a lecture hall, online, or combination of both. Imparting education in this way be termed as e-learning (electronic learning) i.e. learning through information and communication technologies. E-learning facilitates reserve learning and provides means to learners to right to use learning material any time and at any place.

A learning management system (LMS) be alive the software application that facilitates e-learning. Multiplicities of commercial as well as open-source LMSs are available today which are being used in educational institutions.

Predictable learning involves setting up infrastructure of school/college and hiring of faculty and staff. Students contain to attend school/college in order to learn. In the rural areas, development of such institute and hiring of full-time faculty requires a lot of resources. Professionally trained educators generally prefer to work and inhabit in urban areas. Accordingly, the population of rural areas is privileged of quality educators and thus quality education. The current work proposes development of e-learning centers based on ICT to provide

high-quality education with modern learning material in rural areas. The models employ latest educational technologies that motivation improves the education standard and will be providing means to initiate educational technology to learners. The learners will cover a chance to get familiar through latest technologies which self-control give them deep understanding and effectiveness in using it. The study will encourage e-learning platforms and moreover the development and usage of open-source technologies.

E-Learning

E-Learning is to modernize the learning process by usage of ICT resources. E-learning is generally used in distance learning, but it can also be used in combination with face-to-face learning. Learning models are described below.

Learning Models

There are three main learning models. A short-lived description of each is given below.

Traditional learning :

Students have to be present at lectures in a classroom. Present is a head to head interaction between teachers and students. Use of multimedia presentations can develop the learning knowledge of students.

Distance learning :

Teachers and students are at unusual places for all or the mass of the time. Students are provided with pre-recorded, packaged learning materials and communication between students and teachers take place through some form of communication technology. This model also requires special secretarial and organizational arrangements in order to provide an effective learning environment.

Blended learning :

It is the combination of conventional learning model with e-learning solutions. For example, learners attend a face-to-face session at the commencement and at the end of a program, with learning activities going on online in the middle.

learning management system :

LMS is the software used for managing e-learning with a deliverance mechanism, providing access to resources, tracking and assessing the academic activities. LMS provides surroundings in which learning filling are developed and organized by instructors. Interactions between instructors and students take place throughout communication tools. For the most part of LMSs are web-based in order to give support to online access to learning content. Features available by LMS include user management, content management, activity tracking, file storage, storing of grades, reports generation, and communication tools. A distinctive LMS with some features is shown in Fig. 1.

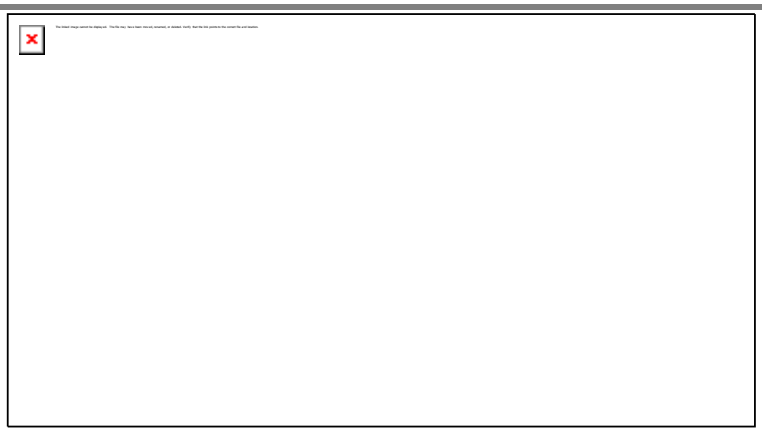

Fig 1: Learning management system

Instructors use authoring and publishing tools to create and issue learning filling. Courses are prepared more exciting and easy to understand with the help of enriched multimedia examples. The environment offer shared learning by assigning tasks to students, making assessments, assignment of grades, active contribution with synchronous or asynchronous communication tools, such as chatting, discussion groups, forums, email, video conferencing, and so on. Contact to learning resources is confidential to enrolled students. LMS is the interior of anticipated e-learning model as it will serve as platform for all learning activities.

LMS Resource Center

The central hub of the anticipated model is LMS resource center. The resource center is acknowledged in city/town where ICT resources are available. This center is outfitted with required resources to develop and distribute learning contents throughout Internet. The representation of resource interior is shown in Fig. 2. The main mechanisms of resource center are LMS server, LMS application, content development team and administrator. A brief description of each is given below

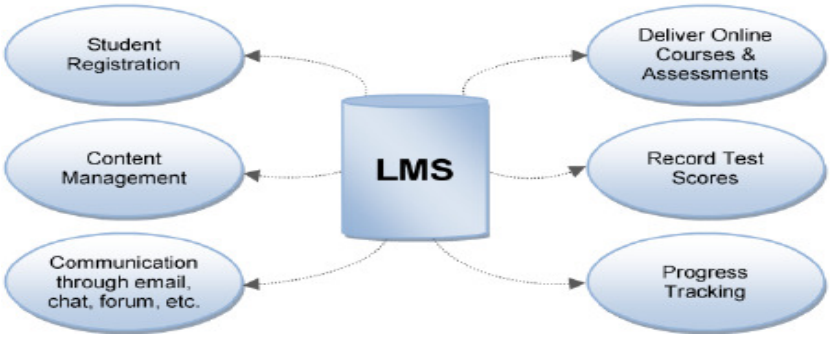

Fig 2: LMS resource center

LMS server

The LMS server consists of essential hardware and software to process requests and delivers content to clients through Internet. LMS server is shown in Fig. 3. Freeware/Open-source software is selected for the future study, due to their free availability and zero cost.

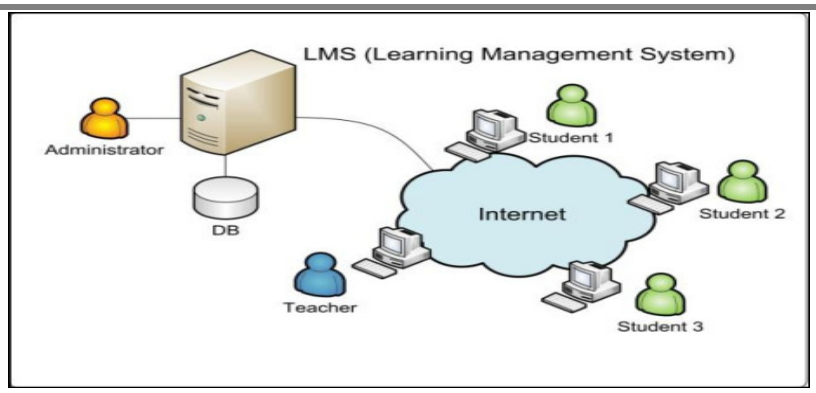

Fig 3: LMS server

Open-source software is not independent on a single entity and gives users the advantage of the area. A large amount of developers worldwide contribute and examine the code, making it more secure and continuously increasing the quality. Open-source provides stiffness, which is not available in closed products. There are a number of open-source LMS tools available, such as ATutor, Chamilo, Moodle, E-Front, Claroline, Sakai and Bodington. The proposed e-learning model uses eFront LMS. E-Front LMS is discussed in later section.

Table1. Hardware requirements for LMS server

Hardware	Requirements
Processor	Intel Duo Core Processor or higher
Memory (RAM)	4 GB
Hard disk space	SAS/SATA RAID 1 (2 drives) 50GB, 10K RPM SCSI/SAS Hard Drive

Table 2. Software requirements for LMS server

Software	Requirements
Operating System	Linux/Windows/Mac
LMS	eFront Open-source version 3.6
Web Server	Apache 2+ recommended, although eFront can work with Apache 1.x, IIS, nginx or lighttpd
Language	PHP version 5.1+ (PHP 5.2+ recommended)
Database	MySQL Server 4+ (MySQL 5 is strongly recommended)

The hardware and software necessities that system must meet in order to install eFront LMS are presented in Table 1 and Table 2 correspondingly. It is complex to install and configure (Apache/MySQL/PHP) AMP manually. The solution is XAMP that is an incorporated server package of Apache, MySQL, PHP and Perl. XAMPP is freeware and configures the AMP environment in a computerized way. Storage space requirements rise with the increase in number of users as each user requires storage space for files/data storage. The server is competent to support rather a large numbers of registered users and potentially 400–500 corresponding users. Storage space and memory can be enlarged to add sustain for more users.

eFront LMS

Selection of eFront LMS is based upon the proportional study of open-source learning management systems. Beginning the study, it is experimental that eFront has more visually attractive icon-based user interface that gives a nice look-and-feel and is easy to use. Most of the options are self-explanatory. eFront is accomplished of fulfill a wide range of learning requirements by offering many tools for content management, assignments, projects, reports,

chat, forums, file sharing etc. Some of the facial emergences of eFront are shown in Fig. 4. E-Front is user-friendly, extensible and appropriate for both academic and organization use. E-Front offers three user roles in its environment, specifically Administrator, Professor and Student. User roles can be interchanged in different courses. EFront has multilingual support and can support more than forty Five languages.

Content development team

This team consists of Subject Leader, Instructor and Teaching Assistant (TA). The subject leader plans and prepare the course summarize. After conversation with the instructor, guidelines are provided to TA for development of learning substance. TA's role is to support the focus leader and instructor in all academic activities. Once learning contents are arranged, the same are reviewed by subject leader and instructor. If there are some revisions required, assigned to TA otherwise forwarded to most important for analysis and final approval. After finalization of course contained by, the same are distorted into content package files which can be read and imported by LMS.

Administrator

The administrator can control any portion of the system all the way during an easy to use edge. The LMS Administrator works in association with instructor and reports to Principal. The LMS Administrator oversees operation and preservation of LMS server, resolves user issues and assists with other help-desk duties. Due to the complication of hardware and software that make up the LMS infrastructure, it is the conscientiousness of the LMS Administrator to perform any patches, upgrades, service packs, hot-fixes, and other routine maintenance to ensure the highest possible uptime and consistency of the LMS service.

E-learning Center object areas for establishing of e-learning centers are based ahead the population rate and availability of communication infrastructure. In the primary stage, schools can be used to setup e-learning centers. There is no activity enchanting place after school hours and further it will reduce the initial setup cost. Only necessity is to add IT equipment and communication media to setup e-learning capability for learners. A model of e-learning center is shown in Fig. 4.

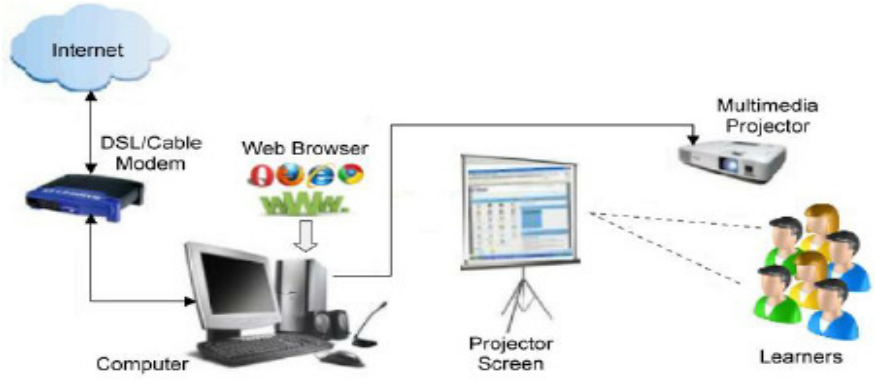

Fig 4: E-learning center

The e-learning center is outfitted with a computer having audio/visual accessories and connection to Internet through DSL/Cable modem. The e-learning center is supervised by an ICT Technician who is conscientious for operation and maintenance of IT equipment in e-learning

center. Initial training will be provided to ICT Technicians to have hands-on comprehension of LMS. The responsibilities of ICT Technician include:

- Present technical support and determine ICT related issues at e-learning center.
- Communicate with the Administrator at resource center concerning ICT matters.
- Make certain the continued operation of IT equipment at e-learning center.
- Perform software upgrades/patches after endorsement from Administrator.
- Keep up to date with ICT developments, and bridge with the Administrator over future developments, Internet and video conferencing.
- Provide assistance to instructor in delivering of lessons through LMS and direction to learners in educational activities.

The essential goal of e-learning centers is to offer computer courses like basic IT essentials, programming, web development, network fundamentals, etc. In addition, language courses using e-learning environment is another interesting phase. For example, English language, japans language and many more language courses can be obtainable. An additional portion is use of e-learning for vocational training.

Learners

Learning is the process of acquiring or modifying comprehension, skills, and values by study. Learner is the person who learns or takes up knowledge or idea. The learner uses the proposal to get new competences. The target learners for e-learning centers are the students of age sixteen and above who have discontinued their study due to some reasons. Auxiliary, other students/persons who are interested in the courses to improve their skills can also promote from e-learning centers.

The future model is targeted for rural areas. In the increasing countries, rural areas embrace of major population. Generally these areas lack resources in access to health care, access to quality education, access to technology, transportation and communication. In these areas, it is observed that mostly students discontinue their study after secondary school. There are assured factors that have an consequence on dropout ratio of students including low household income, family size, lack of good education environment, lack of guidance, non-availability of qualified human resource and resources.

It is also conditional that in rural areas children often leave study to become skilled workers so that they can contribute to their domestic income. They start doing low paying jobs, mostly laborers, helpers or entourage. The goal is to develop their interest in latest educational technology and equip them with suitable skills. This could enlarge their capacity to learn, experience and master latest technology and technological applications. By utilizing their basic education and education skills they can find better jobs or start their own small business like computer sales, network design and maintenance, website development, software development etc. By doing so, they can put in well in their income and move up their living standards and accordingly contributing in the largely economy.

Conclusions

It is sustain of the day that new educational technologies should be adopted in order to present a modern education with new teaching methodologies and shared learning. ICTs can play essential role by introducing new teaching and learning practices thus revolutionizing the educational system. The use of LMSs from higher education to schools is growing day-by-day, and LMSs are future of educational technologies with a great amount of new potential. We present a model for development of e-learning centers in rural areas based upon open-source LMSs with technical outline and features. The study may contribute in promoting education in

rural areas by giving latest educational technologies and upward students' interest in e-learning. This will create efficiency and have a say to economy thus improving trade of rural population. The study may also encourage ICTs, e-learning and usage of LMSs. Use of open-source software in anticipated model may notify learners with potential benefits and motivate learning communities for use of open-source technologies. It may also help in encouragement and development of open-source software.

Considering the increasing popularity of e-learning, it is somewhat valuable to offer such facilities in rural areas in order to decrease the digital divide and to maintain in the process of rural development by causative in the socio-economic factors.

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Co-Education, it'sadvantages, Disadvantages and Islamic View

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Abstract

Co-education now worldwide become the most common patter of education system and is the most serious issue for all! In world of technology, civilization and globalization as world move forward , it engulf by such type of matters . which is very much dangerous for developing country like India. From many Authors, reports and surveys that I come cross it is concluded that the westerners opinion towards the co-education is totally one-sided they always consider this system a compulsory thing for them and all . They ignored to figure out what are the other side of this issue. For example according to Canadian report and Bayfield high school report on co-education it has been concluded that, the co-education is the full of advantages.

In Islam the creature of all Allah (SWT) says: "And when you ask the ladies for anything ask them from before a screen. That makes for greater purity for your hearts and for theirs".[Surah-al-Ahzab:53].

"Hence my analysis is that co-education is not our system and we should have to get off it." It does not mean that islam prohibit us toward education. Infact in Islam education is not right, but is compulsory on every muslim man amd women".[Surah-Alaq:01] Thus, my research is very much depend on Islamic view and different from the other researcher scholars because, they always discussed the advantages and never try to figure out the disadvantages. You can also see this thing when you search on this matter. For example if you search on the internet there are several advantages can be found on this matter and you can hardly found any disadvantages and if you find it out there can only be very few Such type of atmosphere clearly show the biased view of west author and publication on this matter.

Keywords: Advantages, Co-education, Disadvantages, Islam

Introduction:

In England, the first public boarding school to become coeducational was Bedales School founded in 1893 by John Haden Badley and coeducational since 1898. The Scottish Dollar Academy claims to be the first coeducational boarding school in the UK (in 1818). In the 1960s, many Western countries shifted to coeducation. Not only was coeducation a less expensive way of schooling children, but it also supported the thrust towards gender equality. In 1972, U.S. schools made coeducation mandatory in public schools. The co-education system was actually starts in the late 16th century from the CATHOLIC CHURCH and it became very popular in last two centuries. In the Catholic Church the education was started with an aim to enhance the education of children at all the levels. (Wikipedia 2014)

Definition:

"CO-EDUCATION is a system in which both i.e. boys and girls are study at a same place and share each other's ideas and thoughts"."Recognizing that gender differences in learning do exist, the applicationof this knowledge in the classroom by teachers ensures that all students benefit from the latest techniques and approaches. Canadian students report that their level of

confidence in their own academic ability is high and this consideration is not changed by the type of school a student attends. Infact, contrary to popular myth, both boys and girls report nearly the same level of academic confidence no matter the school environment (co-ed or single-sex)". (Survey 2005-06)From the above mentioned paragraph it has been very clear that,the co-education is the system in which boys and girls study with each other and obtain same benefits.

Ideas Behind The Development Of Coeducation:

The ideas and concepts for the development of coeducation system was that, a system in which both boys and girls study together to enhance their relation and also remove lack of confidence and hardship for both boys and girls that they faced in a unisexual school. The idea was that about the environment that should be provided to the children in which they are easily become familiar with each other and study with fun and enjoy the taste of education.Also exchange each other ideas and thoughts and by peer connection, they can get their own role models either a male or a female.

According to the Canadian report on co-education:"A gender-rich environment allows for diverse opinions and viewpoints to be expressed in classes, which is important in creating a good learning and social, healthy environment. Independent co-educational schools offer students the opportunity to transfer a broad range of ideas and viewpoints with their colleagues since the schools comprise a both gender student . In a co-educational learning environment, students are exposed to both male and female role models". (School 1980-1990)

WESTERNERS..! They consider themselves the most modern and unbeatable part of the world in civilization, customs and education, consider this system as an important reform and part for the growth of their children and try to encourage and promote this system for whole world.They thought that they become backward if they neglect this system and also we become backward in researches and philosophies. From the below report paragraph we can easily determine the concept and perception of Westerners towards this system .

From Bay Field Report:

"At Bayfield High School the education of girls and boys together is seen as the healthiest, natural and normal setting for learning. It is one of the ways the school recognises the equality of the sexes. We aim to provide a broad range of activities and experiences, tailored to meet the developmental needs of the widest possible range of individuals, whether they are boys or girls. Our programmes have our students learning in and through mixed gender experiences. Our students' achievements in all parts of the school's programmes are testimony to the success of our philosophies and practices." (School 1980-1990)

From the above mentioned paragraph it is very clear that,the behaviour and attitude of Westerners towards the co-education is very strong and they always try to make their children a part of this system. The system is gifted to whole world.

Advantages And Disadvantages Of Co-Education

Analysis:

From the many media research study reports and surveys it has been concluded that, according to the WESTERNERS there are many advantages of CO-EDUCATION system and they thought the disadvantages of this system are nothing more as compare to its advantages.Following are the advantages collected from a various sources from which we can easily conclude the perception and ideas of westerners towards the Co-education. Following

literature I have reviewed to find out the answer and also to understand the concept of the co-education of other people:

1. "The co-education provide the better environment for the child to become a useful citizen of society and also to compete with each other". (School 1980-1990)

My Opinion:

I don't agree with this statement because from the history it is very clear that the single gender school are more better and produce great students with good leader qualities. As we all know that and also we can see this example in our surrounding that the single male or a female school and colleges are producing great academic results as compared to co-education system in school particularly. For example"gurukol" some Islamic educational institutes are the single sex schools are the top most best schools in India having great academic records.

2. "The co-education system is the great system that removes the hesitation of boys and girls in front of each other and makes them to do work efficiently by the help of each other".(School 1980-1990)

The report which was published in 1970 and also in 1980 by bayfield School. It stated that:"The co-education is very necessary for the growth of the boys and girls because it provide them a healthy and suitable environment to grow". (School 1980-1990)

My Opinion:

I strongly think that co-education does not provide the healthy environment because there are lot of problems faced by the genders in front of each other in such a way that if they faced same crucial and diplomatic problem in front of opposite gender then it becomes very harmful for their future and they will never grow well. Because in ISLAM it has mentioned that there are separate boundaries for both man and woman. This is not right to remove the boundaries between man and woman by merging them with each other just to remove between them hesitation. Also it is being reported that every girl in America become first time mother in her 9th standard.

3. "The co-education system is the great system that removes the hesitation of boys and girls in front of each other and makes them to do work efficiently by the help of each other".(School 1980-1990)

My Opinion:

I never agree with this statement, because in Islam has mentioned the separate boundaries for both man and woman. This is not right to remove the boundaries between man and woman by merging them with each other just to remove between them hesitation only also it never be that much efficient to remove hesitation between them instead boldness is more danger to destroy our generations in early school days.

4. "The learning in co-education system provides an engaging environment to the boys and girls both to get comfortable themselves in front of each other also increase their confidence for facing each other". (Survey 2005-06)

My Opinion:

I don't believe that so , Because it is not a correct way to get engaged and comfortable the children in such a way by merging them. This types of things remove the gap and boundaries between boys and girls as both are different in many things and have different responsibilities.

Co-Education In The View Of Westerners:

Following are advantages described by many media researchers and also from many other school surveys:

1) From the country day school research it has been stated that the Co-education is of great advantages it is very necessary for the children either girl or a boy to become friends of each other.
2) From the WESTERNERS POINT GREY ACADEMY it is very necessary to have a co-education because it gathered boys and girls and also help to participate with each other in different types of activities such as in club, Parties and many other social and different activities.
3) From the Canada report it has been concluded that the schools which are based on co-education are more respectful as compared to the single-sex schools.
4) From the Canada report it has been concluded that the interaction between boys and girls is very necessary because it helps to make friends with their opposite gender easily.
5) The co-education system helps to increase the level of research between boys and girls and make them easy and comfortable to connect and talk with each other without any hesitation
6) According to (the Single-Sex Versus Coeducational Schooling A Systematic Review) 2005 "United states of America "co-education schools helps to decrease the eating disorder in boys and girls which is usually occur due to the deficiency of eating syndrome in single-sex schools.(America 2005)
7) According to the Canadian report on co-education it has been considered as a great advantage for both i.e. in this system the children gain following exposure in their beyond life :

Male and female role models.
Different leadership Qualities.
Diverse values and lifestyles.

8) According to the Cathedral school the co-education system develops the friendships among boys and girls in a healthy and natural way.

According to Plato;

"That co-education creates a feeling of companionship. The misconceptions about both the sexes get cleared. It symbolizes that discrimination does not exist in modern day society. It removes the shy nature of the girls and helps them to be a good orator. I feel some buffoon boys entertain the class and they help the girls to be free. The people in a co-education get a good married life later as they freely talked and shared their ideas with their opposite sex".

Disadvantages

Analysis:

Following are some of the disadvantages that are collected from many sources just to describe the disadvantages of co-education system:

1) "The most important fact about the co-education is that,it is against the natural philosophies. The boys and girls are comparatively unaware and unusual from each other and it's against the nature and environment."

2) According to Indian author report on the "Some Disadvantages of co-education" by Ruth Vanita in Number Thirty Seven 1986 in which she shared her experience in co-education, it

has been said that the co-education is consist of many disorders and other types of harassments. Following are some one of the bitter truth:

3) Unfortunately there are many countries even the developed countries show great discrimination between man and woman. For example in India where there is a huge discrimination for girls. Even they don't allow them to take admission in girls In co-education system. the boys show attitude of harassment towards girls and from the early stage they call girls with a bad and avoidable words and also abuse.
4) "In mixed schools, girls are teased and harassed by boys from an early age, and this continues as they grow older. Among my earliest memories of nursery school is of myself, at age three, standing stock still, petrified, in the school verandah during recess, while a boy my own age accosted me and opened the buttons of my jersey one by one, repeating as he opened each one: "Kuthi, Kuthi" (bitch, bitch) I do not think this was in any way an unusual incident. Most girls, if they searched their memories, could recall similar happenings."

("Some Disadvantages of co-education" by Ruth Vanita in Number Thirty Seven 1986)

5) Similarly the other disadvantages are the cause of being molest.From the report it has been concluded that in every 10 seconds the one woman in India in co-education systems such as in schools, college and in university are being molest.(Vanita 1986). The other issue regarding co-education is that , according to"Some Disadvantages of co-education" by Ruth Vanita in Number Thirty Seven 1986, in co-education female student are not comfortable as compared to in unisex schools. And avoid to talk with their other same gender class mates.(Vanita 1986)

From the various researches it has been concluded that the single/unisex school are more and much safe than the co-education schools and produce better results.

The co-education system is responsible for the origin of distort relation between boys and girls .This type of homogeneous relation cause them to fall in become the victim of their emotions.

The co-education system also responsible for late night home gatherings among boys and girls and create bad habits between them. Late night dance, music movie and drink parities are the cause for increasing the ethical issues in boys and girls and its very dangerous for developing country like India.

Co-Education In Islamic View:

Co-education is totally one sided from Westerners incolors and advantages. But now as a Muslim before adopting this system for me and my country India I have through a light on this system in the teachings of Islam. what Islam say on this system? What Islamic scholars say on this issue? what Quran and Hadith says on this system? Below I discussed some of important quranic verses and hadith that are very much relates with the co-education.

Quranic Verse tell us that:

1) In English "Say to the believing man that they should lower their gaze and guard their modesty; that will make for greater purity for them; and Allah is well acquainted with all that they do."

And say to the believing women that they should lower their gaze and guard their modesty; and tell the believing women to reduce [some] of their vision and guard their private parts and not expose their adornment except that which [necessarily] appears there of and to wrap [a portion of] their head covers over their chests and not expose their adornment except to their

husbands, their fathers, their husbands' fathers, their sons, their husbands' sons, their brothers, their brothers' sons, their sisters' sons, their women, that which their right hands possess, or those male attendants having no physical desire, or children who are not yet aware of the private aspects of women. And let them not stamp their feet to make known what they conceal of their adornment. And turn to Allah in repentance, all of you, O believers, that you might succeed.

This verse is rightly towards the difference in nature between man and woman. This verse of Quran also declared that how man and woman should hide their private parts and themselves with each other.

2) Similarly from many occasions it has been cleared from hadith that when a woman had ask some questions they had asked in the presence of Hazrat Muhammad (PBUH) so in this point it is also clear that the woman or a girl can ask questions in the presence of man. But it does not meant that man and woman start mingling with each other like now a days. For instance: "Hazrat Ali (RA) said that; our companions(Sahabi) never find any difficulty to ask any question from Mother Ayesha(RA)."But gaining a knowledge in co-education and mingling of sexes in co-education are different things, Islam not encourages this system but allowed to gain knowledge for both man and woman .Now below I discussed some of important Quranic verses and Hadith on this matter:Hazrat Muhammad (P.B.U.H) said that:" No man should enter into the presence of a woman after this day unless he is accompanied by one or two other men"[Sahih Muslim].Similarly in the co-education some time boys and girls interact with each other. From the hadith mentioned below it is quite clear that Hazrat Muhammad (P.B.U.H) never shook his hand with an unrelated woman. Umaymah B. Raqiqah said: "I came to the prophet (P.B.U.H) with a group of a women to swear the fealty for Islam. The woman informed Allah's messenger that they wished to swear fealty to him.The prophet (P.B.U.H) said: "I do not shake hands with woman is the same as with one hundred woman."[Al-Muwatta, Sunan Al-Trimidhi ,Sunan Al-Nasa'i and SunanIbnMajah].
3) In the same way Islam also do not allow woman to go anywhere without a" PARDHA".For this Allah says: "And when you ask the ladies for anything ask them from before a screen. That makes for greater purity for your hearts and for thiers.[Surah-al-Ahzab:53].This is the point which girls totally neglects in co-education.
4) In the similar way Islam also do not allow woman to speak in soft and gentle voice with unknown man, but in co-education girls speak in slow voice and consider it in ethical manner.Allah says;" Be not too complaisant of speech,lest one in whose heart is a disease should be moved with desire;but speak with a speech that is proper". [Surah-al-Ahzab:32]
5) In the co-education there is usually the one thing can be observed about the sitting of girls with boys side by side and also girls immersed themselves in a perfume fragrance, in Islam sitting in un-related person of girl is strictly prohibited. Hazrat Muhammad (PBUH) said that ;" Any woman who puts on perfume then goes and passes by some men to let them find her scent is a type of adulteress".[Al-Muwatta, Sunan Al-TrimidhiSunan Al-Nasa'i]. Because it ultimately invite to the extreme level of relation.
6) Similarly in university girls walking on the same path where boys walk they both sometimes have to intersect with each other and also sometimes there body part touch with each other.For this Hazrat Muhammad (PBUH) once saw men and women mixing together on the road upon their departure from the mosque.He said to the women."Hold back a bit .You do not have to walk in the middle of the road.You may keep to the side".[Sunan-abi-Dawod].

Methdology:

I collected my data by searching everything that is based on co-education and with attached relevant to it. From many sitesand also in Indian education system there are no disadvantages discussed even never think in this direction and every one tried to show the advantages of co-education there is no one who can say that the co-education is wrong too and contains serious ethical and moral problems that are very harmful for not only for their children but also for society and nation. I continue my research by studying and observing out the media reports, and many West schools, Christian missionary schools, who are busying by suggesting every parent to make themselves and their children the part of co-education system and promote this system. I read first the advantages and the concept of West towards this matter and then the article of Indian lady Author who was the part of this system when she was a child and the story of her and her friends harassments in this system. Also, I investigated with my colleagues, teachers, seniors, juniors of university about the feeling of them that they felt about this serious matter which the most of them considered as right path. Hence there are many lectures of Islamic scholars. I also read them and made the part of my research paper. Many Quranic verses regarding the man and woman and their relation.I also read and the hadith and the behaviour Hazrat Muhammad (PBUH) about the illegal interaction of men and women. Similarly, the behaviour of "Sahaba Karam" towards the same thing also a part of my research. Hence, from a brief research it has been cleared that one should get the education in a co-education school, but should obey all the rules and regulation for HIJAB. And also for boys it is necessary to respect their class mates and never do anything that was against the Islamic teachings.

Participants:

This is the most important topic in our society that requires a high level of attention, this topic is especially for those who always wanted to get pleasures and consider themselves a modern world human being, who think that these activities and this type of system are the demand of the modern world. Narrated Abu As-Sawar Al-Adawi: 'Imran bin Husain said, "The Prophet said, 'Haya(shyness)' does not bring anything except good." Thereupon Bashir bin Ka'b said, 'It is written in the wisdom paper: Haya leads to solemnity; Haya leads to tranquillity (peace of mind)." 'Imran said to him, "I am narrating to you the saying of Allah's Apostle and you are speaking about your paper (wisdom book)?"

Duration:

According to my proposal report:

I thought my topic was a serious and authentic, So I took two months for its completion. Because according to my research and methodology it requires good concentration. I need to discover from the beginning about this system , I need to find out first the idea of Western countries towards this system, causes that encourage them to establish such type of system the proper advantages that they thinks in this system. And then I also need to search in Holy Quran(the words of God) and in the teachings of Holy Prophet (PBUH, the last and final messenger of Allah out of One lakh twenty four thousand and more) about this system and also in other religious books. I also referred to the religious scholars to take their view on this matter, and need to take view of the students in the university and other people to find out what they think about it.

Analysis And Findings:

From the research I have analyzed that the, now a days we are totally engulfed by the shinning and glamorous atmosphere of this world. We will always go towards the things that in our view are the most advance and give us more advantages. The topic which I have researched is the most authentic and requires the attention, but we never pay attention to it. We….! The all now unfortunately has become part of modernization of the West & toward the theory of survival of the fittest and we can now easily impressed and become the target of their customs, which they want to spread and try to enrich in our culture and want to change their accordingly….!. No one never try to figure out about the anything, that came from the West and like a blind we want to imply in our daily routine.

But after reading the article of Mrs.Vanita article on co-education that was totally based on her experiences it was cleared that co-education has some serious issues which I have discussed in disadvantages of co-education.

Similarly in after I read the Islamic literature, norms, Lectures, Quranic verses and hadith. I come to know about the fact that, this system is not good for developing nation like India we should avoid it and never should involve in such types of activities. For example below Hadith clearly show and condemned this system:

Narrated Abu As-Sawar Al-Adawi: 'Imran bin Husain said, "The Prophet said, 'Haya' does not bring anything except good." There upon Bashir bin Ka'b said, 'It is written in the wisdom paper: Haya leads to solemnity; Haya leads to tranquillity (peace of mind)." 'Imran said to him, "I am narrating to you the saying of Allah's Apostle and you are speaking about your paper (wisdom book)?"

Hence, in the co-education system "Haya" can never found and we see the illegal relation between boys and girls.

Summary And Conclusions:

Thus in we are now in position to understand the concept that what is co-education and how the West have a attitude towards this system. "Advantages and Disadvantages of Co-education" it has been very clear that , the people who consider themselves as a great and modern family are unaware of the things that cause the increment in the serious problems of the society .Followings are main points we can summarize.

1) Co-education is the system in which the people educate with their opposite gender.
2) Co-education system is based on a concept that they boys and girls from a very young age should come together.
3) Co-education will remove distance of communication and misconceptions.
4) West is the powerhouse of the Co-education system.
5) West is always try to encourage and promote this system.
6) West thought that if it neglects this system their children and new generation will be go in backward and also will raise many social problems.
7) West always consider this system as a full of benefits and never try to figure out the adverse effect of this system.

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Issues and Challenges in Implementation of ICT Enabled Education in Rural College

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Abstract

Three-quarter of Indian people reside in the rural area and nearly third of rural Indian is still illiterate. In this situation ICT enabled education in rural area can be an innovative option to fill this literacy gap and to upgrade the teaching learning process the rural college. In the process of bringing ICT Enabled Education to rural college student, there are many issues and challenge facing the rural education college

This paper expresses the issues and challenge in bringing ICT enabled Education College satiated in rural India.

Keyword: Rural education, ICTs in college

Introduction

Information communication and technology (ICT) has been regarded as an important element for the teaching and learning process in college. 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. ICTs in education have an overall positive impact on the teaching and learning environment. ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students; create economic viability for tomorrow's workers, as well as strengthening teaching-learning and helping college change.

Definition and meaning of ICT

Information and Communication Technologies or ICTs as "a range of electronic technologies which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations. The range of technologies is increasing all the time and there is a convergence between the new technologies and conventional media". ICTs, therefore, are an expanding assembly of technologies that can be used to collect, store and share information between people using multiple devices and multiple media.

Need for ICT in Rural education

There is a general consensus among practitioners and academicians that integration of ICTs in education has an overall positive impact on the learning environment. ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping college change

Challenges in implementation of ICT enabled education in rural college

Internal barriers to ICT implementation in college in rural locations include: Lack of trained teachers, Unfavorable organizational culture and poor attitude and beliefs, Shortage of

time, Issues of maintenance and upgrading of equipment, Insufficient funds, Challenge of language and content, Shortage of equipments and Unreliability of equipment Resource related issues and internet Other external factors inhibiting the usage of ICT in rural colleges are social and cultural factors inherent to these regions, lack of initiative by community leaders, corruption and burglary. The problems and challenges faced by rural communities are limited infrastructures, lack of knowledge on ICT use, lack of skills, and lack of training in ICT use

Issues in Bringing ICT Enabled Education to rural college

In the age of innovation and productivity, knowledge and technology has come to occupy a center stage in national and international policy debates. Nations are focusing on ways to improve knowledge generation. ICT has a direct role to play in the education sector. It can bring many benefits to college, educational institutions as well as to the community. ICT in college add to knowledge production, information and communication sharing among the college community and sharing; and creation and flow of new technologies.

Issues and Challenges in Using ICT in Rural Communities

Almost all rural communities in the world have a problem with technology facilities and have not been able to obtain any benefit from the advantages of using IC. There are several challenges faced by rural communities in using ICT such as organizational, technical, financial, and social. For organizational aspects, the factors identified were lack of interest and expertise in using ICT, concerns about the risks of using ICT, low quality of the services provided by the service centre, and the lack of interest by the private sector to participate in the development of ICT for rural areas. Based on the technical aspects, the use of low-bandwidth, hardware shortages, lack of appropriate infrastructure, lack of software and telecommunications systems, and weak expertise in rural areas in using ICT. Financial challenges involve high costs for the purchase of hardware and software, high costs for internet access, the cost of maintaining the system, the cost for upgrading systems, and the lack of investors to invest in rural areas, from both the public and private sectors. Social factors include the aspect of rural 'technophobes' not wanting to use ICT resulting from rural communities not understanding the benefits and advantages of using ICT. In addition these factors also influence aspects of regulation through the lack of support from the parties involved, insufficient equipment, and old or inappropriate strategic places to develop ICT activities in rural areas. Furthermore, rural communities also have the lowest level of knowledge of using ICT, lack expertise in handling ICT equipment, and also have rigid thinking against the advantages of ICT. All the above factors clearly show the challenges and problems faced by rural communities and influence the acceptance of using of ICT.

ICT initiatives in rural education in India

The government of India has announced 2010-2020 as the decade of innovation with special focus on ICT enabled education and acquiring of ICT skills for students. The motive of the national policy on education is to create an environment of integrated development for education and economic empowerment of rural students. Important initiatives and strides have been taken in the sphere of rural education: Computer literacy projects for teachers and students

Benefits of ICT in rural education

It has the potential to improve education system of the nation. It can transform the nature and quality of education as a whole. It helps to enhance the quality of education by facilitating new forms of interaction between students, teachers, education employees and the community. It

acts as and provides students and teachers with new tools that enable improved learning and teaching and adds to skill formation. It improves the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basic skills. It makes education more accessible for all, bringing education to the doorstep of children living in remote rural locations by means of enabling distance learning. It provides access to a vast treasure of educational resources and content for improving literacy It leads to integration of technologies with traditional educational activities although it can never replace the conventional teacher-student relationship that is so crucial to the development process. It offers more challenging and engaging learning environment for students of all ages. It enables a knowledge network for students It provides greater flexibility and individualized learning facilities to learners It enhances the overall teaching-learning process

Conclusion

The development of ICT has changed the teaching and learning process from traditional methods to a technology based approach. Since the advent of internet technology, there has been a change in the pattern of life of communities and society around the world in education, economics, politics, and socially. The rapid changes in ICT products have influenced the development of technology used in the educational field.

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Impact of ICT for Rural Higher Education Setup

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Abstract-.

Information Communication Technology (ICT) plays a significant role in developing human capital through bringing a revolutionary change in education system specially focusing on the development of rural education system and recourses, by the use of ICT in imparting education. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop in 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research.

ICT is one of the major infrastructural asset of the educational institutions. The meaning of IT infrastructure is not limited up to computer and printer. It includes several other things and peripheries. Networking is an essential aspect of IT infrastructure. Let all our campus come under LAN/WAN. Internet and Wi-Fi connectivity can help our learners to be globally competent .This paper highlight the various impacts of ICT on higher education and explores various potential developments in rural educational setup.

Introduction

Globalization has brought about an immense change in every walk of life right from the habits of eating to habits of working. How education sector can be exception to this alteration? It has gone through a great change in the country like India. We have moved from our ancient heritage education system of Gurukula to the modern day techno-savvy university education system. Today, education has become all inclusive process covering almost all aspects of life—social, cultural, political, economic, national, etc. Present is the era of information communication technology (ICT) which made transmission and spread of information most reliable and easiest. The Indian education system is striving to impart the overall development of individual and society and enabling the teaching-learning community to compete the global market with sustainable growth and development. Teaching-learning and evaluation is the base and center of our education system. "Information and Communications Technologies (ICTs) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT-use in education has a long history. ICT has played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit-corporations and non-profit groups, and secular and religious communities."

Infrastructure and Learning Resources

Proper ICT facility as well as utility software's 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 Digital class and Digital labs. Evan we can use computers at minor facilities like canteen, hostels and gymnasium.

Role of ICT:-

- ICT helps teachers in both pre-service and in-Service teachers training.
- ICT helps teachers to interact with students.
- It helps them in preparation their teaching, provide feedback.
- ICT also helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc.
- It also helps in effective use of ICT software and hardware for teaching – learning process.
- It helps in improve Teaching skill, helps in innovative Teaching.
- It helps in effectiveness of classroom.
- It also helps in improving professional Development and Educational
- management as well as enhances Active Learning of teacher Trainees.
- It is now replacing the ancient technology. As we know now-a day's students Are always have competitive mind. So teacher must have the knowledge of the Subject. This can be done through ICT.
- ICT helps teachers in preparation for teaching. In order to introduce ICT in Pre-service teacher education different methods and strategies are applied.

Different tools are used such as word processing, Database, Spreadsheet etc.Various technology based plans are used to help the teachers for their practice teaching.

- ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.ICT used as an „assisting tool" for example while making assignments, communicating, collecting data & documentation, and conducting research. Typically, ICT is used independently from the subject matter.
- ICT as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
- ICT is plays an important role in student evaluation.

Conclusion:

ICT play vital role as a strong agent for change among many educational practices i,e conducting online exam, pay online fees, accessing online books and journals. Thus ICT in Higher education improves teaching learning process, provides the facility of online learning to

thousands to thousands of learners who cannot avail the benefits of higher education due to several checks, such a time, cost, geographical location etc. Once again ICT serve to provide the means for much of this activity to realize the potential it holds.ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. ICT enabled education will ultimately lead to the democratization of education audit has the potential for transforming higher education in India.

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Library as A Learning Resource: A Study From the NAAC Perspective

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Abstract: -

Library is the heart of any educational institute. The academic progress of the institution depends on the overall functioning of the library. Library is now a day's better known as Information Centre or Resource Centre, as it contains all types of information or resources in digital or non digital form. Amid the advent of technology and knowledge explosion, library has not lost its significance. Plethora of information has been made available by the Internet but selection of pinpoint and authentic information is still cumbersome job for the user. Library is a source of reliable and authentic information. Library plays a vital role in Society and Nation building. National Assessment and Accreditation (NAAC) suggests that, all libraries should follow the traditional as well as advance approach to make it richer and valuable. In this paper attempt has been made to present the NAAC perspective and their expectation from the library of academic Institution.

Keywords: NAAC, new framework, resource, automation, digital, service.

Introduction:

Due to the advent of advance technology, there are lots of resources freely available on the internet. New generation learners are well equipped with the modern gadgets. They are more influenced by the technology. Technology has broken the boundary between city and village. Learner from a village is also at the par with the learner from the city due to the technology. Learners are looking beyond the conventional resources. They are expecting innovative service from the Library. Higher Educational Institutes are also giving more emphasis on the services rendered by Library. One of the major expectations of NAAC is to bring changes in the library resources and services. Earlier Library had only the collection of books, magazines, and journals but now they have to procure and systematically manage the digital contents also. Earlier the services of library were not innovative and proactive but now it has to change its approach in services to the users to remain significant in the present era.

Objectives of Library as Learning Resource Centre:-

1. **Making Library resources user friendly-** Library has a huge collection of Non- Digital Resources (Books, Journals, Magazines, Thesis, Newspaper) and Digital Resources (e-books, e-journals, e-thesis, e- resources, CD,DVD, online databases). Library should manage these resources in such a way that user could get his/her desired resource easily. Resources should be user friendly in terms of searching and retrieving.
2. **To convert readers to nationally conscious and globally competent-** The role of library is to procure, manage and provide resources to the user in such a way that they could become

nationally conscious and globally competent. Every piece of new information should be added to library very quickly and also in a very systematic way.

3. **Updating Library with new arrivals to cater the needs of curriculum teaching, learning and research –** Good Library regularly add new resources to its collection, but most of the users are not aware about it. New Arrivals section is the most important section of the Library. The list of new arrivals, their cover page, links to the web content should be displayed on this section It will help the teacher, learner and researcher to get familiar with the new procurement.
4. **Full Automation of Library -** Library is like a ocean of knowledge and to locate a gem of information in it is very difficult and tedious job, but due to the advent of technology this work could be done very easily. Software like KOHA, Dspace, E-Granthalaya, SOUL, etc. helps to do the automation of library. Automation of library helps in many process like acquisition, retrieving, periodical management, E- resource management, circulation, report generation, etc. Now software are cloud based so library related functions can be performed on mobile app or any terminal located anywhere in the world which is connected with the Internet. Due to cloud based automation risk of data loss is also minimized. The link of software or OPAC can also be given on the Institution's website.
5. **Recognize and Meet the changing expectations of stakeholders:** Once or Twice in a year feedback forms should be filled from the stakeholders to know their expectations from the library. Analysis and Action taken report are inevitable after the collection of filled feedback form. Library should take appropriate action and bring positive changes in its approach according to the expectations of the stakeholders. Feedback can also be taken online though Mobile App, Google Forms, Email or website feedback forms.
6. **Best Library user awards:** Yearly Best Library user award should be given to motive the readers. One award from each category of male and female could be the best option. The user who gets award can also be included in the Library Advisory Committee.
7. **Preserve old and rare collection:** Due to lack of space, generally old books are weeded out. Weeding out a regular process but library should take care of old and rare collection in this process. Thesis, Government Reports, Economic Surveys, documents of National important, Gazettes, etc be preserved. They can also be digitized to make the Institutional Repository more useful.
8. **To develop awareness for reading habits and maximum utilization of free time :** Regular workshop, seminar, conferences, user orientation progrmmes, Initiation programme for new students, Book Review programmes, Book Exhibition programme, should be regularly conducted in the library to develop awareness for reading habits and maximum utilization of free time.
9. **E- Resources Membership :** Library should subscribe for NLIST, DELNET, PRES, NDL, etc. for e- resources.
10. **Library Website, Blog, Web OPAC, Repository:** Library should use Library Website, Blog, Web OPAC, and Repository for promotion and dissemination of information.

Conclusion:

Due to the globalization, new information is being added to the already existing information and the existing information is being modified. Library should focus on collection of different type of resources, implementing innovative services, and modern approach in

dissemination information for making library service effective. A modern library is the need of the hour. We should focus on effective library service to uplift education standard of the institution.

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Information and Communication Technology (ICT) in Sports

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Abstract

In general, information technology can be referred as using of information technology tools and management information including a set of tools and services for the production, storage, processing, evaluation, distribution and exchange of information. The use information and communication technologies in any field makes progress of that field, effective and interesting. To know the impact of' ICT in education and Sports, we need to know what is ICT, Sports education and uses of ICT in Sports. It also bringing a rapid revolution in the, world of sports. With the help of new technologies day by day arising in sports it become very easy to organizer, official, referees, umpires, etc to give the exact results and also the best result outcome from the players. Areas of Sports where the ICT & New Technologies used:- In sports journalism, In judgment of the competition, In recording Information, In media, In sports wears design, In sports management, For the information of sports and their result, In preparing grounds, Coaching and training, Biomechanical analysis and Kinesiological analysis, Video analysis , Development of new sport games, Sports and robotics, In improvement of sports equipments, To provide the best facility to the players and also to the spectators, In sports statistic and research, In sports medicine, etc. Concluding we can say that helps the physical education teachers and sports trainers to craft the teaching as well as coaching more interesting and as well enhance the level of sports performance. ICT application in sports also produces perfection in results and also save time. There is no chance of faulty in outcome of sports events as it bears fair and accurate judgment. So there is a need to learn each and everyone and become familiar with ICT for the development of individual, team as well as for the development of nation in reference to sports.

Keyword: Information and Communication Technology, Sports.

Introduction

In general, information technology can be referred as using of information technology tools and management information including a set of tools and services for the production, storage, processing, evaluation, distribution and exchange of information. In other word we can say that IT refers to a wide range of information technology which is mainly based on computer technology and Internet information and communication. For example, computer, cell phones, cell phone towers, video conferencing, software, radio, television, laptop, floppy disc, electronic journals and the Internet, etc. Press or newspaper is the most important information and communication technology tools now a days. These mechanisms facilitates are helpful to transfer the information forms, such as content, audio and video. In addition, information technology meets the demands of public through gathering, distributing, processing and analyzing of information.

Modern sports organizations has taking a leading role in the complex competitive environment due to environmental, organizational and technology changes. In fact, in this competitive surroundings and virtual organizations, sport authorities need to consider a multiplicity of modifications, and most probably need an overall assessment and redesign in their organizations structure.

The use information and communication technologies in any field makes progress of that field, effective and interesting. To know the impact of' ICT in education and Sports, we need to know what is ICT, Sports education and uses of ICT in Sports.

What is ICT?

Now a day the word ICT in most popularized in the globalize world which stands for

I stands for Information.

C stands for Communication.

T stands for Technology.

The meaning of information is expressed either as the content of a message or through direct or indirect observation and it is differs from people to people. As the purpose of one people is different from the other person. And to achieve the purpose man will start communication. Communication means the imparting or exchanging of information by speaking, writing, or using some other medium. And this communication may convert in technology. Thus this three term is interconnected with each other.

What is Sports Education?

Sport education is an activity that is governed by a set of rules & regulations or customs and often engaged in competitively. Sport Education is an instructional model which links the sport taught in physical education classes to the wider sporting culture. Sports, commonly refer as an activities where the physical capabilities of an individual or competitor are engaged with the sole or primary determinant of the outcome (winning or losing).

Sports education akin to physical education that emphasizes participation in sports or an activities as a way of developing skills, learning rules, developing the sportsmanship, leading to an active lifestyle, participating in a group, learning leadership skills, etc.

Today, the status and usage of information technology in clubs, colleges, universities, etc is considered as a challenge, because they pursue information technology toward teaching and learning development and research processes in every field.

Presently, sport enjoys economic, social and political importance in such a way that public, mass media, political and sports authorities always converse about the results gained in different sport fields. For example, soccer has a special position in the world today and the results of its competitions shows affect on a wide range of public. In addition to that, various private soccer clubs and national teams practice every techniques and strategies possible, to enhance their performance. Of course, Information and Communication Technology is considered as the most effective tool now a days. So it seems very rational that in the near future, Sports experts apply IT to develop capability and improve performance of athletes. We will see that in the next decade of this century some widespread expressions like E-soccer and E-sport will approach.

Use of Information and Communication Technology (ICT) in Sports: -

As state above that Information and Communication Technology is becoming the most important part of this rapid developing world. It also bringing a rapid revolution in the, world of sports. With the help of new technologies day by day arising in sports it become very easy to organizer, official, referees, umpires, etc to give the exact results and also the best result outcome from the players.

Areas of Sports where the ICT & New Technologies used:-

- In sports journalism'
- In judgment of the competition
- In recording Information
- In media
- In sports wears design
- In sports management
- For the information of sports and their result
- In preparing grounds
- Coaching and training
- Biomechanical analysis and Kinesiological analysis
- Video analysis
- Development of new sport games
- Sports and robotics
- In improvement of sports equipments
- To provide the best facility to the players and also to the spectators
- In sports statistic and research
- In sports medicine

And many more technologies used in the sports. Now a day's the new technologies used in games and sports are like Hawk-eyed technology used in cricket, tennis, snooker for the correct and exact decision, photo-finish cameras, i-pods, Speedo LZR Racer Swimsuit, digital scoreboards, etc. which will provide perfection in results and also save time. There is no chance of faulty in decision in sports events as it bears fair and accurate judgment.

Conclusion

So in short we can conclude that use of ICT is very useful for the development of the sports. It works as a revolutionary tool in sports and its development in all factors. At last it is to be believed that ICT has become a part and parcel of entire physical education and sports environment. Application of ICT in the field of Research, Motor learning, Exercise physiology, Fitness prescription, Body composition, Bio-mechanics, Sports psychology helps the physical education teachers and sports trainers to craft the teaching as well as coaching more interesting and as well enhance the level of sports performance. ICT application in sports also produces perfection in results and also save time. There is no chance of faulty in outcome of sports events as it bears fair and accurate judgment. So there is a need to learn each and everyone and become familiar with ICT for the development of individual, team as well as for the development of nation in reference to sports.

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Best Practices A Tool for *Skill Development*

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Abstract

In the fast developing country youths are increasing with high speed. Without education and skill youths can't be powered. Rural HEI's have huge responsibility to build up quality human resource. In this paper Best practices are discussed for rural HEI. Quality becomes an imperative in a best practice; it should impart quality in its outcome and must be beneficial for stakeholders. The salient feature of these best practices is that the students acquire knowledge through '*Learning by Doing'*. These best practice transfer *skills* to students which lead to Employment and Self-Employment in Rural Area. These Students are act as '*Change Makers'* for the Rural Community.

KeyWords: Rural HEI's, Best Practices, Change Makers, Learning by Doing, skills

Intoduction

India is one of the fastest developing countries in the world. India's approximately 70 percent population is living in rural area. As far as the report of All India Survey on Higher Education (AISHE) is concern there are 935 Universities, 307 Universities are located in rural area. 40923 colleges and 10247 Stand Alone Institutions are in India, in which 60% colleges are located in rural area.

Challenges of Rural Higher Educational Institutions in building of Quality Human Resource are Lack of Funds, Poor Educational Awareness, Lack of Qualified Faculties, Inadequate Infrastructure, Absence of link between institutes, industries and many more. While comparing overall educational situation with Indian Educational Institutes (HEI's) there is a great gap.

The students belong to Rural areas come from lower income families so they are unable to pay minimum fees many times. Especially in rural areas more than 50% of the students remain absent in the classroom during the sowing season as they belong to farmer families and the land-less labour families; the scenario repeats in the season of harvesting. The annual teaching plans prepared by the teachers are not much helpful to execute. It is a great challenge in front of rural HEI's to provide educational services in minimum funds.

Best Practices

The Indian Higher Education Institutes are generating new ideas through research and innovation. Best practices are those which add value to human life and support main objectives of an institution. It helps in the development of an institution; a tool to perform social responsibility. It can change the pace of the institution. Colleges undertake different types of best practices as per their institutional ambiance. They are now centering for many socio-economic, political and cultural reforming activities. Institutional social responsibility (ISR) can boost the

educational atmosphere of colleges. Best practices are tools for changing educational institutions and society as well.

NAAC has provided 100 points for Innovations and Best Practices (Criteria VII) in overall assessment of the college.

"Best Practice" with reference to a programme may relate to a specific aspect / practice within the programme or to a whole 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."

"A practice qualifies to a 'best practice' status if it resulted in high-value impact on any aspect of educational activity in an institution".

Quality becomes an imperative in a best practice; it should impart quality in its outcome and must be beneficial for stakeholders.

The best practices can be grouped in seven criteria's:

i. Curricular Aspect
ii. Teaching, Learning and Evaluation
iii. Research, Innovations and Extension
iv. Infrastructure and Learning Resources
iv. Student Support and Progression
v. Governance, Leadership and Management
vi. Institutional Values and Best Practices

NAAC discusses best Practices in certain groups

- Best Practices in Library and Information Services
- Best Practices in Teacher Education
- Best Practices in Community Engagement
- Best Practices in Higher Education
- Best Practices in Quality Management in Higher Education
- Best Practices in Curricular Aspects
- Best Practices in Internal Quality Assurance Cell Activities
- Best Practices in Students Evaluation
- Best Practices in Students Feedback and Participation
- Best Practices in Students Participation in Quality Enhancement

These groups provide us definite direction for best practices.

As our Institute is situated in a Rural area and our course is Rural Services. Our best practices are Vermicompost Production Training Programme, Kitchen Garden and Mushroom Production Training Programme. These Kind of Programmes have a practical aspect so student's involvement is better and these practices are related to their day-to-day work. Due to this the enthusiasm for participation is high in students. Students also try to engage farmers from their villages. Best Practices *Link* our Institute to villages in the periphery. As these Projects are in the premises of the Institute, all the students observe them and sense curiosity is created. All these Students are act as '*Change Makers'* for the Rural Community.

Here, I Suggest many such Programmes which can be Ideal Best Practices for Institutions in the Rural Areas.

1. Vermi-compost Production Unit
2. Kitchen Garden Unit

3. Mushroom Training
4. Compost Unit
5. Honey Bee Unit
6. Paper Re-cycling Unit
7. Sericulture Unit
8. Improved Irrigation Systems Unit
9. Food Processing Unit
10. Value addition for Agricultural Produce

Conclusion:

These programmes provides opportunity for students to acquire knowledge through '*Learning by Doing'*. These Programmes transfer *skills* to students which lead to Employment and Self-Employment in Rural Area.

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The Role of ICT in Rural Area Libraries

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Abstract-

From day to day the information technology is changing and growing at speedily, knowledge of peoples is becoming more complex, competitive and depending on technological changes. The need of e-information to the users are also growing and becoming very essential. Fast-paced change in technology especially the origin of ICT & social modifications forced to updating the traditional libraries is necessary for twenty-first century. Libraries play the vital role in making max use of ICT for the benefits of users efficiently and effectively. The primary objective of this paper is to awareness of ICT in the library by the students, faculty of rural area.

Keywords: ICT, E-content; Digital resources; E-books; Audios and Videos.

Introduction

Traditional Libraries, whether they be public libraries or academic libraries suffer due to the inherent limitations of learning resources in printed form. Starting from the book procurement from a distantly located bookseller to storage, to provision of adequate copies to the users to shelving, - books in physical format pose many challenges. However, the revolution in Information and Communication Technology (ICT) post-1990 has forced the traditional libraries to rethink about the nature of acquisition and circulation of learning resources to the library users. The purpose document of National Mission on Education Through Information and Communication Technology of Government of India laments that 'for most of the students and learners, the library culture has gone missing either because of insufficient library facilities or because of a paucity of time with the students or due to the procedural hassles and availability of fewer copies of books to be issued or non-issuance of reference books'. Resources in digital format offer a one-stop solution for most of the, if not, all these maladies of a conventional library. All these points underscore the need for the traditional academic libraries to transform themselves into hybrid libraries with a right blend of printed books and digital resources.

Education at all levels primary, secondary, and higher education has been challenged to develop digital resources for the enhancement of teaching and learning. Multimedia resources facilitate Teaching and learning. Those sources can provide motivation and interest in the study for students.

Objectives

The purpose of this paper is to impart in-depth knowledge on the use of information and communication technology in libraries as well as to develop students to work in a fully automated library that subscribes to resources in print as well as in electronic format or to set-up a modern library on their own.

Information Communication Technology (ICT)

Within a short time, ICT has become one of the primary building blocks of a modern society. The term ICT is now also used for the confluence of audio-visual and telephone networks with computer networks through an individual cabling or link system.

Information and communication technologies (ICT) is a phrase used to describe a range of equipment like hardware: Scanners, personal computers, and digital cameras, and computer programs like software: database programs & multimedia programs, & the telecommunications infrastructures like phones, faxes, modems, video conferencing tools and web cameras that allow us to store, organize, access, retrieve, manipulate, present, send material and communicate locally, nationally & globally through digital media.

ICT is being frequently used in the library for the acquisition, processing of information. ICT is broadly recognized as essential resources for socio-economic development. ICT facilitate the process of identification, storing, collection, disseminating and processing of the information. The library and information science professionals are using ICT to keep pace with the problem of information explosion. The benefit of instant access to digital information is the most distinguishing attribute of the information age. In traditional libraries ICT transformed, current library into digital and virtual, printed documents into electronic documents, card catalogs into OPACs, register system into barcode system, closed access to open access, manuscripts into digitized documents, reduced efforts of handling volumes and workforce utilization for check in, check out, etc.

ICT Services at Libraries

In every sector, technology is growing up. In libraries, the development and vailability of ICT have increased and widened the influence of information resources, but also laid more emphasis on effective and efficient services.

The following are ICT services in libraries:

1. Automated library services
2. Internet
3. In-house databases
4. CD-ROM databases
5. Subscribed databases
6. Library network links
7. Multi-media facilities

ICT Facilities in Libraries

1. Meets the requirements of the students to be smart consumers of managers of information, media and active producers of their ideas using the powerful multimedia means of a global media society.
2. Retains students: bringing the world of media into the classroom combines learning with "real life" and authorizes their media culture as a rich environment for learning.
3. Provides students and teachers alike a common approach to critical thinking that, when internalized, becomes second nature to life.
4. Provides an opportunity for combining all subject areas and creating a common vocabulary that applies to all disciplines.

5. Increases the ability and skill of students to communicate (express) and distribute their thoughts and ideas in a large-scale (and expanding) range of print and electronic media forms - and even international venues.
6. Learners gain the ability to analyze any message in any media by concentrating on process skills instead of on content knowledge and thus are enabled for living all their lives in a media-saturated culture.
7. Not only benefits single students but benefits society by supplying methods and tools that promote polite discourse that tends to mutual understanding and builds the citizenship skills needed to participate in and contribute to the public debate.

Conceptual Framework of ICT in Libraries

Fig.1

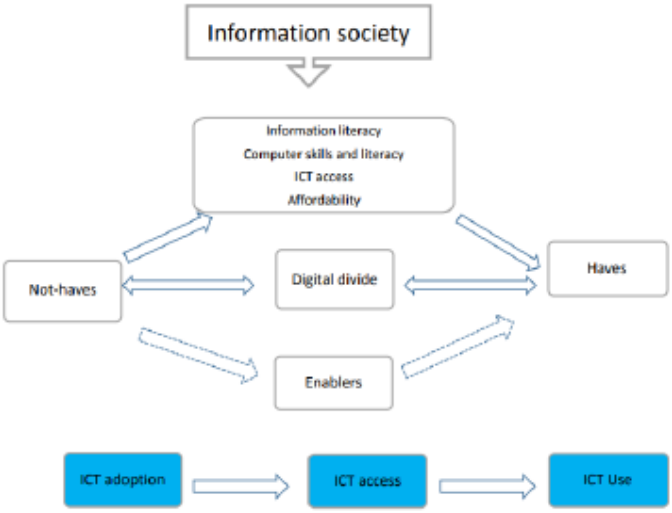

Fig.1

Application of ICT in libraries

Information Technology is very helpful for libraries in creating databases of their owned and meeting them available to users through networks. It also enables libraries to give effective and efficient services. Most of the library operations like book acquisition, circulation, office management, information services, etc. are interrelated, interdependent and together supportive for the overall administration of the library. The modern technologies, i.e., Information Technology gadgets which are convergent and highly relevant for application in current library and information system can be grouped into four areas, as follows:

1. Computer Technology.
2. Communication Technology
3. Reprographic Technology
4. Printing Technology

Impact of ICT on Libraries

With the discovery of Information and Communication Technology, libraries now use different types of technologies to assist the services they provide. Every day new technological advances influence the way information is handled in libraries and information centers. The consequences of new technologies are considered by libraries in every aspect. Communication

technology, computing technology, and bulk storage technology are some of the areas of continuous development that reshape the way that libraries store, manipulate access, retrieve and disseminate information to users. The academic library has been from its inception an integral part of institutions of higher learning, rather than an appendix or adjunct.

Presently ICT has an impact on several levels of libraries. Improvement in ICT and the ample use of ICT results in electronic information sources and digital media collections and archives becoming the best form of knowledge storage and retrieval. ICT also sustains and causes new roles for librarians. ICT, with its vital knowledge sources and mere approach, ensures the benefits that users will demand. It also increases and elucidates the librarian's demand for library development. It is the preeminent source for information centers.

Information and Communication Technology (ICT) has caused unusual changes and transformation to academic library and information services, conventional LIS such as bibliographic services, OPAC, users services, reference services, current awareness services, Document delivery, interlibrary loan, Audiovisual services and customer relations can be provided more efficiently and efficiently using ICT, as they give suitable time, place, cost-effectiveness, faster and most up-to-date propagation and end users reflection in the library and information services process.

Emerging ICT Technologies for Library Services

Global-level information retrieval is fast and in recent years, increasingly more user-friendly for library end users. The following ICT technologies have been used by many of the rural area libraries: ‹

Approach by touch –

- Disseminate library services. ‹
- Cellular Technology ‹
- IOS Technology ‹
- Smart card Technology ‹
- Talking Computer Library – Robot ‹
- Social Networking ‹
- RFID and Smartcard ‹
- CDROM Searching ‹
- Online Networking ‹
- Photostat ‹
- Online Information services ‹
- News Clipping Scanning Services ‹
- Online –Reservation Services ‹
- Database Searching Services ‹
- Audio Visual Services ‹
- Internet Access ‹
- E-Journals ‹
- E-Books ‹
- E-Lists ‹
- Barcode technology ‹

- Printing Technology ‹

Conclusion

Changing the reading habits of the students from conventional methods and habituating the reading of digital content is the immediate challenge in front of academic libraries, especially in case of rurally located ones in the developing countries. ICT has transformed almost every sector of our life. This revolutionary change is also true in case of libraries. In the modern world, rular area libraries have been changed and adapted itself to the development of ICT.

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Information and Communication Technology Facilitated Rural Education

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Abstract

Right to Education is the primary right of every citizen of India, whether a child resides in a high profile society or in a far away not so developed secluded village, according to the Article 45 of Indian Constitution the basic elementary education must be provided to all the children up to the age of fourteen years. Even after 70 years of independence some States in India are still struggling to achieve Universal enrolment, retention and quality education. The colleges in rural areas are promoted to raise the level of education and literacy in rural India. The main aim of running these types of colleges in India is to increase the rate of literacy in rural areas. More than 40 percent of India's population is illiterate and cannot read or write. Colleges in rural areas are inadequate and often equivalent to being non-existent. Thus, government's initiative to set up Colleges in rural areas came into picture. According to Just Indian Colleges the conditions of rural education in India, is improving steadily and the government is also providing full support and providing with many initiatives. The fee structure in these Colleges is also very low so that every child can study and afford it.

Key words: ICT-rural education, challenges for government.

Introduction

As per the 2011 census, 72.2% of the population lives in Rural areas about 638,000 villages and the remaining 27.8% lives in more than 5,100 towns and over 380 urban agglomerations. Among all the above mentioned educations techniques adequate in rural India have to change according to the 21st Century. The main aim of this study is to elevate the Scope, Purpose and Methodology adopted for computer education in Rural India.

Information and Communication Technology (ICT) is one of the rapid development technological fields in the global society (1). Among the developing countries India reached a significant position in development of ICTs. Particularly in the field of education its development is tremendous. There is no doubt in the near future's development will based on ICTs. However benefits of ICTs are not reached expected level in the rural areas still the rural population living with minimum level of ICTs facilities especially the poorest of the poor.

Both Central and State Governments and NGOs are allocating huge amount for the development of ICTs and rural education. However the level of improvement in accessibility of ICTs in rural schools did not reached the expected level. This paper gives ideas to improve the rural education through ICTs, especially the computer related technologies. Also provide some suggestions for effective implementation of the national policy for ICT in education in rural areas.

Present Scenario

In present scenario, condition of rural education is still very poor. In some areas, there are very few Government aided or non aided Colleges, students have to travel far away distances to avail these facilities and most Colleges in these locations do not provide computer education.

Once I visited my own village - Ashta in Bhadravati Tahsil of Chandrapur District, Maharashtra, India. In this, there are Government aided as well non aided Colleges upto graduate and post graduate level. Despite of all these Colleges, only two or three Colleges are there having computer facilities. But some of the college does not have higher education facilities, because of this reason lots of students have been migrated from this area and settle in Nagpur-Mumbai regions for continuing their further education. Once I visited one of the oldest and popular College situated near to my home town, find out lack of building infrastructure, electricity, telephone facilities, experienced and skilled teachers. When I entered in computer room, I was shocked to see the condition of lab. Computers are not installed there in systematic order and basic software is not installed on to them. I talked to the Principal of that College; he told me that we had computers, but no any computer teacher and technical person appointed for this by the government. We only avail computer classes through local people by giving some honorarium. The quality of ICT based education facility is very poor. The teachers get very less income so, most of the time the teachers are either absent or they do not teach properly. There are many initiatives taken by the government, but they are not implemented in the Colleges, so the present scenario remains the same.

Problems Faced in Rural Education in India

- Teachers of rural colleges receive low income so there is a possibility that teachers give less attention to students.
- Most of the colleges do not have proper infrastructure. So they do not get most of the facilities such as computer education, sports education and extra-curricular activities.
- There are no proper transport facilities so students don't like to travel miles to come to college.
- There is no excess to supplemental education.

Need based ICT Education in Rural Areas

Due to various developmental activities in education department, rural colleges have improving its infrastructure facilities. But the development is not uniformly in all rural areas; still many areas are neglected from even basic infrastructure facilities. Though, governments are providing ICT facilities to rural colleges. Many of them are not working properly. The reasons such as, lack of accessibilities of the facilities by the beneficiaries, beyond the level knowledge of users and not full fill their needs or beyond their level of needs. Thus, whenever implement the ICTs related programmes in the rural areas, should be assess local conditions and priorities needs of rural students. The assessment of needs should be following the methods of dialogue, survey and discussion with beneficiaries in rural areas. First they have to understand the real benefits of the programme then only it will sustain in long term and perform effectively in rural areas (2).

Fig. 1. Rural computer lab

Create Awareness on ICT Education

Before provide knowledge through computer related technologies, should have to create knowledge on ICT education and its usage to the rural college students. Due to their lack of awareness in the field of ICTs, rural students are not paid interest in the computer based education, some of them initially paid their interest later they are not follow, this because majority of rural ICT related programme failure even in initial period. The making awareness and motivation are not only to the students also the instructors of the ICT programme in rural colleges.

Infrastructure Facilities

Infrastructure facilities are one of the important factors for the implementation of ICT programme in rural areas. Existing Infrastructure in colleges needs to be improved for the successful and unhindered implementation of ICT. Without proper infrastructure facilities like power, place of the centre, connectivity and computer related materials and human support the programme will not success. So before start the ICT education programme should make sure all these facilities.

Community Participation

Involvement/ interest of rural students are one of the significant aspects of ICT education programme. The attitude and behavior of rural students, accessibilities in ICTs are different from urban students. The urban areas students might have some basic knowledge in the usage of computer and its usages through their method of education and living condition, whereas the rural students may not have much awareness about the benefits of ICT to their educational improvement. So education and motivation of rural students about usages and benefits of ICT programme is an important aspect. Here, the role of teacher is vital. So, first, clear knowledge should be provided to teachers working in rural colleges on the ICTs.

Majority of the rural students think computer based education is like computer training in various levels like MS word application and C, C++ programming and also one of instruments for playing games, need more English knowledge, difficult to access and getting information. So these kinds of the unnecessary taboo should be removed from their mind with help of computer graduate, who are living in rural areas and understand rural student's educational and life condition. Without knowledge about rural condition, working for development of rural education will not give sustainable success to rural ICT education programme.

The Vision of the ICT for Education

ICT for education should more concern about upliftment of rural community in this connection the Vision is: "Integrated Development for Education and Economic Empowerment for Rural Students" The integration should be concentrate on rural life condition as well as provide information about urban areas educational developments. The ICT for education programme not only provide computer education to rural students but also it should provide information on higher education, employment opportunities in various fields. In college education of Tamilnadu, for example there is separate syllabus for moral class or life education it has included some vocation training class like farming, vocational training of tailoring and weaving etc. But most of the colleges did not follow effectively these classes. So this ICT for education programme can provide these same training and awareness through computer based education technologies with effectively. Also the computer based education will disseminate

information on new technological developments from local to global level. It will be a good approach to understand to the rural students about the social and technological development of world also they can easily understand to connect with their rural life condition. This kind of ICT related educational programme will provide employment opportunity to computer and other educated youths in rural as well as areas. Also it will help to rural college students to understand computer related training and wide knowledge about resent developments in world.

Initiatives Taken By Vidyabharti College Seloo

Vidyabharti College Seloo is one of the institute in Wardha district. The college has been contributing in the education and in social sector in and around areas. Recently, the college has trained all the teaching faculties as well as non-teaching that how to use ICTs. The faculty of the college has also giving training to the rural students about the modern technology. An objective of the Training was to enhance the teaching ability of the teachers and students in their respective areas which would be beneficial for the upliftment of Rural Education. All of them were trained through latest ICT based technology including basics of internet access and Microsoft Office package i.e. Word, Excel and Powerpoint. The college has also initiated Social Development Programmes through residential National Service Scheme fully oriented students social awareness service for the people living in slum areas or villages.

Need For ICT Eduction In Rural Colleges

The Indian Education System is one of the largest in world. Planning and Management of ICT based education has primarily the matter of State but Central Government in this area[2]. The large size and complex structures across Indian States makes the matter of policy, planning and monitoring is highly complex. In order to improve the quality and effective ICT education, planning and management is needed in-time and in a format conforms to the requirement of the user operating agencies at various administrative hierarchies. The complexities of the multi-level decision making process and control mechanism increases due to wide geographical institutional network representing variety of college locations and endowment. Further due to the large variation in college structures, endowment and availability of teaching learning resources, the matter become more complicated. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities and the elderly as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus (3).

Anytime, anywhere feature of ICTs is the ability to transcend time and space. ICTs make possible asynchronous learning or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, may be accessed 24 hours a day, 7days a week. ICT-based educational delivery (e.g. educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning). Access to remote learning resources feature help teachers and students no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited

number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons, mentors, experts, researchers, professionals, business leaders, and peers all over the world (4).

E-Learnings

ICT based E-Learning useful to create an E-learning programme for creating literacy campaign in the rural areas and it is a classic example of the effective reach of technology in helping towards the development of rural India. An E-learning centre is a place where the people are taught how to read and write by using visual and audio content. The ICT based E-Learning system play a vital role in enhancing on line education for social and economic change in rural society. E-learning can be delivered anywhere, anytime and can provide flexible models, such as just-in-time learning (5).

Objectives

The overall objective of this paper is to improve access to basic information in the rural colleges by improving connectivity in the field of education, governance, social inclusion, and health, access to the Internet, and disaster mitigation and control. The main stress is given on development of education level on the basis of ICT in Rural Community. Following are the important objectives that will uplift the rural education.

- To provide employment related education through computer technologies for college students at the standard of graduation.
- To integrate various government self employment training institute to work for the ICT education programmes.
- To disseminate worldwide current science and technological related information to rural students.
- To create awareness for effective utilization of local resources for development of economic condition.
- To Develop Rural Knowledge Network to enhance the E learning capabilities among rural peoples.
- To provide a forum for the exchange of knowledge and national experiences in promotion of ICT for development in the rural area through Training Centre.
- Fast and easy access of updated and latest information.

Role Of Our College

Though the teacher has highly qualified but they are providing the information in local (Marathi or hindi) languages. English is rarely been spoken in rural areas. That's why there is a need for such information in their Regional languages. They are giving information in textual, audio and video information, live stock, market prices, weather forecast, health etc. All the related information will updated as soon as possible on college website to avoid lacunas.

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A Bee Keeping - Best Practice

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Abstract:

Bee keeping is very best practice for environment, employment opportunities, natural sustainable, biodiversity of nature, for farmer to produce grains, fruits, flower and seasonable crops, economics importance, food value, medicinal value and beewax.

Introduction:

The use of honey was known to man from ancient times to not only in India but also in the other parts of world. It has very important value of food. It is used for food as well as in medicine. It can become best earning source of farmer and further generation. So honey bee keeping become the best practice for everyone.

Keywords: Honey, Medicinal function, worker, Hives, Economical function

Goal

a) To make students responsible and make them aware about bee keeping for environment and employment opportunities
b) To provide to save natural sustainable for further generation of human being we presume that our responsibility is not only to educate students but also to help them in their future generation educate in the form of environment to keeping honey bee in the campus of college, their home and their field.

The basic purpose is to orient students about the skill required in the environment. This practice has been established to provide for biodiversity of nature honey bee. Majority of the students and people are not aware about to save environment by keeping bee.

Content :

In today production of farm is not a sure it has been very challenging task for farmer to produce grains, fruit, flower and seasonable crops. Food expection are on a higher side. Through bee keeping we replacement various types of grains for National Development Current Scenario and expectation of Industries as well as to product much grains for to complete the necessities of people by food grains. It is possible for providing campus base area to honey bee for environmental sustainable.

Practice :

Bee product and its economic importance. The important products of bee Keeping in the premises of college, village and farm.

Honey

It is truly an insect product of high nutritive value. The food value of honey may be estimated by the presence of about 80% sugar in it. Honey is very much sweet in taste and white

to black in colour with variable smell in accordance with the juices collected from different flowers.

Economics importance of honey

Honey is used by human beings in different ways of which the most important is food and medicine.

Food value

It is estimated that 200 gm. of honey provided as much nourishment as 11.5 liter of milk or 1.6 kg. cream or 330 gm. meat. 2.1 gm. of honey provide as much as 67 k cal. of energy. Its sugars, minerals, vitamins and other vital elements are readily absorbed by the systems. Honey may be taken by healthy men as well as those who are ill. It can be taken at any time in any season by person of all ages ever those just born. It is used in the preparation of candles, cakes and bread. In illness it is preferred over milk because more than half of the body energy is provided burning of dextrose.

Medicinal Value:

Honey is mildly Laxative, antiseptic and sedative generally used in Ayurvedic and Unani systems of medicines. It is quite helpful in building up to the hemoglobin of the blood and also used as preventive against caught, cold and fever, as blood purifier and as a curative for ulcers on tongue and alimentary canal. Its regular use is recommended after server cases of heart attack, for malnutrition, indigestion and diabetes. It is it is also found that typhoid germs are killed by honey within 48 hours. Those of bronchopneumonia in 4 days and of dysentery in 50 hours.

Other uses :

Other than food and medicine, honey is used in numerous ways. It is used in the preparation of bread, cake and biscuits. It enhances their preserving quality. Much amount of honey goes in making alcoholic drinks, in poultry and fishing industries honey is widely used. In laboratory, honey is used to stimulate the growth of plants, the bacterial culture, inoculation of seed of cloves, in insect fiet and the preparation of poison baits for fruit flies.

Beewax

Beewax is a very useful by product of bee keeping. It is yellowish to grayish brown in colour and insoluble in water but completely soluble in either. Commonly it is wrong impression to suppose that honey bee convert the pollen into beewax because beewax is also a natural secretion of the worker bee and is poured out in thin delicate scales.

Economics importance of beewax

Beewax is used in the manufacture of cosmetics, for catholic churches, face cream, paints, varnishes, candles, models, ointments, insulators, plastic works, polishes, carbon paper and many other lubricants. It has many industrial uses. It is used extensively in engineering industries, Railways, textiles, leather industries etc. it is also used in the Laboratory for microtome with the common wax for block preparation of the tissues.

Conclusion

If we doing bee keeping best practice in colleges, villages and on the fields our environment become not only good but also as much as healthy, beneficially and economically strong.

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Changing Role of National Assessment And Accreditation Councils (NAAC) And its Benefits

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Abstract

This Articles summarizes the attempts to define and measure quality of effectiveness in college libraries, from traditional evaluative studies. NAAC is an autonomous instituting established by the UGC in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to continuously to improve the quality of education. NAAC is member of the International Network for Quality Assurance Agencies in Higher Education comprising of over 120 different national agencies engaged in Assessment, Accreditation and Academic Audit and the problem involved in accreditation and need for quality assurance and re-accreditation of higher learning institutions.

Keywords : Higher Education, NAAC, Grading, Action plan, IQAC,AQAR.

NAAC : Background

The UGC was initiated to establish an autonomous body charged with the responsibilities of assessment and accreditation of University and college under the programme of action (POA) of National Policy on Education (NPE), 1986 which was in the form of a document specifying catalytic role of the councils (15) A committee which was appointed by the UGC under the convensorship of Dr. Vasant Gowarikar (1987) noted that Operationalalisation of an effective system of accreditation in the country will gradually lead to the establishment of norms and Criteria for Institutional performance assessments and methodologies and tools for systematic self study and evaluation. Accordingly, NAAC w as established in 1994 on 16th Sept. at Banglore under section 12 CCC of the UGC Act of 1956 (3),(15)

NAAC has revised the **Guidelines** for the Creation of the Internal Quality Assurance Cell (**IQAC**) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions from **2018**-2019. The revised **guidelines** will come into effect from 1st July **2018**.

Purpose of Accreditation

Different purpose for which the accreditation programme is to be stared were enunciated as follows:

i) General improvement of professional education.
ii) Constructive evaluation
iii) Providing advice and assistance in developing and administrating standards;
iv) Enabling continuous re-examination and revisions of its policies and procedures;
v) Bringing out uniformity and consistency;
vi) Emphasize on quality and quantity;
vii) Providing advice and guidance as well;

Essential Elements in Accreditation

- A Clear statement by the institution of its educational intentions.

- The conduct of a direct self study focused on he achievements of these intentions.
- An onsite evaluation by the selected group of peers, and
- A decisions by the independent accrediting commission.

Objectives of NAAC

- Grade institutions of higher education and their programmes.
- Stimulate the academic environment and quality of teaching and research in these institutions.
- Help institutions realize their academic objectives.
- Promote necessary changes innovations and reforms in all aspects of the institutions and accountability in higher education (UGC, 1994)

Process for Assessment and Accreditation

1) Preparation of the self-study Report(SSR), by the Institution/ department based the parameters defined by NAAC.
2) Validation of self-study Report by a team of peers through an on-site visit, presentation, of a detailed quality report to the institution.
3) The final decision an assessment and accreditations by the Executive committee of NAAC.
4) **The** accreditation process involves a preparation of a self-study report by the college and validation of the report by three to for members peer team consisting of vice-chancellors. Principals, Deans and Senior teachers, state. Based on the detailed Criteria wise evaluation considering several parameters and the key aspects the percentage institutional scores will be arrived at institutions scoring above 55% will only be accredited. In addition an inn-depth analysis of the colleges; strengths, weaknesses, opportunities and areas of concerns will be presented to the college and discuss with the college authorities. The accreditation status is valid for a period of five years.

NAAC is at present processing the assessment and accreditation of a large number of colleges from all over the country. The UGC and MHRD have notified that all colleges have to submit the self-study report for the process of assessment and accreditation before December.

Vision and Mission

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 init The mission statements of the NAAC aim at translating the NAAC's vision into action plan and define NAAC's engagement and endeavor as given below:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects
- To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and

- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of HEIs in the country. The NAAC methodology for A&A is very much similar to that followed by QA agencies across the world and consists of self assessment by the institution along with external peer assessment organized by NAAC.

Assessment And Accreditation Of Higher Education Institutions

The NAAC has been carrying out the process of quality assessment and accreditation of HEIs over the past two decades. Several HEIs have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. True to its commitment for promoting quality culture in HEIs in consonance with the overall developments in the field of education as well as the outside world, NAAC has strived to be sensitive to these and adequately reflect these in its processes. The A&A process of NAAC continues to be an exercise in partnership of NAAC with the HEI being assessed. As is known by now, the A&A process of NAAC is being revised and this revision attempts to enhance such a partnership. Over years the feedback procured from the HEIs, other stakeholders and the developments in the national scene – all have contributed to making appropriate revisions in the process so as to accelerate the process with greater quality rigor.

Revised Assessment and Accreditation Framework

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 Shift is:

- from qualitative peer judgments to data based quantitative indicator evaluation
- from qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- towards extensive use of ICT confirming scalability and robustness in terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- introducing pre-qualifier for peer team visit, as 30% of system generated score.
- introducing *System Generated Scores* (SGS) with combination of online evaluation (about 70%) and peer judgement (about 30%)
- in introducing the element of *third party validation* of data and the possibility of roping in multiple agencies

in adopting a 100% off site evaluation of HEIs applying for 4th cycle accreditation; on-site visits in exceptional cases in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges

- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Best Practices

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as "best practice/s". These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these '*best practices'* are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning.

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, as reflected in its vision, organization, operations and the processes. Experience has reiterated that these can be ascertained either by on site observations and/or through the facts and figures about the various aspects of institutional functioning. The Revised Manual places greater confidence in the latter as reflective of internal institutional processes.

In line with NAAC's conviction that quality concerns are institutional, Quality Assessment can better be done through self-evaluation. 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 quality assessment is expected to serve as a catalyst for institutional self-improvement, promote innovation and strengthen the urge to excel.

It is attempted to enlarge the digital coverage of the entire process of A&A. This, it is believed, will not only accelerate the process but also bring in greater objectivity into the process. The possible differentiation required in respect of HEIs which are going for subsequent cycles of A&A, appropriate scope has been provided in the Process. This will allow the HEIs to appropriately represent the developments they have attempted after the previous A&A cycle.

Quality Indicator Framework (Qif)

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

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension

4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which actually elicit responses from the HEIs. These seven criteria along with their KIs are given below explicating the aspects they represent.

Grading System

A significant outcome of the assessment is the final institutional grading. After assessment, the Cumulative Grade Point Average (CGPA) of an institution is computed for those institutions which clear the grade qualifiers.

Grade Qualifiers for HEI's

A grade qualifier is prepared for the institution to qualify for valid accreditation. The idea of grade qualifiers is based on the focus of the institution. The grade qualifiers will be based on the overall score of the institution (SGS + peer team visit score). In order to qualify for any Grade (**C** to **A++**) Institution needs to score at least 30% of the quantitative (System Generated Score) and qualitative score in each criterion.

Grade Qualifiers for Affiliated/Constituent College

- Minimum CrGPA of 3.01 in Criterion 2 and 5 respectively (For A, A+, A++ Grade)
- Minimum CrGPA of 2.01 in Criterion 2 and 5 respectively (For B, B+, B++ Grade)
- Minimum CrGPA of 1.51 in Criterion 2 and 5 respectively (For C Grade)

The scores of Student Satisfaction Survey will not be counted at Pre-qualifier Stage. however
the same would be counted at Grade Qualifier Stage.

After clearing the grade qualifier the CGPA of the institution is calculated.

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative Metrics which comprise about 70% of the total, the scores from the qualitative, critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated procedure based on 'benchmarks' and assessed on a five point scale.

The Final Grade

On the basis of the CGPA obtained by the institution, the final grade is assigned on a seven point scale as shown in Table

Table 3 Institutional G rades and Accreditation Status

Range of Institutional Cumulative Grade Grade Point Average (CGPA)	Letter Status	Grade
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
≤ 1.50D	D	Not Accredited

Benefits:

1. Helps the institutions to know strengths, weaknesses, opportunities through an informed review
2. Identifies internal areas of planning and resource allocations
3. Enhances collegiality on the campus
4. The outcome of the process provides the funding agencies with objectives and systematic database for performance funding
5. Initiates institution into innovative and modern methods of pedagogy
6. Given the institution a new sense of direction on the quality of education offered by the institution
7. Provides the society with reliable information on the quality of education offered by the institution
8. Employers have access to information on standards in recruitment
9. Promotes intra-institutional and institutional interactions.

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	**Affiliated/Constituent Colleges**
Criteria	7
Key Indicators (KIs)	32
Qualitative Metrics (QlM	42
Quantitative Metrics (QnM)	79
Total Metrics (QlM + QnM)	**121**

Conclusions

The project presented above has relied on here stockholder groups i.e. students, NAAC,IQAC,UNIVERSITIES, without the participation of which it would be impossible to go on. It is the need of the hour to introduce and make it compulsory for each and every Institute of Higher learning to have Academic and Administrative Audit even at the level of each college. The above discussed matters should find a place in the portal of the Institution along with much other information such as the history of the institution. Effective academic and administrative work is the outcome of team work. Team work is very essential in each and every work to achieve good result and smooth running of college work. The AAAC(Academic and Administrative Audit Committee) with external member should address the feedback of the stakeholders- students, teachers administrators, alumnae, parents would be employers. strengths, weaknesses, opportunities and threats (SWOT) ,The activities of the institution to find out the progression towards achieving academic and administrative excellence in providing quality education and becoming a world class institution. Hence ultimately it is concluded that Academic and Administrative Audit has now become inevitable part in higher education which

not only maintains quality and efficiency but helps to produce genius, intellectual, committed future generation, which would be helpful for nation building.

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Cell Phone : A Powerful Medium of Effective Communication for Teachers & Students

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Introduction

In this 21st century our education world has been changed from the typical classroom situation of teaching using process like chalk and talk method to using modern technology on line learning e –learning and the latest technology like m-learning. m-learning is one of the wireless technologies which are used any where any time and by any body with using this latest technology in teaching-learning process we can enrich our communication with students and convey our ideas effectively.mobile learning simply means learning on the move any sort of learning that happens where the learner is not at a fixed predetermined locationor learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies according to molenet learning can be broadly defined as the exploitation of ubiquitous handheld technology with wireless and mobile phone network to facilitate support enhance and extend the reach of teaching and learning**.**

History Of Mobile Phones:

Cells for mobile phone base station were invented in 1947 by bell labs engineers at at and t (American telephone and telegraph company) and further developed by bell labs during the 1960. In 1945 the zero generation (0.g) of mobile telephone was introduced og mobile phone such as mobile telephone service were not cellular and so did not further hand over from base station to next and reuse of radio frequencies it only involved a single powerful base station covering a wide area and such. Phone effectively monopolize a channel over that whole area in use. the next major step in mobile telephone is the analog telephone used in several satellite communication systems. The first generation system started in 1979 with japan and all are analog and includes amps and n.m.t. the second generation system started in finland and all are digital and includes g.s.m. c.d.m.a. t.d.m.a. the third generation (3g) network which are still being deployed began in japan in 2001 they are all digital an doffer high speed data access in addition to voice services and include w-c.d.m.a.

Integration of mobile phone technology in the teaching- learning process.

Mobile technology made teaching –learning process effective and easy by using major applications of mobile vphone such as message service computation radio video tv reception m-paper etc.

Sms-text and picture message:

This is really a vital use of mobile phone in education because the educator can send

M-learning education in your hand.

The message of educational importance to multiple learning simultaneously with in a short span of line .

Organizer-Diary With Alarm:

to this organizer we can add event based on the schedule of teaching and learner. Educational activity to be done by the learner and educator in a particular day at a particular line can be added well in advance to the organizer**.**

Scientific Applications:

for science engineering and technical studies the mobile phone are very much useful calculator currency converter temperature converter units converter etc**.**

Radio:

radio is one of the important modren electronic instruments in the teaching –learning process. For mass education it can be utilized due to the advancement in the mobile technology the radio reception is in corporate in mobile phone.

Camera And Video In Mobile Phones:

by these facilities we can use the mobile as an audio-visual aid in the teaching learning process**.**

M-Paper:

m-paper stands for mobile paper they play a vital role in bringing the current news from all the locations the daily news paper can be read with the help of mobile phones any where at any times.

Power Point For Mobile Learning In Education:

in the part you can see two different ways of presenting your lectures in video one is camera or your own mobile phone the other is to make a video from your courses ware made with power point.

Mobile Learning Is For Everyone:

We Work With Local Government Central Government Employees Schools College University And International Organizations To Incorporate And Embed Mobile Learning Into All Areas Of Education And Tracing. In The Class Room Students Suing Handheld Computers pdas, Smart Phone Or Handheld Voting Systems In A Class Room Or Lecture Room. Students Using Mobile Devices (Such As A Pocket PC)In The Classroom To Enhance Group Collaboration Among Students And Instructions.

Outdoor:

learning in museums or galleries with handheld or wearable technologies.

Learning outdoor for example on field trips military personnel.

At Work.

On the job training for some one who accesses training on a mobile device just in time to solve a problem or gain an update.

Life Long Learning And Self-Learning:

the use of personal technology to support informal life long learning such as using handheld dictionaries and other devices for language learning. Mobile technologies and approaches that is mobile assisted language learning (mall) are also used to assist in language learning.

Using Mobile Phone On Practicum:

as pre-service teachers are continually on the move during practicum choosing an appropriate technology that would facilitate the essential role communication plays in learning has the following general requirements.

Highly Portable So That They Can Be Available Wherever The Pre Service Teachers Need To Learn Or Communicate. Unobtrusive So That The Pre-Service Teacher Without The Technology Obtruding On Classroom Activity. Available Any Where Any Time Any Place To Enable Communication And Data Exchange With Supervisors Experts And Peers Despite Institutional Barriers EG School Network Firewall & Site Blocking Filter.[DEEWR,2009] Adaptable To The Context Of Learning And The Pre Service Teacher's Evolving Skills And Knowledge. Easy To Use And Suited To EVERYDAY Needs For Communication Reference Work And Learning [Adapted From Sharples 2009]

M- Learning: "Education in your Hand"

Advantages of M-learning: Mobile technology extends learning beyond the walls of classroom. It offers greather flexibility I n where and when learning happens following are the advantages of M-learning.

Portability:

Due to their portability these mobile devices can be carried form class to class or where ever one goes and information can be acquired while interaction one's peers. Portability can make a difference in a wide variety of settings, namely the classroom, a field trips or out side of the college environment.

Collaboration:

Hand held devices allow the learner group to distribute aggregate and share information with ease resulting in more successful collaborating .

Motivation: Teachers report that learners suing hand held wireless technologies demonstrate an increased autonomy in learning Perry says that giving learners wireless technologies lights up their enthusiasm.

Challenges:

Negative attitude to words new technology among the public.
Cost of the mobile with latest technology is high.
Teacher and learner should know the operation of the mobile phone with latest technology.
Service providers should also cooperate.
Mobile towers must be installed in large number.
Band width need for the fast accessing of the internet must also be considered.
Memory for storage is less.
Battery storage capacity should also be increased for long run.
Miniature text and picture messages should be created to same the memory space and tofit to the screen.
Possibilities for sending large amount of text should be considered.
Mobile should be used in a positive way.

Conclusion:

This ethnology is like an ocean. Here we have discussed only few points related to m-learning. The mobile phone technology will replace most of the electronic instruments & play a major role in virtual universities, m-learning& e-learning. To cater for huge chunk of data that is common in most educational web-sites, there is a need for high-speed wireless data transfer. But this should be at affordable cost to the general public.

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Impact of Faculty Development Programs for Positive Behavioural Changes Among Faculty

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Abstract:

managing issues of faculty development and his behaviour is a crucial part of study. Many faculties do not receive adequate training in developmental and behavioural improvement. General faculty reported a need for additional faculty development programme to improve their skills. A ideal Faculty Development Programs make behavioural changes within the faculty. It identifies individual and organizational variables that determine whether or not a faculty member will change his instructional practices by adopting methods, techniques, or ideas.

Introduction

Faculty development programs have proven to be successful for improving teaching skills in higher education. It gear why FDP is important, history of FDP in the past years, and questioned whether FDP produced any positive effect on students' academic achievement as well as the different methods to assess FDPs effectiveness. The review also discussed how to establish FDP, presented its ideal structure, features that make FDP effective, and outlined the barriers to its successful implementation as well as the future vision. This report also highlighted the situation of FDP. The review complete that professional FDPs produce promising outcomes in the learning and teaching practices and recommended that teachers in higher education should attend FDP training activities on usual basis and that the scope of planned FDPs should extend beyond the professions discipline, to include social skills necessary for teamwork, professional growth as well as management, and leadership abilities.

Faculty development has been defined as that wide range of activities that institutions apply to support faculty members' roles. This included programs designed to improve the performance of faculty members in education, research and administration as well as augmenting organizational capacities and culture. A study found that a number of descriptions for the term "faculty development were used. Among these are:

- Instructional development which emphasized the development of faculty skills involving instructional technology, small group teaching, media, courses, and curriculum design
- Professional development which emphasized the development of individual faculty members in their professional responsibilities as educators, researchers, and administrators
- Organizational development which emphasized the requirements, and main concerns of the institution
- Career development which emphasized faculty preparation for career advancement
- Personal development which stressed on life planning, interpersonal and communication skills of faculty members.

Why are faculty development programs important?

In recent times, there has been accumulating evidence about the ineffectiveness of the traditional way of teaching. Highlighted the importance of faculty development to respond to

advances education, to continue to adapt to the growing responsibilities of faculty members, and to carry out more rigorous program evaluations. FDPs needed to expand their focus, consider different training methods and formats, and encourage new partnerships and collaborations.

The teacher is the spine of the educational system; our system does not provide ample opportunities for their professional development. It is, therefore, necessary to develop integral mechanisms to provide opportunities for teachers within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting information; she/he must also familiarize students to meet the challenges of life, to become not only a trained professional, but also a better citizen.

Technology Improvement

Now, it has been decided to give a greater thrust to e-content development. In order to create Internet knowledge as well as computer literate teachers, to create e-content assemblers and creators, the University Grants Commission is launching specifically designed orientation programmes/refresher courses in these subjects. The special orientation programme in IT is to create Internet literate citizens from amongst new entrants as well as in-service teachers and to make them well-known with use of software tools irrespective of the subject they are teaching. Attainment of knowledge is a two-way process between the teachers and the taught and, therefore, collectively they must advance the frontiers of knowledge.

Awareness Occurrence

A college/university teacher has to continuously update their knowledge in their chosen field of knowledge, or run the risk of becoming totally outdated in a very short period of time. While the really motivated and hard-working teachers use their own resources to keep themselves abreast of new knowledge and to educate themselves in the latest processes, methodologies and techniques of teaching, it is necessary to afford systematic and organized orientation programmes for the large number of teachers at the college and university level. The orientation programme visualized under this Scheme must not be stiff. Under the programme, it is intended to inculcate in young Lecturers the excellence of self-reliance through their awareness of the social, intellectual and moral environment. The programme should allow the teachers to discover themselves and their potential through a optimistic appreciation of their role in the total social, intellectual and moral universe within which they function and of which they are key members. Only in a country where teachers are able to fulfil their responsibility with awareness and confidence, the educational system becomes pertinent and dynamic.

Relevant To Indian environment

The orientation programme must provoke in the teacher awareness of the problems that Indian society faces, and that education is the answer to these problems. It should also focus on the achievement of the goals set out in the Indian Constitution. Issues relating to subject knowledge and pedagogy, although important in them, would only be meaningful when understood in the total perspective of national development.

Adaption of lesson plans

- **Directed Learning** there are a variety of resources available for faculty members who prefer self-directed learning about online instruction, including books, journal articles, video, recorded online seminars, and online materials.

- **Mentoring Approach.** as a form of professional development for online instructors is common. Mentoring can either be part of a formal program or an informal relationship; some faculty members receive formal training as mentors, others are chosen for their prior online teaching experience, while some institutions use a team mentoring approach.
- **Collaborative Course Design** One form of faculty development is collaborative course design, or ongoing mentoring and individualized support
- **Workshops** can be internally or externally run, can take place on site or at a different location, and can vary in length. Workshops tend to be face-to-face, group experiences that include a variety of activities, including lecture, small group work, and hands-on technical training.

Action to be taken in a specific order

- Realize the roles and expectations of your faculty.
- Increase respect and trust with your faculty as learners.
- Re-evaluate a wide perspective for consistent new abilities that addresses all the aspects that impact faculty achievement in each setting.
- Bond the institutional/organizational culture with your faculty development culture.
- Carry out a needs assessment to establish relevant program outcomes.
- Seek timely and effective feedback.
- Make a culture for learning based on collaboration, teamwork, and shared vision.

Management obligation toward faculty development

- Decide and make available the necessary human and financial resources for the program.
- Focus on practical outcomes during training and workshops.

Online Programme

Online professional development programme is also a helpful content. Some online training is combined with face-to-face professional development for a blended approach One clear benefit of online training is that it can allow faculty the opportunity to experience the online learning environment first-hand; however, some online training could be time-consuming or expensive.

Prospective Benefits

- Flexibility and resourcefulness
- prospective to build community among teachers and across groups
- New potential for accountability

Research Methodology

The researcher has consult various faculty, trainer and departmental officials for the intention of primary data with the help of structured questionnaires .The given study is exploratory in nature and explores the secondary conceptual data from sources like books, magazines, internet sources and Newspaper articles.

Conclusion

High-quality professional training programs for faculty members have become essential to higher education institutions in order to be able to compete in this ever-changing world. It is clear that faculty development has become well established and has grown into a recognized

activity within higher education. Professional training programs produce promising outcomes in the learning and teaching practices and many FDPs have proven effective in developing faculty skills and educational leadership. Indeed, today, faculty development constitutes a strategic lever for institutional excellence and quality, and essentially important means for advancing forward institutional readiness to bring in the desired change in response to the ever growing complex demands facing universities and colleges.

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Revised Accrediation Framework

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We, the people of India, live in the biggest democracy of the world. India has a widespread and diverse education system which carries a herculean task of uplifting the standard of the quality education, qualitative thinking and makes them accountable citizens. Recently, the University Grand Commission had approved the "Quality Mandate" in the meeting held on 24.05.2018, for improving the quality in educational institutions. The commission supposed that every institution shall get NAAC accreditation with a minimum score 2.5 by 2022.

UGC had constituted an autonomous body, NAAC (National Assessment and Accreditation Council) in 1994 as per the concerns of National Policy in Education (1986). NAAC is an institution focuses on the quality enhancement in the Higher Educational Institutions (HEIs) in India. To contribute to the national development, to fostering Global competencies among students, to inculcate a value system and to promote the use of technology, NAAC has introduced a Revised Accreditation Framework in July 2017.

As per new manual's guidelines Assessment and Accreditation of the HEIs is now based on the seven criterion divided into two metrics- Qualitative and Quantitative. It is more revised, redesigned and restructured framework to bring transparency, Objectivity and robust change in the galaxy of Indian education system. Its main focus is on the quality culture in universities, autonomous and affiliated colleges. An institution has concentrated on Quality initiatives, Quality Sustenance and Quality Enhancement. It has distributed the metrics and Key Indicators across seven criteria.

Types of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges
Criteria	7	7	7
Key Indicators	34	34	32
Qualitative Metrics	38	38	41
Quantatives Metrics	99	98	80
Total (QlM +QnM)	137	136	121

Each of these metrics in different criterion is given a weightage which seeks authentic information and documentation. The following points are added in the assessment and accreditation process in the latest manuals.

- NAAC has asked to take geotagged photos of ICT enabled classrooms, laboratory, and other facilities provided in the institution for the learners. (2.3.2)
- NAAC has asked to upload the year wise list of mentor and mentees and its ratio. (2.3.3)
- Every HEIs should to upload the Programmes Outcomes (POs). Programme Specific outcomes (PSOs) and Course Outcomes (COs) on the website and also informed and communicated to teachers and students. (2.6.1)

- Online Student Satisfaction Survey will be conducted as a part of assessment and evaluation process in teaching and learning. The data of the students along with all details has to be submitted concurrently during the online submission of SSR. (2.7.1)
- Under the head of Innovation and Ecosystem, metric ask to constitute Ecosystem for innovation and incubation centre and other initiatives for creation and transfer of knowledge at the institution level. (3.2.1)
- In the revised framework, the criterion II, i.e., Teaching, Learning and Evolution, carries 350 marks.
- Promotion of value based education to inculcate social responsibility through curriculum is at the centre in the student's progression.
- Alumni Association should have a registration and can contribute in academic affairs through financial and non-financial means.
- Waste management steps, Rain water harvesting structures, Green practices and Annual lighting through LED bulbs are the important point added in the Criterion VII.
- The HEI should have a handbook or manual of code of conduct for students, teachers, governing bodies and principal.
- To increase the sense of patriotism and national identities, Institution should have a plan which focuses on fundamental duties and Indianess and other constitutional obligations.
- NAAC has asked to describe at least two best institutional practices successfully implemented by the institution.
- An institution needs to explain the institutional distinctiveness and its performance in one area in about 100 words.
- To bring transparency in the process of assessment and accreditation, institution should upload the SSR, data templates in password protected mode, AQAR (year wise) and Accreditation outcome documents under the separate NAAC tab/link on Higher Educational Institution.
- For the recognized institution under 2f & 12B, A & A fees and Peer Team Visit logistics and expenses on TA would be reimbursed to the head of the institution.
- The entire process of A & A will be based on ICT score which is the mixed evaluation of qualitative and quantitative metrics.
- The evaluation of Qualitative metrics is completely based on the system generated Quality Profile

Data Verification and Validation

NAAC has revolutionized the process of Assessment and Accreditation. Utmost Transparency is the key aspect of Revised Framework. A list of 19 pages is made available on the NAAC's website which explains and clarifies the metrics wise necessary documents along with special instruction. The Higher Educational Institution should respond in the stipulated time during the clarification stage.

Not Applicable Metrics

On the basis of recommendations of Core working Group (CWG), on 16th march 2018, NAAC has given a facility to opt out some of the Qualitative metrics which may not be applicable to the Higher Educational Institution.

a) Maximum weightage of metrics that can be opted out shouldn't exceed 50 weightage (up to 5%).

b) Metrics with maximum of total 20 weightage per criteria can be opted out.

c) Criteria 7 is essential .No metrics can be opted out.

d) Metrics identified as essential cannot be opted out (list of essential metrics are enclosed).

e) Qualitative metrics cannot be opted out.

The revised process indeed is an effort to ensure the objectivity of the accrediting agency as well as the Higher Educational Institution. The entire assessment and accreditation promotes the use of technology in the teaching-learning method and governance of HEI's. the Technology enabled system will enhance the effective functioning in the documentation and data management .

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An Analytical Study on Contribution of the Faculty Development Programme in Professional Development

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Abstract

Faculty development has become an progressively more significant factor of education. Faculty development activities have been considered to improve teacher effectiveness at all levels of the educational, it is a planned program to prepare institutions and faculty members for their educational roles and to improve an individual's knowledge and skills in the areas of teaching, research and administration. The aim of the programme is to educate faculty members the skills relevant to their institutional setting and faculty position, and to carry on their strength both now and in the future.

Keywords :- Practices,Policies,Regulatory reforms, institutional support, Online education

Introduction

The National Policy on Education (NPE) 1986 in its programme of action makes allotted reference to the vital link between teacher motivation and the excellence of education. The NPE accepted the need for improving value of teaching and proposed to offer opportunities for skilled and career development so that teachers may accomplish their task and responsibility inside the system of higher education. It was proposed to improve their motivation skills and knowledge through systematic orientation in definite subjects, techniques and methodologies, and thereby encourage in them the right kind of values that would in turn encourage them to take initiatives for inventive and creative work. UGC - Human Resource Development Centres are mainly entrusted with the accountability of organizing in-service training programmes. These include Orientation courses and Refresher courses. The major plan of orientation courses is to inspire the young lecturers' self-reliance and make them conscious of social and economic concerns of Indian society and the role of education in dealing with them. The drive of refresher course is to help teachers acquire knowledge about the latest developments in the field and encourage them to undertake quality research.

Objectives of Study

1) Knowing faculty development programme and their strength and weakness
2) Identify the progress of training/teaching practices
3) To study the impact of various programme career growth

Faculty development programme are to enable lecturers to:

a) Make aware of the worth of education in general and higher education in particular, in the global and Indian perspective.

b) Make aware the relationship between education, economic and socio-economic and cultural development, with particular reference to the Indian polity where democratic system, secularism and social justice are the basic creed of society.

c) Obtain and develop basic skills of teaching at the college/university level to reach goals of higher education.

d) Keep side by side of the latest developments in their specific subjects.

e) Realize the organization and management of a college/university and to observe the role of teachers in the total system.

f) Build up opportunities for development of personality, initiative and creativity.

g) Encourage computer literacy as well as Internet awareness.

The teacher is the spine of the educational system; our system does not provide ample opportunities for their professional development. It is, therefore, necessary to develop integral mechanisms to provide opportunities for teachers within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting information; she/he must also familiarize students to meet the challenges of life, to become not only a trained professional, but also a better citizen.

E-content development

New techniques of teaching and educational technology along with developments in Information Technology have made the job of a teacher both exact and challenging. Now, it has been decided to give a greater thrust to e-content development. In order to create Internet knowledge as well as computer literate teachers, to create e-content assemblers and creators, the University Grants Commission is launching specifically designed orientation programmes/refresher courses in these subjects. The special orientation programme in IT is to create Internet literate citizens from amongst new entrants as well as in-service teachers and to make them well-known with use of software tools irrespective of the subject they are teaching. attainment of knowledge is a two-way process between the teachers and the taught and, therefore, collectively they must advance the frontiers of knowledge.

Knowledge explosion

Moreover, there has been awareness explosion in every discipline. A college/university teacher has to continuously update their knowledge in their chosen field of knowledge, or run the risk of becoming totally outdated in a very short period of time. While the really motivated and hard-working teachers use their own resources to keep themselves abreast of new knowledge and to educate themselves in the latest processes, methodologies and techniques of teaching, it is necessary to afford systematic and organized orientation programmes for the large number of teachers at the college and university level. The orientation programme visualized under this Scheme must not be stiff. Under the programme, it is intended to inculcate in young Lecturers the excellence of self-reliance through their awareness of the social, intellectual and moral environment. The programme should allow the teachers to discover themselves and their potential through a optimistic appreciation of their role in the total social, intellectual and moral universe within which they function and of which they are key members. Only in a country where teachers are able to fulfil their responsibility with awareness and confidence, the educational system becomes pertinent and dynamic.

Relevant To Indian Conditions

The orientation programme must provoke in the teacher awareness of the problems that Indian society faces, and that education is the answer to these problems. It should also focus on the achievement of the goals set out in the Indian Constitution. Issues relating to subject

knowledge and pedagogy, although important in them, would only be meaningful when understood in the total perspective of national development.

Adaption of lesson plans

- **Self-Teaching** there are a variety of resources available for faculty members who prefer self-directed learning about online instruction, including books, journal articles, video, recorded online seminars, and online materials.
- **Peer Mentoring** as a form of professional development for online instructors is common. Mentoring can either be part of a formal program or an informal relationship; some faculty members receive formal training as mentors, others are chosen for their prior online teaching experience, while some institutions use a team mentoring approach.
- **Collaborative Course Design** One form of faculty development is collaborative course design, or ongoing mentoring and individualized support
- **Workshops** can be internally or externally run, can take place on site or at a different location, and can vary in length. Workshops tend to be face-to-face, group experiences that include a variety of activities, including lecture, small group work, and hands-on technical training.

Steps to be taken in a specific order

- Realize the roles and expectations of your faculty.
- Increase respect and trust with your faculty as learners.
- Re-evaluate a wide perspective for consistent new abilities that addresses all the aspects that impact faculty achievement in each setting.
- Bond the institutional/organizational culture with your faculty development culture.
- Carry out a needs assessment to establish relevant program outcomes.
- Seek timely and effective feedback.
- Make a culture for learning based on collaboration, teamwork, and shared vision.

Institutional commitment toward faculty development

- Obtain the support of superior administrators for faculty development programs.
- Decide and make available the necessary human and financial resources for the program.
- Focus on practical outcomes during training and workshops.

Faculty development barriers

- Poor motivation to put in centre programs/events
- Best practices vs. Emergent practice
- Teaching schedules and logistics
- Tenure and promotion process
- Balance between institution and self goals
- Ego problem
- Mindset
- Time constraint
- Instructional challenges
- Resistance to change
- Insufficient assessment methods and processes

- Inadequate resources
- Conflicts with institution
- Lack of confidence

Online Programme

Online professional development programme is also a helpful content. Some online training is combined with face-to-face professional development for a blended approach One clear benefit of online training is that it can allow faculty the opportunity to experience the online learning environment first-hand; however, some online training could be time-consuming or expensive.

Potential Benefits

- Flexibility and resourcefulness
- prospective to build community among teachers and across groups
- New potential for accountability

Research Methodology

The researcher has consult various faculty, trainer and departmental officials for the intention of primary data with the help of structured questionnaires .The given study is exploratory in nature and explores the secondary conceptual data from sources like books, magazines, internet sources and Newspaper articles.

Conclusion

There are no shortcuts to long-lasting teacher professional development and progress in student achievement. Faculty teaching development programs are helpful as has been measured through surveys and student evaluations. Programs increase faculty members' value of teaching, regenerate their motivation and enthusiasm, and improve their knowledge, behaviours, and dissemination of skills. Faculty development programs that support teaching perfection, effectiveness, and competency are needed for individuals teaching in colleges because excellent teachers are needed in order to prepare future. some faculty development models can be implemented to support teaching development .After a careful analysis of the benefits and costs associated with the models, faculty members can make informed decision about which faculty teaching development plan would be most properly and successfully implemented at their institution. More study is necessary to maximize the outcomes of faculty development programs.

Recommendations

Faculty development programme are doing their best but they are not covering all the aspects of a teacher's role or professional development. After considering the suggestions and views of the participants following are few suggestions for the improvement of programmes.

Teachers must be able to know the objectives of their subject.

- They must be able to select learning material according to their objectives.
- They must be aware about different methods of teaching.
- They must be practiced at least few very important teaching skills during courses.

They must be able to create healthy environment of teaching in which students

- Work with rather than depend upon teachers. They must be expert in research methodology.
- They must be able to select the useful research problem.

- Apart from above mentioned suggestions, lifelong learning needs to be a goal for each professional teacher for his professional development.

Therefore, along with the courses for newly appointed teachers, orientation programmes for heads of departments, principals, deans, officers, etc. must be well structured with a view to acquainting the top-level administrators with what teachers are learning in the orientation programmes. This experience will enable the decision makers to actively participate in the scheme; at the same time, these administrators would be able to change their own roles as supervisors of higher education by demanding newer role performance from the teachers.

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The Approach of NAAC About Research, Innovation and Extension

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Abstract:

There are five key indicators in criteria number three. First is (3. 1) resource mobilization for research, second is (3.2) innovation ecosystem, third is (3.3) research Publication and award, fourth is (3.4) extension activities and five is (3.5) collaboration as well as there are 120 marks for this criteria. NAAC assessment has taken notice in the students 'interest in creating sympathy in students about the students' interest in creating awareness of curiosity, passion and enthusiasm among the students, social inequalities in the society, gender, social health, infectpious diseases and serious issues. It is observed that in the college education system, there is a conservation of quality, funding. When faced with this issue, the research work done by a college or university is expected to be structured with evidence of how a transparent society is useful and important and theft is not copy. In addition to this, explain the contribution of an incubation centre set up in the college or university to create a kind of creative attitude for the students who gave their ideas and social interventions to the social interests in the students. In order to create awareness and sympathy about the social problems, problems and problems that occur in the neighbourhood communities, by organizing programs in collaboration with college or university and semi-governmental organizations, government organizations and the board, and engage with other sexing organizations, the employees and students of new knowledge gathering and extension Interchange It is appropriate to present the qualitative and quantitative information in this context according to the templates of the NAAC with document and link proof.

Objectives of research paper :

1. To be study The Approach of NAAC about Research Innovation and Extension.
2. To be study importance of research and activities in criteria number three.

Research methods:

There has used secondary data collection source for this research paper.

The result of education is one way to develop the all-round development is the fact that the person always use man-made and naturally organized society in research to find solutions to solve problems by using the proper sense of the nature are created by qualified person on earth to keep the attitude of society to preserve the existence of systems issues This area is the essence of education is NAAC approach to verifying. Develop a theoretical and practical research approach among students in terms of innovative and creative and curriculum. Specially, the students will be able to work on solving problems related to social and vulnerable problems, problems related to them, so that research or curiosity in the college or university area will be created in the staff and students and it will help in creating innovative initiatives. In order to actively implement these ideas by welcoming research ideas from employees and students, the college or university

should take special initiatives to conduct research experiments in colleges or universities and other open communities so that they can see new research. Also, the welfare activities and policies implemented by the welfare organizations, boards, groups, NGOs and administration systems of the society, the implementation of public awareness or survey or research work done by the staff and students. Therefore, the name of the college or university in the society will be known as the centre of the incubation, always working towards getting the scope of its innovative and creative activities to the grassroots community system, not limited to college or university campus.

In order to sensitize the community about social issues and social problem and values, with the help of local bodies and administration systems and factories, water savings, exploitation, waste management, gardening, home decoration, programmatic theatre and hall decoration, office decoration, painting, Street play, Resource mobilisation, computerization, computer training, art development, free counselling and guidance, collecting junk, schooling in backward class, awareness on addiction, awareness campaign for out-of-school children, campaign for teenage girls, awareness of women safety legislation, Plantation & Promotion, support for old age, wasteful activities from waste, fund collection, farming Guidance, guidance to pregnant mothers and children, entertainment platform for leprosy, help from women rehabilitation centres from time to time, showcases films to prison inmates, public awareness about AIDS, debate competition, organizing competitive examinations, personalities development, programs for third-party people, soldiers and police To give shelter to orphans, advocacy to problematic person, Organ donation and blood donation awareness, playing field games, dance competition, gathering thrillers, music chairs, tennis tournaments, cricket events, kabaddi tournaments, running events, teenage girls program, study tour, food security program, English speaking course, plastic free premise, Tobacco Free Campus, Parenting Meet, Employee Training Class, Constitution awareness Rally, National Festival of Festivals, Elections Awareness, disaster management training, incentive awards, training and skills development classes, seminars and workshops are expected to be conducted on behalf of the college or university.

There is most important of research and social activities because student should be activated about society. Graduation and post graduation education is turning point of students. This stage decides future life of student. Colleges or Universities should be giving freedom to students for explained and developing skill without limitations and tension. Any syllabus can't be able to become exhaustive or all-rounder to students. Students shouldn't be depended on syllabus for our progress but syllabus is an away and key of success.

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Impact of ICT in Improving the Quality of Education

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Abstract

Information and Communication Technologies brought-in tools and techniques in the field of education that introduced new concepts of teaching and learning. Learning management system is one of the key tools used in educational institutes to facilitate e-learning. There is remarkable digital divide among urban and rural areas. ICT is increasingly becoming indispensable part of the education system. It has changed many aspects of the lives. These changes have caused educational institutions, administrators, teachers to rethink their roles, teaching and vision for the future. ICT has opened new challenges for quality education. It highlights the impacts and benefits of ICT in education, its limitations and challenges to education systems. ICT is a scientific, technological and management technique used in handling information, its application and association with social, economic and cultural matters. ICT stands for Information and Communication Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is now broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly used ICT.

Keywords: ICT, ICT in improving, education system, quality of education, roles of, teaching and learning process.

Introduction

Information and communication technology (ICT) is a force that has changed many aspects of human endeavors. The impact of ICT on various fields of human Endeavour such as medicine, tourism, business, law, banking, engineering and architecture over two or three decades has been enormous. But when one looks at the field of education, there seems to have been an uncanny lack of influence of ICT and far less change than other fields have experienced. The quality of professional development of teacher education depends on the extent of ICT integration in teacher education programme.

Information and Communication Technology (ICT) is one of the rapid development technological fields in the global society. Among the developing countries India reached a significant position in development of ICTs. Particularly in the field of education its development is tremendous. There is no doubt in the near future's development will based on ICTs. However benefits of ICTs are not reached expected level in the rural areas still the rural population living with minimum level of ICTs facilities especially the poorest of the poor.

ICT integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that students are familiar with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components. It is right to say that almost all ranges of subjects' starts from

mathematics, science, languages, arts and humanistic and other major fields can be learned more effectively through technology-based tools and equipment.

The education has vital role in building the society. It is one of the most important needs for the well being of individual and the society. Quality education helps to empowering the nation in all aspects. There are many ways to increase the learner's knowledge, and technology is the most effective way. ICT is an acronym that stands for Information Communication Technologies, that includes all technologies for the manipulation and communication of information. Broad definition of ICT includes radio, television, satellite, mobile phones, computers and the internet. Impact of ICT in education includes two things ICT and education. It includes any communication device, application or service used to educational purposes to support and improving the learning of the students. ICT can be considered as a sub field of educational technology. According to ICT is a scientific management technique used in handling information in application and association with social, economic and cultural aspects. Appropriate use of ICT can transform the whole teaching-learning processes leading to paradigm shift in both content and teaching methodology.

Aims and Objectives of ICT Implementation in Education

- Improvement in learning pace and achievements.
- Implement the principle of life-long learning / education.
- Increase a variety of educational services and medium / method.
- Promote equal opportunities to obtain education and information.
- Develop a system of collecting and disseminating educational information.
- Promote technology literacy of all citizens, especially for students.
- Promote the culture of learning at school.

However, in this paper ICT tools refers to the common technology-based tools that are using in schools such as computer, Laptop, LCD, digital photocopy machine, digital Audio and Video devices, digital camera, scanner, DVD player and multimedia projector.

Methodology

This present study is based on secondary sources like books, Articles, Journals, Thesis, University News, Expert opinion and websites etc. The method used is Descriptive Analytic method.

Use ICT in the Field of Education

The Indian Education System is one of the largest in the world. Planning and Management of ICT based education has primarily the matter of State but Central Government in this area [2]. The large size and complex structures across Indian States makes the matter of policy, planning and monitoring is highly complex. In order to improve the quality and effective ICT education, planning and management is needed in-time and in a format conforms to the requirement of the user operating agencies at various administrative hierarchies. Evaluating technology projects is notoriously difficult. Even more so is the evaluation of educational interventions.

ICTs are a potentially powerful tool for extending educational opportunities. The use of ICT is making major differences in the learning of students and teaching approaches. Several studies reveal that students using ICT facilities mostly show higher learning gains than those who do not use, actually it acts as an assisting tool. It provides quicker and easier access to more extensive and current information. The integration of ICT in classroom is getting more important as it help student in enhancing their collaborative learning skills as well as developing

transversal skills that stimulates social skills, problem solving, self-reliance, responsibility and the capacity for reflection and initiative. All these elements are core values that students need to achieve in an active teaching and learning environment. For effective implementation of certain student-centric methodologies such as project-based learning which puts the students in the role of active researches and technology becomes the appropriate tool. ICT has enabled better and swifter communication; presentation of ideas more effective and relevant way. It is an effective tool for information acquiring-thus students are encouraged to look for information from multiple sources and they are now more informed then before. So for this reason ICT is very much necessary for Teacher Education.

The use of ICT for teacher training has been recognized by the governments of India. Broadening the availability of quality education materials in India, several initiatives are ongoing for creating digital repositories and learning objects; the Sakshat Portal of Government of India, initiatives like National Program of Technology Enhanced Learning , the Multimedia Educational Resource for Learning and Online Teaching seek to create quality digital content for different levels of education.

Conclusion

The place of information and communication technology in education and training cannot be overemphasized. Its full integration in education helps to ensure quality education in various levels of education such as primary, secondary and tertiary.

Teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society.

Support of school 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 and providing more autonomy to local schools all contribute to the optimal use of ICTs in education. Very few strong examples of integration of ICT into classroom teaching learning is visible, though some schools do use the audio visual aids and integrate teaching of some lessons.

ICTs help expand access to education, motivate to learn, facilitates the acquisition of basic skills, and can transform the learning environment thus help improving the quality of education. Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions.

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Higher Education Institutions and Revised Accreditation Framework

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The education system of India is one of the largest and diverse in the world. In ancient time, there was the name of Indian universities like Taxila, Nalanda, Vikramshila and also learners and scholars. As time changes, the education system also changed in that scenario. Then the issue came in forefront regarding quality in higher education. In this concern, the National Policy on Education in 1986 and the Programme of Action in 1992 highlighted the need of independent National Accreditation agency. Hence, National Assessment and Accreditation Council was established in 1994 for making quality assurance in higher education institutions. It has realized that the Nation's development reflects through its education system. Education is the strength of Nation.

The trend of transformation in higher education institutions began with the mandatory accreditation of institutions i.e. higher education institutions must have to go through the accreditation process. Hence, institutions have to maintain quality culture in terms of quality initiatives, quality sustenance and quality enhancement.

The new framework of assessment and accreditation reflects in ICT enabled, objective, transparent, scalable and robust. There are seven criteria to serve as basis for assessment of higher education institutions as 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. Out of these criteria, teaching-learning and evaluation is one of major aspects to go with quality sustenance. Institutions have to take great efforts in providing effective teaching-learning experiences, interactive instructional techniques, learner centered education through appropriate methodologies like participative learning, experiential learning and collaborative learning modes with use of ICT tools. It builds competencies among students and also professional development of faculties. It also includes programme outcomes, programme specific outcomes and course outcomes with its attainment. Effective teaching-learning process reflects in satisfaction of students.

Under other criteria, higher education institutions have to take planned and strategic efforts on different aspects such as academic flexibility, curriculum enrichment, feedback system, research publication, extension activities, collaborations, physical facilities, Library as a learning resource, IT infrastructure, maintenance of campus infrastructure, student support, student progression, student participation, alumni engagement, institutional vision and leadership, strategy development and deployment, faculty empowerment strategies, financial management and resource mobilization, internal quality assurance system, institutional values and social responsibilities, best practices, institutional distinctiveness etc. for overall development of institution, students and staff.

The Higher Education Institutions can decide their strategies on following aspects to find positive changes in higher education under revised accreditation framework.

- Perspective plan of the institute – Institutions must have to develop their perspective plan for 5 years which will reflect definite and positive development in students, teachers, support staff and institution.
- Timely update of institution's website – Institutions have their own website and regular update of website
- Students' active participation in most of the activities i.e. group discussion, field visits, debates, elocutions, hands experience, educational visit, model development, skill development activities, outreach activities
- Use of ICT in teaching-learning
- Collaborations with other organizations through MoU and linkages
- Special identity of the institution
- Extension activities and outreach programmes
- Bench mark survey – the institution can make bench mark survey about existing infrastructure, students' progress, faculty development, teaching-learning facilities, support services. It will help to identify the development takes place in different areas of the institution.
- Development of Sports, library, NSS and other forums.
- Infrastructure development in the institutions
- Audits – the institution can make different types of audits such as financial audit, administrative audit, academic audit, green audit, environmental audit etc.
- Feedback – feedback of students, teachers, employers, parents, management, community etc. help the institution to develop faith among the stake holders about the institution.

In this way higher education institutions can create their own path towards overall development. UGC is trying to boost the education system and also implemented various education policies since last some decades but they were not sufficient to put our education system at world level. There are various challenges in higher education system found by Nivedita Rao (2017) and Younis Ahmad Sheikh (2017) are as below :

- Quality
- Shortage of resources
- Teacher vacancies
- Accountability and performance of teacher
- Lack of employable skill
- Enrollment
- Equity
- Political influence
- Infrastructure
- Research and innovation
- Accreditation
- Structure of higher education

Conclusion

Under new assessment and accreditation framework, higher education institutions need to prepare perspective plan and annual plan with its proper execution because it is mandatory to submit AQAR annually. Therefore, there is need to develop mechanism for proper implementation of different activities of the institutions. There must be strong will among the faculties to develop student centric culture in the institution. New framework also expects proper planning and proper execution with satisfactory development of students and community.

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Faculty Development Programme in Higher Education

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Abstract:

The promotion of the research is a significant responsibility of the particularly for university without a which a research culture on campus cannot be realized .The HEIs have to be actively engaged in this through evolving appropriate policies and practices. Making adequate recourses available , encouraging active research involvement of teachers and scholars in research as well as recognizing any achievement of teachers through research.

Introduction :

The adequacy and optional use of the faculties available in an institution are essential to maintain the quality of academic and other programes on the campus. It also requires information on now every constituent of the institution, students, teachers and staff benefit from these facilities. Expansion of faculties to meet future development in included among other concerns.

Keywords – Physical faculties, library as learning resources, infrastructure.

1. **Physical faculties:** Adequate infrastructures facilities are keys for effective and efficient conduct of the educational programmes. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the ejective ambience for curricular, extra curricular and administrate activities.
2. **Library as a learning Resources** : the library holding in terms of books, journals and other learning material and technology aided learning mechanisms which enable students to acquire information, library using the ILMS, e-journals and books providing remote access to e-resources and books.
3. **Infrastructure:** the institution adopts policies and strategies for adequate technology development and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative process the staff and students have access to technology and information retrieval on current and relevant issues. The institution develops and employees –ICT for a range of activities.
4. **Teaching strategies :** Institutions of higher learning across the nation are responding to political economic, social and technological pressures to be more concerned about how well students are prepared to assume future societal roles. Faculty are already felling the pressure to lecture less , to make learning environments more inter active, to integrate technology into the learning experience &to use collaborative learning strategist when appropriate.
5. **Promotion of research and facilities :** The promotion of research is a significant responsibility of the HELs particularly for universities without a research culture an campus cannot be realized. It also includes responsiveness and administrative

supportiveness in the institution in utilizing the supports and resources available at the government agencies and other agencies.

Objective :

- To promote the resource mobilization for research.
- To innovation the ecosystem.
- To inculcate evaluation process and new reforms of the skill acquired at various level of the programmes.
- To encourage the student and their performance and learning outcomes.
- To manage student satisfaction survey

Methodology of the Study :

The study is mainly based on the secondary data and also on to primary observation of the research case method are uses in the faculty development programme. In this method instruction strategy that engages. Students in active discussion about issues and problems.

Review Literature :

As we pervious blog 'Quality statues' of an institution. Process follows holistic, systematic and objective approach as institutional improvement.

- Measure its effectiveness and efficiency .
- Identify its strengths and weaknesses.
- Take necessary steps as improvement.

Assessment and accreditation:

- The higher education institutions shall submit the letter of intent (COI)
- Evidence of contributing into the care values.
- Evidence of building from the strengths identified by the institution.
- Action taken to rectify the deficiencies recognized by the institution.
- Efforts mode by the institution towards quality enhancement.
- Future plan of the institution the enhancing quality.

Conclusion:

The final conclusion is the result of excercise will be an ICT based score, combinating evalution of faculty devolement programme of quality and quantity metrices ,give general information of institution and its context. The critical analysis of presenting strengths and weeknesses of HEL under, each criteria and opportunities and challenges.

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Best Practices Amongst the Teaching-Learning Activities of Higher Education

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Abstract:

"The phrase "best practice" was initially borrowed from the field of medicine, law, and architecture, where "good practice" or "best practices" are each day words used to portray solid, trustworthy, state-of-the art work in a field. If a professional person is following best practice standards, and he or she knows sufficient about current research and every time offers clients the full payback of the newest information, expertise, and measures. if educators are people who take ideas seriously, who believe in inquiry and its analysis, and who tries for possibility of human progress, then our system must label and respect this type of practice that is at the leading circumference of the field. So that's why we have used the expression Best Practice—as a shorthand badge of consistent, thoughtful, well-versed, accountable, state-of-the-art teaching."

Keywords: Education, MOOC, Skills, Best Practices, Interactive, Critical Thinking, Teaching

Introduction:

Higher education in the 21st century is about more than acquiring knowledge from a single discipline. It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is more close to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high drop-out rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason.

Universities need to know that they have to change traditional structure from fact-based conventional lecture system to interactive teaching system with the endeavor of nurturing sturdy skills such as critical thinking, developing and expert mind set, and problem-solving. An education will give them insight and guidance into how they progress from a exterior engagement with this information to a inner understanding of the topic. We should teach students how to process information in a way that extracts meaning, connects concepts and derives insight. Expertise of their selected discipline requires them to expand theoretical and realistic skills and sensibly apply this as they practice acquaintance and information.

Objectives of the research:

1. To study the Higher education scenario in India
2. To find out the real world problems among teaching field
3. To suggest the best practices to be used for the teaching learning activities

Research Methodology:

The current study depends upon the descriptive approach. The data has been collected from the secondary data resources available from internet, journals, magazines and newspapers.

Expectations from Students of Higher Education:

Our aim for our graduates is that they will:

- Exhibit profound theoretical understanding of their selected discipline and topic
- Work efficiently in multi-level, international teams and across national boundaries
- Move toward challenges with interest, serious thinking and imagination
- Ingeniously apply their skills to solve multifaceted real-world situations
- Comprehend and worth different cultures and situations
- Developed into sovereign learners with high self-sufficiency
- Show a tough sense of personal and qualified characteristics.[1]

Future of Higher Education:

- Strategies for higher education should be set within an educational chain extending from early childhood to post- graduate education to career advancement. Improving the interrelationship of all stages and levels of education should be a long - term policy goal.
- Rural, urban and gender disparities must be kept in mind by policy makers in planning and implementing the higher education system.
- While quantity is important, say achieving, double digit percentage for higher education, quality is paramount. Higher education should continue to be subsidized by the Government in an adequate manner. For improving the quality in education the role of public sector should be enhanced.
- While the Western models of higher education should be suitably adopted, the education planners/implementers and the institutions should devise and develop indigenous ones.

Adaptation of best practices:

Although it is true that "the best are the borrowed ideas" contextualizing them is essential. Elements of best practices or descriptors for the best practices can always be borrowed and improved upon further, with some amount of creativity and spirit of innovation. In adapting or borrowing best practices from other systems, we should remember that they can be ideal models of good practice - ideal, systematic, representations of patterns amongst variables. They may be simplifications of the complicated realities. When a system adopts a particular practice, several barriers may be encountered. Successful adaptation of best practices depends on both individual characteristics and the institutional context.

The individual characteristics may include factors such as the value system of individual members of the institution, their needs, creativity of the members who would adapt the practices and cohesiveness among the members of the institution. The leader's attitude to a practice is an important factor in the adaptation. When the head is receptive and is willing to adopt an innovation half the barrier to implement the practice is overcome. Further, effective leaders involve their staff and students in decision-making regarding new academic and administrative practices and that makes all the difference in the successful adaptation of the practice. The institutional context may include factors such as resources available, institutional arrangements, flexibility in institutional structures to support the practice, etc. If the interplay between the

individual and institutional factors is fruitful, the practice is adapted successfully resulting in expected outcomes.[2]

Enhancing students' creativity and agility for today's job market through Best Practices:

1. **Incorporating digital learning in courses**

Online courses are open to individuals seeking to acquire specific professional skill sets for continuing education purposes. Many MOOCs developed are needed to incorporate into our initial training courses. They are based on tools such as serious games, social networks and Fables.

2. Developing soft skills through greater student involvement

- Autonomy
- Interculturalism and curiosity
- Quickness and the capability to work in a project-based atmosphere
- Creativity and innovation.

3. Sharing and developing new teaching practices between professors

Professors and support staff from different colleges need to meet regularly either in person or remotely in order to exchange ideas and compare practices. More generally, projects and events have to be introduced to support and foster the development of a common teaching model for all the colleges.

4. Contributing to higher education outside the walls of colleges

Our research professors' expertise and experience in innovative teaching practices should extends beyond the confines of our colleges. Furthermore, professors' research should focus on the use of digital technology for learning, such as web semantics, artificial intelligence in education, etc.[3]

Conclusion:

In an surroundings of global competitiveness it is significant that Indian products of the higher education institutions are as capable as graduates of any other country,. not only in their academic attainments, but also in requisites of the value structure and affluence of their character. Unless the excellence and standard of Indian higher education institutions is improved enthusiastically and continued at a high level through novelty, originality and regular monitoring, it seems to be hard for the Indian academics to compete in the world scenario.

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Comparative Analysis of Schools Affiliated with Different Educational Boards, in Nagpur

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Abstract-

The study aims to find out working pattern of schools affiliated to various educational boards. The research intends to understand the teaching methodology, syllabus, assessment system of schools affiliated to various boards. This study is an analysis of the four main boards in terms of teaching methodology, syllabus, assessment method and activities. It is not a comprehensive analysis or an exhaustive comparative study however a sincere attempt is made to know and learn more about schools affiliated to ICSE, CBSE, IB and state board. The study reveals that all the Boards gives paramount importance to evaluation and examination system but state board schools less emphasizes on co-scholastic areas.

Keywords- CBSE,ICSE,STATE BOARD, Evaluation

Introduction

Education plays a vital role in the overall personality development of human being. What is more essential is provision of value oriented education rather than opening schools without taking care about quality issues. With the passage of time it was felt that education is indispensable for all without any inequity on the basis of caste and creed. Gradually various national, international and state boards and organizations of school education came into existence to serve some or the other purposes. In our education system there are approximately 33 different educational boards and they differ in their structure and functioning. However, our major concern in this study is about schools affiliated with the Central Board of Secondary Education (CBSE), Indian Council of Secondary Education (ICSE), International Baccalaureate Organizations (IBOs) and Maharashtra state board.

India has primarily 4 boards of school education, namely CBSE, ICSE, State boards and IB. The study aims to know and learn more on these boards that we are familiar with. The study intends to do a comparative analysis. Every now and then we hear about amelioration done by boards with an aim of holistic development of students.

Nowadays every school claims of the quality education to prove that they are keeping pace with the modern era. The learning process depends upon basic fundamentals such as learning capacity of students, technology used for facilitating learning process, infrastructure, subject command of teacher and assessment system implemented.

Ideally, Schools set their own benchmark, design their strategies to achieve and evaluate them so as to ensure that they are up to date. The schools are also obliged to bring certain changes due to timely directives by board to which they are affiliated.

The study aims to find out working pattern of schools affiliated to various educational boards. The research intends to understand the teaching methodology, syllabus, assessment system of schools affiliated to various boards. The study is confined to Nagpur city.

Rationale of the study

This study is an analysis of the four main boards in terms of teaching methodology, syllabus, assessment method and activities. It is not a comprehensive analysis or an exhaustive comparative study however a sincere attempt is made to know and learn more about schools affiliated to ICSE, CBSE, IB and state board.

The study intends to highlight the similarities and dissimilarities of various syllabi that are prevalent in our educational system. We also know that CBSE and ICSE are the two main boards in India imparting quality education to millions of students.

There are State Boards too, under the con-current list, prepared curricula and syllabi for regional students.

There are lots of opinions among the parents, teachers and students about the superiority of one board over the other. Some consider CBSE board-based syllabus to be good and some other boards. I have met number of parents with lots of doubts in their minds about the difference among various boards.

There are perceptions spreading around that one board is better among all. Is it true? If so, on what basis? These questions will be answered only when we make an objective study to compare all the schools affiliated to above mentioned boards.

The study aims to study and compare the teaching methodology being adopted by schools affiliated to CBSE, ICSE, IB and state board. It has been object to understand the difference in syllabus of various boards and the evaluation method of students used by schools of different boards. It has been intended to understand and compare the schools of various boards on the basis of activities being carried throughout the session.

Objectives

1. To study and compare the teaching methodology being adopted by schools affiliated to CBSE, ICSE, and state board.
2. To understand the difference in syllabus of various boards.
3. To analyse the evaluation method of students used by schools of different boards.
4. To compare the schools of various boards on the basis of activities being carried throughout the session.

Basis of sampling

The study aims to highlight the differences among schools which are affiliated to various educational boards. The study has taken Nagpur as the universe. The respondents are Head of the school and teaching faculties of respective schools affiliated to various boards

Sample Size for the study is as follows

10 schools affiliated to State Board (Head of the school and 10 senior teachers from each school) (Total=110)

6 schools affiliated to CBSE (Head of the school and 10 senior teachers from each school) (Total= 66)

1 school affiliated to IB board operating in Nagpur. (Head of the school and 10 teachers from the school). The sampling technique used would be convenient sampling. The data has been collected by the help of questionnaire.

Data analysis, interpretation and conclusion

Teaching method/ tools used at schools affiliated to various boards (State, CBSE& ICSE)

From the table 1, 2 and 3 it is inferred that 32% of respondents from state board schools, 58% of respondents from CBSE board schools and 73% of respondents from ICSE board said that role play method is used to a large extent.

From the above mentioned table it is also inferred that 57% of respondents from state board schools, 77% of respondents from CBSE board schools and 100% of respondents from ICSE board said that audio visual aid is used to a large extent.

ICSE schools are found to implement all the teaching tools comparatively more than schools affiliated to CBSE and state board.

The teaching methods used in IB schools are Problem-solving activities, Investigations, Organized debates, Hands-on experimentation, analysis and reflection, Enquiry method and Use of multi media

Types of assessment conducted during the teaching period or after completion of a unit

From the table 4, 5 and 6 it is inferred that 69% of respondents from state board schools, 80% of respondents from CBSE board schools and 91% of respondents from ICSE board said that group activity is always used for assessment of students.

From the table 4, 5 and 6 it is inferred that 39% of respondents from state board schools, 68% of respondents from CBSE board schools and 100% of respondents from ICSE board said that club activity is always used for assessment of students.

The types of assessments used in IB schools are as follows.

Oral, Written, Project work, Practical Work, Group assignments, Demonstrations and reports, Case Study etc

Difference in syllabus of schools affiliated to various boards

From the table no 7, 8 and 9, it is evident that only 35% of respondents from state board schools, 61% of respondents from CBSE board schools and 91% of respondents from ICSE board said that Syllabus provides option of learning international languages.

It has been also inferred that 64% of respondents from state board schools, 82% of respondents from CBSE board schools and 100% of respondents from ICSE board said that the Syllabus aims to provide a competitive examination oriented curriculum.

Some other notable information from secondary data has been collected which is ICSE syllabus is tougher than that of the CBSE and State Boards in terms of difficulty level. Students who have studied in CBSE and ICSE find entrance exam of Engineering/Medical easy. In comparison to CBSE Computer education is better and of more practical usage in ICSE.

Particularly in learning English languages, IB is more detailed than the CBSE and ICSE. And ICSE is more detailed than the CBSE in this respect. If one compares text books, can see that IB and ICSE cover things in more in-depth manner. CBSE's coverage of the English language is simpler than those of IB and ICSE. In ICSE there is a clear emphasis on English literature

whereas in CBSE, English is functional and communication-based. Particularly in learning English languages, IB is more detailed than the CBSE and ICSE and challenging because of the quality of assignments given to the students. Parents in transferable jobs prefer CBSE because of its national curriculum. The number of ICSE and IB schools is much less in comparison to CBSE schools.

Co-scholastic areas which are assessed in school affiliated to various boards

Problem solving ability, critical thinking and interpersonal relationships of students are always assessed according to around 43% of respondents from state board schools, 70% of respondents from CBSE board schools and 91% of respondents from ICSE.

53% of respondents from state board schools said that swimming is never assessed, 46% said skating and 44% said skating is never assessed.

48% of respondents from CBSE schools said that swimming is never assessed

Types of competitive examination in which students participate from schools affiliated to various boards

94% of the respondents from state board schools said that students appear in scholarship exams and 68% said they appear in NLSTSE. 51% of the respondents said that students never appear in Geo genius and 40% of respondents said that students never ASSET.

74% of the respondents from CBSE board schools said that students always appear in NCO (National Cyber Olympiad), IMO (International Maths Olympiad) and IEO (International English Olympiad).

62% of the respondents said that students never appear in Geo genius (Indian's Geography Olympiad) and 59% of respondents said that students never appear in NIMU (National Interactive Maths Olympiad). 100% of the respondents from ICSE board said that students always appear in all the exams mentioned above except scholarship.

How is the evaluation done for SSC in schools affiliated to various boards?

Students are required to score a minimum percentage of marks in each paper so far as schools affiliated to all three board i.e. state board, CBSE and ICSE. Hence it is very clear that evaluation done for SSC in schools affiliated to various boards except IBO is based on the percentage system.

Suggestions

The study reveals that all the Boards gives paramount importance to evaluation and examination system. The affiliated boards lays guidelines to give priority to examination in all the studied Boards but schools have incorporated some added forms of assessment such as project work, reading and writing skills, participation in co-curricular activities, attitude and behaviours. CBSE affiliated schools focuses more on science and mathematics whereas ICSE board affiliated schools focuses more on interpersonal skills and global exposures.

Schools affiliated to State board has been found somewhat less emphasizing on such co-scholastic area which should be considered by them. These schools should also incept group activities and club activities in their academic curriculum.

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Significance of Academic And Administrative Audit in Quality Education

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Abstract:-

This paper presents the need and process of academic and administrative audit. It is a measure of quality standard of an educational institution. It facilitates the excellence in higher education institution. It provides the processes and systems that can ensure quality enhancement and realization of goals set in higher education. It plays vital role in assessment and accreditation system. It also enables the quality standards of an institution. It shows the importance of the effective implementation of a quality assurance strategy. In particular, two aspects are important that is Academic and Administrative audits of educational institutions. Total quality management is considered to be an important management philosophy which supports the educational institutions in their efforts to obtain satisfied result. It assesses the specific parameters useful in the quality enhancement for further development. It can be used as a tool to identify the areas for special focus and further improvement in the quality of teaching and research.

Introduction

The University Grants Commission (UGC), established in November 1956 as a statutory body of the Government of India through an Act of Parliament, has the unique distinction of being the only grant giving agency in the country which has been vested with two responsibilities that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. To monitor standards of the higher educational institutions the UGC has established the National Assessment and Accreditation Council (NAAC) as an autonomous body, under section 12 (CCC) of its Act in September 1994. NAAC has been instilling a momentum of quality consciousness amongst Higher Educational Institutions, aiming for continuous improvement. However, lasting improvements in standards cannot come about only by accreditation from outside, once in five years. An internal mechanism for sustenance, assurance and enhancement of the quality culture of education imparted by them, therefore, become essential. Many HEIs already have established the Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance activity. Recognizing the importance of such institutional internal quality system the UGC has taken a policy decision to direct all colleges to establish IQAC for which it has decided to provide seed financial assistance. All Colleges enlisted/recognized under section 2(f) and have been declared eligible to receive central assistance under 12B of the UGC Act. Initiatives are taken to enhance the quality of the program and the associated learning and teaching environment. IQAC plays an important and active role for the overall improvement of quality in teaching, learning, evaluation and research. All the activities should be student oriented. IQAC encourage the all stake holders for academic, curricular and co- curricular activity. IQAC review and collect the feedback from different stakeholders i.e. students, faculty, alumni, parents etc. The feedback should analyze and process for quality improvement. NAAC peer team also accesses academic, administrative, co-curricular,

research and social activities of an institution. As quality sustenance and enhancement is continuous process and IQAC has become a part of institutional system for conscious, consistent and catalytic involvement in the quality for channelizing all efforts and measures of the institution to achieve academic excellence. It promotes quality culture in consonance with stated mission.

IQAC plays vital role in quality assurance process. IQAC gives valuable suggestions to the management and principal to ensure high quality education standard. It renders its contribution in infrastructural development, Teaching, Learning and evaluation Process, Maintenance of departmental profile, Research and development activities, Introduction of New Courses, Organization of Conferences, Seminars and Workshops, Communication Skill development programmes, Organization of Campus interviews, Evaluation by feedback mechanism, Analysis and Maintenance of PBAS and CRs of staff, Training programme for teaching and non- teaching Staff, Submission of proposal for Conferences/Major/Minor research projects and Monitoring of Student Attendance.

IQAC collects the information through feedback from students, stakeholders, Alumni and all the departments, analyses the feedback and recommend the suggestions for improvement to the management. It directs and monitors all quality development activities in the institution. It also works for welfare of all stakeholders.

Objectives of Academic Audit (AA)

Academic Audit is an exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged. It is an important part of the Quality Review Framework of the college at departmental level. This Audit provides the opportunity for a regular strategic overview of the entirety of department's learning and teaching activity. It is the principal means by which the College assures itself of the efficacy and robustness of each department's quality management procedures and of continued enhancement of the quality of the student experience. Every department in the College will be reviewed over one year. A report of the review will be produced and the department will be asked to respond to the report by producing an action plan to address any issues identified. The Final Report and Action Plans will be considered and progress in meeting the Action Plans' objectives will be monitored at a formal follow up meeting with Principal.

Rationale/Justification for Audit:

Like all other institutions, higher educational institutions must undergo for Academic and Administrative audit. Keeping the inadequacy of financial audit in view, the UGC recommended AAA in the 9th plan because higher education in more than mere audit of financial audit as it involves administrative, academic and social aspects as well of teaching, research and extension. Moreover, during the last 5 years UGC has been advocating implementation of academic and administration reforms in consonance with changes at the international level. In order to introduce academic reforms, review their progress and support reforms in different higher education institutions, it is necessary to implement AAA. It enables mentoring more than monitoring, evaluates the performance of the institution and supports to identify the issues to improve the quality of teaching and research.

Main Features of Academic Audit

Academic Audit is designed to scrutinize the strategic management and oversight of academic standards and quality within Colleges of their undergraduate, postgraduate departments. College Academic Audit has four distinctive features:

- It is College based and departments within a College may be reviewed independently
- It is based on a process of self-evaluation carried out by the department itself;
- The use of External Assessors to ensure objectivity;
- The Audit evaluates the full range of departmental activities including academic, curricular, co-curricular and extracurricular activities.

Academic Audit Process

The process has the following main stages

- Appointment of Panel members
- Identification and notification of a date(s) for the audit
- Departmental workshop for writing of Self- Evaluation Document (SED)
- Departmental submission of the draft SED for comment
- Departmental submission of a SED, with any relevant supporting documentary evidence
- Scrutiny of the SED and supporting evidence by the Audit Panel
- Visit by the Audit Panel to the departments
- Departments informed of key judgments and recommendations after the end of the Audit

Audit Panel

An Audit Panel will normally comprise three senior faculty members followed by one external member.

The role of Panel Members

- The role of all Panel members is to identify significant issues from scrutiny of the SED and supporting documentation.
- Make evidence-based judgments and recommendations about the maintenance and enhancement of quality and standards

External Assessors

- An External Panel member is a senior academic or professional who is not a member of College Staff.
- S/he should have knowledge and experience of internal audit in their own institution.
- The External Assessors play a vital role in assisting the Panel to identify key issues to be explored during the visit to the departments and play a full part in the Panel's meetings with departmental staff and the identification of conclusions and recommendations.
- In particular, External Assessors are able to identify excellence in provision; they are able to offer feedback on the appropriateness of aims and learning outcomes to future career development.
- External Assessors will be expected to contribute to the writing of specific sections of the Audit report.

Documentation

Departments are asked to produce a Self Evaluation Document (SED) and to keep supporting documentation ready at the time of Audit Panel Visit. Since the emphasis in the Audit process is on self-evaluation, the production of the Self-Evaluation Document by the Department is a most important part of the exercise and takes most of the time. The document should not exceed 10 pages.

Audit programme

- The programme will be drawn up by the Principal in consultation with the Audit Panel and the Departments.
- There will be a final Panel meeting with Principal to discuss judgments, recommendations and the structure of the report of every department

Outcome and Follow up

- The Panel will seek to identify the strengths and weaknesses of the College and to make judgments about the level of achievements and participation and progress in various curricular, co curricular and extracurricular activities which will help to promote academic standards and quality enhancement.
- The Panel will wish to highlight good practice and make recommendations on any action that it considers needs to be taken by the College.
- The Audit Panel will facilitate the report of academic Audit of the departments. The panel forwards copy of the judgments and recommendations to respective department and the Principal of the College.

Various Aspects that can be monitored through Academic Audit

- Teachers- Qualification, Skill development, training, recruitment
- Research output
- Quality objectives- targets, fulfillment
- Root causes in case of non compliances
- Teaching plans, implementation and verification
- Results, Analysis and strategies for future improvements.
- Feedback on teaching, collection, analysis and communication
- SSI (Student Satisfaction Index) calculation and communication.
- Student Support Services such as Grievance Redressal, Library, Infrastructure, Co and Extracurricular activities.

Scope of Academic Audit

Academic Audit is characterized by various aspects in order to improve the quality of teaching and research to evaluate the performance of the institution.

1. Learning Objectives
2. Curriculum and Co- Curriculum
3. Teaching and Learning
4. Student Learning Assessment
5. Quality Assurance

1. **Learning Objectives**
   - Whether or not learning objectives were met is determined by result analysis, placement records and feedbacks from stakeholders.
2. **Curriculum and Co- Curriculum**
   - Planning and verifying activities for continual improvement such as Study tours, guest lectures, Seminars.
   - Teaching Plans, implementation and verification
3. **Teaching and Learning**
   - Training Programmes for teachers.
   - Participation in Conferences, workshops etc and assessing how the knowledge has been disseminated?
   - Feedback on teaching and its communication to teachers
4. **Student Learning Assessment**
   - Monitoring of the results, their analysis and developing strategies for improvement
5. **Quality Assurance**
   - What college-wide practices promote quality in teaching and learning?
   - What college-wide services promote quality in teaching and learning?
   - How do we demonstrate a commitment to continuous quality improvement?

Conclusion:

Academic and Administrative audit measures quality standard of an educational institution. It facilitates the excellence in higher education institution. It provides the processes and systems that can ensure quality standards, enhancement and realization of goals set in higher education. It is helpful to all educational institutions for their quality management, to create new policies of quality management, to inculcate innovation in the mind of parents, students and society. It helps to improve the standards of education in the colleges and universities, to create new administrator and thinkers, empowering students, parents, staff and other stakeholders, organizational integration for the development of the country and to accept the international standards for creating employment and new trends in the market. It evaluates the overall performance of the institution to attend the issues in order to improve the quality of Teaching and Research.

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Challenges and Advances of Autonomy with Quality Management

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Abstract-

The main objective of Autonomy is to achieve higher standards and greater creativity with credibility. The Universities are over burdened with examination work, administration and many more due to increase in number of affiliated colleges, traditional examination system and can't sustain the quality as such hence to promote excellent quality education Autonomy is essential. The affiliated colleges conferred with Autonomy has to govern as its own according to University, UGC and Government norms hence the responsibility of stakeholders increases enormously. To accept the responsibility means to accept the challenge. Autonomy is accompanying with benefits than challenges. It is essential in the modern epoch of competition and information technology for generating prestigious image of the college, to provide quality education and service to society.

Introduction-

The Education Commission (EC) of India recommended the Autonomy of colleges (1964-66). The National Policy on Education (NPE) formulated the objectives for autonomous colleges (1986-92). The report of Central Advisory Board of Education (CABE) committee on Autonomy of Higher Education Institutions (2005) also strongly suggested the Autonomy of colleges with potential. National Knowledge commission (NKC) note on higher education, 29th November, 2006 along with UGC document on XIIth plan profile of higher education in India and other Scholarly articles related to autonomy of colleges empowered the approach. The UGC document on the XIIth Plan profile highlighted the importance of higher education in India and clearly states that: "The only safe and better way to improve the quality of undergraduate education is to the link most of the colleges from the affiliating structure as autonomous colleges. The Colleges with academic and operative freedom are doing better and have more credibility. The financial support to such colleges boosts the concept of autonomy". It is proposed to increase the number of autonomous colleges to spread the culture of autonomy, and the target is to make 10 per cent of eligible colleges autonomous by the end of the XIIth Plan period. It is the essential requirement for the present era of competition and information technology to achieve better with credibility.

Need For Autonomy

The affiliating system of colleges was originally designed when their number in a university was small. The university could then effectively oversee the working of the colleges, act as an examining body and award degrees on their behalf. The traditional system has now become unwieldy and it is becoming increasingly difficult for a university to attend to the varied needs of individual colleges. The colleges do not have the freedom to modernize their curricula or make them locally relevant. The regulations of the university and its common system, governing all colleges alike, irrespective of their characteristic strengths, weaknesses and locations, have affected the academic development of individual colleges. Colleges that have the

potential for offering programmes of a higher standard do not have the freedom to offer them. The 1964- 66 Education Commission pointed out that the exercise of academic freedom by teachers is a crucial requirement for development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system. With students, teachers and management being co-partners in raising the quality of higher education, it is imperative that they share a major responsibility. Hence, the Education Commission recommended college autonomy, which, in essence, is the instrument for promoting academic excellence.

Principles And Objectives

- Autonomy is meant to achieve higher standards and greater creativity.
- The official teaching workloads of the faculty remains the same as per UGC & Government guidelines.
- The Syllabi can be framed Relevant, Challenging and Balanced.
- The college follows Semester system for teaching-learning and evaluation process with Choice Based Credit System (CBCS).
- Internal Assessment to avoid rote learning, encourage creativity and continuous learning.
- External Assessment system Semester wise as usual for final evaluation of students.
- All UG & PG courses will have prescribed number of mandatory credits.
- 'Credit' based norms to evaluate teacher and students in teaching-learning process.
- Students are allotted credits for co-curricular and Extra-curricular activities.
- Students are allotted credits for Social service learning and Extension activities.
- Quality Education mechanism to ensure excellence in teaching learning process.

An autonomous college will have the freedom to:

- Determine and prescribe its own courses of study and syllabi, and restructure and redesign the courses to suit local needs; and
- Prescribe rules for admission in consonance with the reservation policy of the state government;
- Evolve methods of assessment of students performance, the conduct of examinations and notification of results;
- Use modern tools of educational technology to achieve higher standards and greater creativity; and
- Promote healthy practices such as community service, extension activities, projects for the benefit of the society at large, neighborhood programmes, etc.

Higher Education Reforms

The three main objectives of higher education, as enunciated by the University Grants Commission (UGC) are-

- Acquisition of academic knowledge
- Development of personality and
- Contribution to society

It can be achieved only if, stakeholders should shoulder the responsibility of autonomy as a challenge to promote quality education, generate prestigious image and provide service to society.

In non-autonomous colleges, a teacher had to teach a particular syllabus whether one liked it or not, whereas in autonomous colleges, they could implement new ideas. They could also set their own question papers and evaluate the students. Autonomous colleges had the freedom to change the syllabus once in six months, and frame a syllabus for a year, and then revise it for the next year, based on the latest developments in the various knowledge fields.

The United Nations Educational Scientific and Cultural Organization (UNESCO) had stated that education stood on four pillars:

- Learning to know
- Learning to do
- Learning to be good (to fellow human beings) and
- Learning to live together (with other family members and society).

Education should not be in terms of examination and marks. It must be fulfilled with emotions to accept the challenges in the society for serving them. Education is not like a bucket to fill up. It is like a fire to kindle i. e. "Tamaso Ma Jyotirgamaya".

Some great thinkers expressed their thoughts about Education. Aristotle thought that, "The roots of Education are bitter but the fruit is sweet". Mahatma Jyotiba Fuley expressed that, "There is no path for success in life without Education, it is only a tool to become smart and live as human". Mahatma Gandhi advised that "Study as if you were to live forever, live as if you were to die tomorrow". Dr. Babasaheb Ambedkar said that, "Education is the milk of tigress, one who will assimilate it definitely roars". Dr. Bhausaheb Panjabrao Deshmukh stated that 'Education is the prime source of living life' and Swami Vivekananda expected that 'Education must be human being creator'. Indira Gandhi advocated that "Education is continuous process from a minute we born until we die". In Bhagwatgita shloka it is stated that, "You have a right only to action, never the fruits thereof; let not the fruit of your action be your motive nor let there be any attachment to inaction". Upanishada tells that, "Na Hi Dhnyanen Sadrushyam Pavitramiha Vidhya Te". Thus Education is only the means which teaches us a lot and leads to humanity.

Governance

Total Management Quality (TMQ) was a management philosophy that focused on perpetual process enhancement through prevention of problems and errors. It was a collective effort towards achievement, and a way of life, which was accepted by the entire team. It should be a people-driven process; it should be unorthodox and innovative. It should be a march towards excellence and perfection. Though modern education depended on Information and Communication Technology (ICT), it could not replace teachers who prepare instructional material. The National Knowledge Commission envisaged recruitment of more and more teachers. TQM placed the customer (student) at the summit of attention, and customer satisfaction was of utmost importance, as in the case of an industry. The UGC and the Ministry of Human Resource Development (MHRD) had made it clear that hereafter, annual increments not only for university teachers, but also for college teachers, would be based, not on seniority but on their annual scores, which would be decided on the basis of their training and research. Student-centric approach to education, similar to the Fully Flexible Credit System (FFCS), wherein students could choose their faculty and timings. Every educational institution should have a proctor system, where the proctor maintains the student's records, including his extra-curricular and co-curricular activities, and empathized with students and helps to solve their

problems. The system helps slow learners to prepare their academic schedule. Group counseling was done by asking high performers to counsel slow performers on competitive examinations, provided opportunities for interaction, meet and share common concerns, learn new skills and take corrective measures. Emotional support was provided through psychologists and senior proctors. The current education system had failed to provide proper education to women, as could be seen from the numerous instances of divorces and estrangement in families. Psychology and logic should be included in the curriculum in colleges to enable women to acquire values and shed the superiority complex, which lead to family problems. UGC provided liberal funds for purposes such as providing equal opportunities to all students, facilities for the Scheduled Castes and Tribes under the 'UGC XI Plan 14 Merged Schemes'. UGC provide financial assistance for governance and also liberal for providing other opportunities to the college. Initially, the college has to constitute different bodies according to UGC guidelines and govern at its own by framing governance system. It will have the following committees to ensure proper management of academic, financial and general administrative affairs:

Autonomous college is governed by Statutory and Non statutory committees.

The Statutory Committees are-

1. Governors Board or Governing Body (GB)
2. Academic Council
3. Finance Committee
4. Board of Studies
5. Controller of Examinations

The non-Statutory Committees are-

a) Departmental Academic Committee
b) Grievance Redressal Committee
c) Anti Ragging Core Committee
d) Research and Development Committee
e) Students and Staff Welfare Committee
f) Literary Committee
g) Library Committee
h) Sports Committee
i) Cultural Committee
j) Administrative Quality Circle
k) Planning & Evaluation Committee
l) Extra Curricular Committee
m) Academic Audit Committee
n) Hostel & Canteen Committee, etc

Discussion And Outcome

The Autonomous Colleges initially has to face number of challenges but beyond the challenges there are countless advantages and autonomous colleges are experiencing it though they are too small in number. UGC has proposed to increase the number of autonomous colleges to spread the culture of autonomy, and the target is to make 10 per cent of eligible colleges autonomous by the end of the XII Plan period. Hence UGC urge to one having potential must come forward, think on Autonomy seriously and shoulder the responsibility of quality education

for fulfillment of its recommendations. An autonomous college carries a prestigious image for the students and the teachers as well as in Society. Autonomy reflects the efforts for excellence in academic performances, capability of self governance and enhancement in the quality of education. Autonomy has power over additional advances than challenges hence it is crucial for stakeholders to generate prestigious image, to promote quality education and service to society at large.

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Need of Student Involvement for Maximum Utilization of Library Re-Source :In Rural Setup For NAAC.

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Abstract:

In the digital age of information all resources available on single click of Web. Maximum information re-sources are on domain base so in the golden age of information, large distances between readers and their regarding information. colleges in rural areas, college connected libraries are facing many challenges like skill human resources, physical infrastructure, technological awareness and less reading habits. When we are thinking about preparation of NAAC, the NAAC Access available the facilities and utilization of resources like Library visitor Ratio, circulation ratio of books (issue return ration) , Journals, E-journals also.

Hence, in this article we tried that how to attract user for increase library visitor ratio and develop interest within students to access all type of re-sources- traditional as well as domain base.

Key Words : ICT In Library Llibrary reader's club, wall picture magazine , best reader awards ,competitions and training programs .

Introduction:

Our country wayfaring to the 21 st century, in the same time we hearing the words computerization, digitalization, internet, domain base, flip class, virtual library etc. when we see our rural area's colleges, libraries and students very far from that facilities and awareness. Because of that reason they are distract from aims and motives. In this situation libraries facing the problem having less number of readers. Especially in rural areas library visitors' ratio and circulation transaction ratio is very poor.

Now a day, there is need to improve the utilization of library. There is troublesome situation where librarians need to conduct some programs, schemes, and training for the library users. By these programs, librarians have to increase readers reading habits and alertness. It is also beneficial for NAAC. Main motive of NAAC is to assess overall development of the students which are concerning with their currier. Thus ultimately we can develop our society and nation also. In this way we increase the interest and participation of our students in the program.

Use of ICT in library:

From last two decades' tremendous use of computer and internet facilities in the library for the use of technology has been proceeding. Now, day by day E- publishing , domain base information , e- books, online tutorials, online audio books ,E-Journals and free open access re-sources being explored. So in that situation we need to train the user for effective use of information, aware to access the virtual information and develop skills for it.

Wall picture Magazine:

Wall picture magazine is the best activity for attract the students to use the library and improve the visitor ratio. In this activity we have to involve students and academic staff also. Through that they can publish their own ideas, articles, rare collections, awards, and

achievements. On this platform, there is four katta's Photo gallery, college's katta, student's katta, and currier katta. Especially use of this word to the name of column because this name of "kataa" is the familiar word generally used by students like college katta, friends chatting katta etc.

Table:- Framework of wall picture magazine.

Photo gallery katta	College katta	Students katta	Currier katta
In this kataa, we displayed all photos like , college events, staff 's achievements photo, students achievements photos etc.	In this katta, we displayed staff's research papers, articles, awards, college upcoming event's information , student's related information , motivational articles etc.	In this katta, we displayed students article, research paper, awards, students rare collection , student's activities etc.	In this katta, we displayed all type of currier oriented vacancies like, Central Government's, State Government's, UPSC, MPSC, SSC, NDA, Railways, all departmental exams, competitive exams, entrance exams for further higher education, information . Student's motivational articles. and etc.

Library reader's club:

It is one of the best activities to involvement of students in library department. In this club librarian and students are members of club. We can select two students from each faculty one male and one female. Because of intake of participation we know our drawbacks and strength of library. Hence students get entry to the library means they understood the importance of library department. Similarly from that we can give them information about new books, journals and information of library activity. From that we can achieve our motive and participation of students in the library. In this way increase library visitor ratio and transaction ratio.

Frame of library readers club

Sr. NO	Name	Designation
1	Elected from all members	Chairman
2	Elected from all members	Vice- chaiman
3	Each class two members (1Male,1Female	Members
4	Secretary	Librarian

Best user awards:

To increase the library visitors and transaction ratio, we had taken two students within which one male and one female candidate for best library user awards every year. Library

advisory committee selects the two students for that. It is very best idea for increase participation of students in library related programs ,training and all type of library activity.

Training ,schemes and competitions through library :

Information resources are changing the concepts in lot of scale in digital age. And it is available on web, similarly emerge open access, -E- resources are available on domain. But in the rural areas students less knowledge for that . so it is very important to take training program, workshop, seminar on it, open resource, e-publishing, digital library etc.

Similarly we can giving membership of N-list consortia and we train them how to access study materials like database, journals, and online books also. Because of that students use it more effectively and involve happily in library. In that way we increase library user ratio by that process.

other some activity are very useful to increase visitor ratio like book review competition, general knowledge exam , essay completions, debate on library , etc.

Conclusion :

NAAC suggested importance of library in Criteria 4.2 with utilization of library. Librarian should alert about the more information and communication technology in library for providing effective services to users. In this some activities support for improve student's involvement in the library because they are one of the part of library.

Some training program, activities and schemes are aware to students for use of library facilities and services with technology. these methods are really useful for improve the utilization of library re-sources, visitor ratio and issue return ratio by NAAC assessment.

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Rural Development in the Digital Age (ICT); A Review on its Availability, Adoption, Use and Impact in Rural Areas.

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Abstract

Information and communication technology (ICT) can be thought of as an umbrella under which there reside communication system, device and applications. Main importance of ICT is given to its ability to provide greater access to information and communication to the populations and the quality of service provided than the technological backbone required. Rural development includes economic betterment of people as well as greater social transformation to eliminate poverty, ignorance and inequality of opportunities. In developing countries a large number of people are resident of rural area, thus rural development program is a necessary aspect. Use of information and communication technology can contribute a lot in socioeconomic development of rural area. In the current communication we have mainly focused on rural education, agriculture, health care facility, disaster and emergency response and E-governance facility in rural areas of developing countries.

Keywords: ICT, rural development, developing country

Introduction

Information and Communication Technology abbreviated as ICT consist of Information technology, enterprise software, audio-visual system, middleware using which user can access, store, transmit and modify information as required. Exponential growth of internet user, invention of modern communication devices, significant development in cloud and grid computing etc. have helped ICT to flourish as an rapid developed technological field in the last decade [1]. Mass use of information and communication technology with proper guidance helps a nation to create information rich society and helps in supporting livelihoods According to world bank report about 46.147\% of world population are from rural area and for developing countries like India, China, South Africa, Bangladesh, Indonesia the percentage is 67, 44, 35, 66 and 46 respectively. Rural development is a systematic ongoing process of improving the quality of life by socioeconomic well being of the people living in rural areas. In this work we have mainly concentrated on the improvement of education, agricultural process, health care facility, disaster management, tourism (if exist) etc. with the help of Information and communication system and thus contributing towards economical growth and changing quality of life.

An analysis has been made by Shalni Gulati on technology enhanced learning in developing nations Author focuses on education gaps, success and challenges of open and distance learning and recommends the need of a uniform policy to incorporate new inventions related to ICT in primary education infrastructure in rural areas. A detailed discussion on ICT enabled rural education on Indian perspective is discussed in . According to the author a 24 7 online learning platform, with tele/videoconferencing among multiple groups of geographically

dispersed learners may contribute a lot in rural education. Rahaman et. al. have analyzed the impact of ICT on socio-economic condition of rural areas of Bangladesh and highlighted the drastic growth in use of mobile, computer and internet to rural people. A current research proposed a framework of using ICT for the rural development of South Africa. Authors have examined the known implementation failures of using ICT and proposed a model containing goal determination and plan for sustainability. Some literature review of ICT based rural development model for South Africa are available in China has world largest population and a large percentage of that are inhabitants of rural area. The country has adopted ICT as a catalyst for its rural development and boosting the quality of life. A large scale survey on middle and schools in China reveals that use of ICT is diminishing the gap between urban and rural area. Though the report has suggested to build proper ICT infrastructure to bring more number of people to ICT based education. Growth of rural economy of China with availability of ICT is highlighted in Agriculture is the backbone of the rural economy. Rao proposed a framework for implementing ICT for agriculture development in India. Role of information technology for agriculture and rural development in Kenya is available in Role of ICT in farmer decision making according to the supply chain model is discussed in A plenty of researches pointing the role of ICT in agricultural sector are available in literature. ICT enabled rural financial service of China is discussed in Almamy et.aldiscussed the barriers and success factors of implementing ICT in developing countries. Authors have grouped the barriers into eight possible critical success factors and compared the degrees of severity of those.

To provide service to a big percentage of people maintaining quality of service a strong backbone infrastructure is required. The bottlenecks for setting up the infrastructure are geographical location, changing climatic condition; civil infrastructure factor, per human capita etc. and those are very significant for developing countries especially in rural area. In [13] authors have critically analyzed the factors affecting the ICT expansion in Latin American countries. Opportunities and challenges for ICT implementation in agricultural sector mainly in India are addressed in Several technical issues related to infrastructure built up for ICT are available in
In this current communication we have mainly pointed some fields like education, agriculture, health, economic, disaster management etc. which are keenly related to rural development. Organization of rest of the paper is as follows. Section 2 focuses on the infrastructure for ICT, section 3 puts light on the use of ICT in rural education. Role of ICT in rural healthcare is discussed in section 4. Section 5 contains ICT in agriculture. Use of ICT in disaster management in rural areas are enlighten in section 6. Finally conclusion is drawn in section 7

Infrastructure for ICT

To provide quality service using ICT a strong infrastructure backbone is required. Infrastructure backbone includes workstation, high speed network, Projection/Display technology, interactive devices, video conferencing equipments, printer etc. For mobile workstation devices like laptop, tablets, notebooks are essential. In hill area or island where setting up wire network is costly, there wireless network infrastructure is the best choice. The workstations must have a focused coverage and publicly access. It aims to provide free service or service at low cost. Those must be set up in some convenient locations, accessible in walking distance. Selection of proper application software and graphical user interface (GUI) are important for smooth operation using ICT. Now a days Cloud computing are becoming popular to provide support to a large number of users without buying individual software copy. The

services provided by cloud computing may be thought as `whenever and whatever needed'. It reduces the implementation and maintenance cost. Software as a service, Platform as a service and infrastructure as a service are various cloud computing models as per the user requirement. Technical support is also a part of the infrastructure to keep the backbone in proper health. Knowledgable technicians in the field of IT community must be staffed to provide the technical support. They can be grouped into problem solver and problem preventer. Technical Support acts as a liaison with vendors on technical matters.

ICT in Education

Education is the backbone of the nation. In many developing countries bringing a large percentage of students to education system is a great challenge. The reasons may be the geographical location, socio-economic condition etc. As example the north east states of India many villages are scattered in impassable hill regions, West-indies and Filipinos are mainly scattered islands. Poor transport facility discourages the rural students to come to school regularly. Scarcity of efficient teacher in the rural schools and a large student teacher ratio to the student side is also a reason for dropout of a large percentage of students in the midway of their education. Thus a great mismatch of education quality is observed when comparison is made with rural and urban students. Adoption of ICT in education can minimize the gap. Role of a teacher is shifted from leader to facilitator in ICT based education system. Adoption of ICT in teaching system enable and support the move from traditional `teacher-centric' teaching styles to more `learner-centric' methods. A diverse group of students can learn simultaneously even in the absence of teacher. An online repository must me maintained for accessing the study materials 247. There must be facility for teleconferencing, video conferencing with experts and for this a certain pre defined time span must be broadcasted to the target learners. A pre assigned interactive session may provide the opportunity to the geographically diverse learners to interact with each other. Internet and World Wide Web open the door of the wealth of learning materials in variety of subjects- thus can be thought as an any time anywhere library. Achieving higher education from rural areas is a great challenge. Most of the male has to contribute to their family income in their pre-youth and the girls are got married. ICT based distance learning facility can help a lot in providing higher education to the rural students. Not only in primary or higher education, anytime anywhere feature of ICT helps to provide adult education in the rural area. Online vocation training in engineering fields like civil, electrical, computer, mechanical etc. prepares experts in rural areas who can easily handle the rural needs in peoples' dailylife activities.

ICT in Healthcare

The medical facility is the mostly neglected section in connection to the rural people. In the perspective of developing countries there is no health center, even not a degree holder doctor available in each village. In many rural hospital there is no full time doctor. Even the doctors do not want to stay in rural areas due to lack of facility, opportunity, poor communication facility etc. For this reason the rural people depend on the quackish even on ojha for health issues. This gives an alarming figure of child death and mother death in rural areas. ICT has a great role to play in health section in rural areas. Adoption of telemedicine in some rural areas of India has given an encouraging result for its accecibility, affordability and availability. With this ICT based facility a small E health kiosk with a trained person can provide medical facility to a large

number of people. When a patient is brought to the health kiosk, he enters the health details and problems of the patient to a central server. The server communicates with some doctor in distrICT or urban hospital. The person at the kiosk communicates with the doctor to the other side and performs check up and gives medicines according to the instructions of the doctor. By video conferencing doctor sited at some urban health center can face to face talk with the patient. Facility of pathological center is inadequate in rural areas. Even in some health centers the pathological instruments are kept unused. Recruitment of some trained persons (Not pathologist or radiologist) can operate the instruments and the captured images or results from some patients are sent to some radiologist/ pathologist for analysis using ICT facility. For any major problem a patient can take appointment of any doctor or clinical center located in urban area using ICT. The health centers can also help the serious patients to get appointment of a doctor of any distrICT or major government hospitals with the help of ICT.

ICT in Agriculture

Rural economy is mostly depends on agriculture. Agriculture provides a square meal for filling the stomachs of the growing population of a country, and this has made it critical for global stability and development. Even with a noticeable growth in industrialization, agriculture still accounts a major part in GDP of developing countries. But till in many rural areas the farmers are cultivating same crops years after years, while in the mean time the weather, soil condition of the land are changed, the pest have acquired immunity against the known pesticides -resulting a declined production graph. ICT can transform the common agriculture process to a smart one. With the help of ICT based service a farmer can directly seek advice in his own language from some agricultural expert. He can apply online for soil test and get suggestion from experts regarding the type of crop which will give best production to that type of land. In developed countries ground sensors set up in agricultural field are used for crop protection. The sensors provides information to the farmer regarding the necessity of irrigation, deficit of mineral (To select appropriate amount of fertilizer), increase of pest etc. Adoption of this technology can provide a better production in developing nations. Use of satellites and remote sensors provides accurate weather forecast even a month ago. This gives farmer a long time for crop selection for a season. He can seek for improved seed, best market price for his production, government's credit program etc. from internet. Bulk purchasing policy of some multinational companies directly from the farmer has eliminated the role of middleman as well as providing beneficiary to the cultivators. Different state governments in India have adopted the facility of bringing fresh vegetables directly to urban kitchen from farmers' field. ICT has given wings to these initiatives.

ICT in Disaster Management

Natural calamities or Disaster is unpredictable and can occur at any place irrespective of the developed, developing or underdeveloped country. Severe natural disaster leads to massive destruction of properties and even loss of human lives- effect of which remains as a scar for a long time. It is experienced that a large scale natural calamity impacts more severely to the developing or least developed countries than the developed one. Devastation of 2004 Tsunami at Indian coastal regions or 2015 Nepal earthquake are some of the examples which tremble the world. It is observed that rural areas are mostly affected than urban areas in natural disaster mainly due to poor transportation and communication facility. In relation to natural disaster for some cases like cyclone, flood, tsunami, volcanic eruption etc. an early warning system can be

setup using remote sensing technology. An earlier forecast helps people for preparedness and to take safe shelter. This may save a lot of lives and properties from destruction. As examples tsunami warning facility in Japan, Indonesia; cyclone warning facility of Cuba, Mexico, USA have brought life loss figure to single digit even zero. Proper use of ICT tools help to build knowledge warehouses and data warehousing techniques. Those can facilitate planning and policy decisions for preparedness in right time, quick response and recovery at all levels. Communication system is largely affected by natural disaster which makes the situation worse. GIS based system is governed by satellite and can easily identify the location of any person having the system(May be mobile phone) and stuck in the disaster. GIS with GPS have been found useful in 2013 sudden flood in Uttarakhand, 2014 flood in Kashmir and even in 2015 Nepal earthquake. Ham radio is an ICT component for emergency communication in disaster affected areas. Remote sensing technique and satellite data may be useful for measuring the ground water situation, which provides a early warning of draught situation. Plan and strategies for relief work for the inhabitants and farmers like well-digging, setting up submersible pump, choosing crop which can grow in less irrigation etc. can be started. Setting up of earthquake sensor can provide a warning for volcanic eruption.

Conclusion

The impact of ICT in the rural development of the developing nations are discussed in this paper. The authors have mainly focused on the role of ICT in education, agriculture, healthcare and disaster management of rural area. ICT is an examined key for development of the geographically scattered rural people in developed nation and it is getting its popularity in the developing nations. The primary cost for establishment and set up of ICT infrastructure may be a barrier for developing nation but its enormous usefulness for the rural people can not be denied. Though education, agriculture, healthcare etc. are common to all rural regions, but there are several other sections like tourism, banking and finance etc. in which ICT also has a great role to play.

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Paradigm Shift in Faculty Development Programme

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Abstract

The Faculty Development Programmes (FDPs) are organized in various Institutions of Higher Learning to train and exposed the faculties to new approaches in the teaching – learning process. In the past, such FDPs were organized with a view to enhance the teaching quality of a faculty. With the change in situation, the gamut of the FDPs needs to be enlarged. More and more ideas and methodologies need to be adopted and new areas are to be explored to sustain the quality. On the job training in the initial period of appointment to the teachers, would play an important role in orienting their mind properly towards the teaching profession. A group activities carried out at the institution level also helps in amalgamation of knowledge between the new incumbent and the experienced one. The persistent desire to learn and adopt changes according to the situation will paved the way for more sustainable quality output through the FDPs. The overall mental framework and more trustworthy personality traits in the faculty will ensure application of the FDPs for more fruitful cause. The stake holders could contribute greatly through the process of obtaining feedback from the students and the remedial measures are initiated to overcome the shortcomings. Based on this, the appropriate agenda and curriculum of the FDPs is determined and introduced to the faculties accordingly. .

Key Words : *Faculty Development Programmes, Methodologies, Amalgamation, Orienting & feedback.*

The role of Faculty Development Programmes (FDPs) occupies an important role in the assessment of Institutions of Higher Learning by National Assessment and Accreditation Council (NAAC), Bangalore. The FDPs in the various Institutions are organized with the aim of strategic and quality development in their Teachers. The teachers of any higher educational institutions are the pivotal force around which all other parameters move around. It is in this sense, quite necessary, to look at FDPs as a force to reckon with and pay much attention to it so as gain quality assessment.

The seven criterion of the manual for the NAAC assessment stipulates particular factors on which the assessment is based. Though, almost all the criterion touch upon to the teachers to some extent, the teachers' quality becomes an all pervading factor in the overall assessment. The subject papers discusses the point of how with the change in situation, there is paradigm shift in the teachers' perspective and their contribution towards promotion of quality in the educational sphere. Stake holders in their wisdom are very prudent to expose their faculties to certain FDPs so as to enshrine better educational culture and values in their institutions through their faculties. In addition to the traditional training imparted to the teachers, it is high time now to take a relook at the total affair of training teachers in this manner and look forward to see what truly ails the overall teachers training system.

Most of the government departments train their staff, technical and non-technical, through some training programme organized in a systematic manner. The purpose of this training is to expose them to the in-situ training and thereby enhance their capabilities. Before putting them to some

training, their knowledge in the respective field is already tested. In institution of higher learning, an Assistant Professor is appointed when he has passed NET or SLET or acquired Ph D. The basic skills required for the teaching profession like; the acumen, aptitude, temperament, interest in teaching, communication skills, etc., are checked. However, such newly appointed teachers are seldom exposed to any hands on training or on the job training. The new incumbent teacher may regard himself at par with the teacher who might have put in more number of years of service and might be exposed to more experiences. There occurs to be no urgency on the part of newly appointed teachers to gain and access knowledge through any training. Such scenario put the students at the highest risk of learning. In the absence of any on the job training to the newly appointed teachers, it put severe restrictions on the teacher's capability and efficiency in imparting knowledge to the students.

Teaching is passionate and noble profession. The attributes of an ideal teacher comprised of kindness, humility, compassion, understanding and above all, a great passion for learning and teaching. In absence of these qualities in a particular teacher, the quality of teaching-learning process gets hampered and it badly affects the total quality assurance of the institutions. FDPs introduced to such teachers would definitely bear fruits. It is the tacit understanding of the stake holders to look for quality traits in their faculties and then exposed them to the FDPs.

Management Information System (MIS) is the network through which quality feedback can be obtained. It is quite prudent that the stake holders strengthen this system to gain more information about the loopholes in the quality education and teachers traits. The stake holders need to reach out to the students and elicit polite enquiries about the faculties and their teaching methodology for the best of their knowledge and updates. The shortcomings and inadequacies are noticed and such teachers are to put to FDPs for overcoming their shortcomings. Obtaining feedback from the students, through MIS is the single most and effective way to gain tacit information about the teachers. FDPs are quite effective and efficient when experimented on the shortcomings and lacunas of the teachers.

In the age of Information Technology (IT) it is imperative that every teacher is trained on the system and be computer literate. No amount of resistance and lack of techno savvy nature should come on the way. Computers with Internet facilities and optimum use of it by the teachers, is a good sign of FDPs. Also, the connectivity between the teachers and students need to be increased so as to exchange educational information through electronic media. Mere lecturing may not yield much outcome, however; direct exposure of the students to the situation will bear fruits.

Organization of Group Discussions, debates, panel discussions and presentation amongst the teachers at institution level, is a good exercise to promote FDPs. This method prepares the teachers for further enhancing their knowledge and also promotes exchange of ideas. If a group of 30 to 40 teachers organize such activity in the institution, imagine the opinions and perception of each teacher for the innovative idea of teaching learning process and other related areas of interest. The ideas generated through this exercise, can be best utilized for NAAC. Such activities promote and enhance the teacher's quality without any cost to the institution. However, the stake holders need to be proactive in identifying such teachers who could lead and inspire to a greater extent to the otherwise complacent teachers. Such activities also fall under the ambit of FDPs and need to be encouraged.

Faculty Development Programme is a composite term. It includes the overall quality enshrined in the teacher. Criteria II determine the teaching – learning process in the Institution. It is expected of a teacher to implement and execute all the innovative ideas to bring out good in the students as well in him/her. The following aspects in the subject criteria would definitely help in enhancing the performance of a teacher in various areas:

- Application of students' centric method where the students would be the sole beneficiary of the process and gains through self assessment. Development of critical thinking and analytical skills in the students is necessitated through this process.
- Use of Experiential learning in which students are exposed to various methodologies of learning and in-situ training. Students are introduced to most sought after tools and techniques for better comprehension of the subject.
- Continuous evaluation of the students is only possible when students have been exposed to the situation and training to comprehend the syllabus. Internal Assessment needs to be more realistic evaluation than mere paperwork.
- Course completion and course outcome also falls under the ambit of teaching and learning process. This also includes continuous evaluation of the students at all levels including their personality traits. Feedbacks from the students play an important role in assessing the quality of teaching learning process.

Faculty Development Programmes facilitates the process of inculcation of the abovementioned tendencies in a Teacher. The FDPs organized at various levels, therefore, must comprised and prevailed upon these aspects so as to bring out more concrete and substantial from the teacher side. This is more important in the present scenario, where the communication between the teacher and students has gained potency due to technological development. However, the personal and human touch of the teacher remains the most vital force through which the faculty can exercise moral influence on the students. To achieve this objective, not only the FDPs are to be organized regularly, but also such FDPs must focus on these aspects so that the teaching learning process at the institution level becomes more effective when the faculties are exposed to the training.

In sum, FDPs play a significant role in formulating certain traits and critical thinking in the teachers which ultimately benefit the students. Inclusion of certain themes and innovative ideas in such FDPs will pave the way for more experiential learning on the part of the faculties who will pass on such training further to the students and thereby enhance the overall quality of the intuition.

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Best Practice in Research

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The Best Practice in research the procedure start from the admission process Institution has to admit the best student means the student who has good Knowledge logical skill, Thinking Skill, Observation Skill, Interviewing Skill, question- answer skill. This type of skilfully student is to be admit in the institute especially at the post graduate level

It provides the strongest foundation to initiate research. Even at the undergraduate level or at the entry point of the college or school, early realization of pangs of ignorance installs desire to seek the unknown. There is a truth which is saying that the mind of an adult can build only as much high as the foundations constructed in youth will support. Therefore, the important rule in research is catching the young. Rudyard Kipling has incompetently said "I keep six honest serving men. They taught me all I know. Their names are What, Why, When, How, Where and Who. Nobel Prize Winner in Physics Isidore Rabi was asked how and Why he become a scientist. He said "My mother made me a Scientist without ever knowing it she used to ask me "Issy, did you ask a good question today? Curiosity to learn what is unknown may prove to be the golden key for many other good practices Henry Poincare out lined from steps preparation incubation illumination and verification for creative research which can be adopted as the best practices. A teaching and impressing by frequent repetitions of the spirit of openness forms one of the strongest practices known in research. Mind work like parachutes, they function only when open. A flexible mind is the most valuable asset for good research we are very ready to quick reflex conditioning, flexing blinkers on our eyes development of mental groves or harden mental barricade. Therefore, at times, unlearning becomes a better practice than learning. Physiologist Claude Bernad has said that it is which we do not know, Francis Becon said "Read not to confute, nor to believe and take for granted but to weigh and consider".

Drastic culture of experimentation coupled with intense concentration and long hours of intellectual incubation are extremely essential for research. Carlyle's remark that genius is an infinite capacity for taking pains is true. Power of observation skill enables a research to search to catch hold of minute's details, so valuable for the resolution of a puzzle. Deeper the observation, wider the experience and brighter the research results

The driving force behind any type of social research is its philosophical framework. This dictates not only the general perception of reality and social relation but also the type of methods and techniques available to researchers and the motivation and aims of social research. The aims of social research vary significantly. Depending on the theoretical orientation of the frame work that guided the research; Fay (1987.23) for instance referring to critical research, argues that its aims are to 'simultaneously explain the social world, critique it and empower its accidence to overthrow it'. There aims may not be accepted by all researchers, particularly those who support different paradigms. In general, writers usually refer to the following aims.

To explore social reality for its own sake or in order to make further research possible.

To explain social life by providing reliable, valid and well-documented information to the society

To evaluate the status of social issues and their effects on society which make predictions to develop and or test theories of sociology or social work.
To understand human behaviour and action for development of society
To offer a basis for a critique of social reality to emancipate people
To suggest possible solutions to social reality to emancipate people
To empower and liberate people
To achieve specific goals of social research, mainly of a practical nature, researcher and those having an interest in social research may aim at one or more of the following (Becker 1989, Vlahos 1984) General goals understanding for its own sake
Theoretical goals verification falsification, modification or discovery of a theory
Pragmatic goals verification falsification, modification of discovery of a theory
Political goals Development of social policy, evaluation of programs and practices and social criticism, social criticism, social change and reconstruction
Empowerment and liberation

These goals are not mutually execute, there selection depends largely on the philosophical orientation of the researcher and his or her understanding of the role of social sciences in the community; 'conservative ' sociologists, for instance might see the goals of their research in describing and categorising social reality critical sociologists on the other hand
Might see the application of their research to be social criticism, social change and social reconstruction , that is empowering people to over throw oppressive and exploitative social structures.

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Comparative Study of Best Practices with Special Reference to NAAC Accredited 'A' Grade Colleges in Nagpur

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Abstract

Indian higher education has been continuously developing its quality but still lack in greater reforms. Ministry of HRD and university Grants Commission (UGC) provide the grants, facilities and benefits given to HEIs for quality up gradation and made assessment and accreditation mandatory. Indian HEIs generating new ideas through research and innovations. NAAC has provided 100 points to Innovations and Best Practices (Criteria VII) in overall assessment and accreditation of college. Best practices are able to instill the scientific approach to issues or problems of society. The present study is done to elaborate and compare the best practices done at different colleges which received 'A' grade by NAAC in Nagpur district.
Keywords: NAAC, HRD, HEIs, UGC, SSR, AQAR

Introduction

The purpose of education is not just making students literate but it should increase student's self-sufficiency and thinking. In order to improve and maintain these qualities among students NAAC has made it obligatory to establish a strong empowered IQAC cell in every educational institution. Now a day's youth demands more than traditional teaching learning methods. Best practices in institutions and colleges add value to human life and support the main cause of institution. Best practices make the environment cheerful in institutions by adding social moral values, innovations and new ideas.

Objectives of Study:

1. To know the best practices of 'A' grade colleges in Nagpur.
2. To find out the role and impact of best practices on college development and in process of college accreditation.
3. To compare the various colleges, according to NAAC score.
4. To provide the ready hand data of best practices of NAAC accredited 'A' grade colleges in Nagpur.

Methodology:

NAAC accredited 'A' grade colleges particularly of arts, commerce and science streams in Nagpur selected for the present study. For this selection, NAAC score obtained by the colleges in last accreditation cycle is considered. Data of the best practices undertaken by colleges are obtained from authentic websites of concerned colleges. The data of best practices displayed on the websites of respective colleges except a few. Self-Study Reports (SSRs), Annual Quality Assurance reports (AQARs), and related material is downloaded from the websites of respective colleges. This same data has been compared and analyzed and presented in the form of table. Two Best practices of each college are taken into consideration for analysis.

Table 1 **- NAAC accredited 'A' grade colleges in Nagpur**

Sr. No.	Name of College	NAAC score	Best Practices, Objectives and their outcome/Evidence of success
1	Dr. Ambedkar College, Deekshabhoomi, Nagpur	3.45	1. UNNATI **Objective-** Holistic development of students **Evidence of success-** The conference in which the farmers meet was organized saw an overwhelming response from 128 farmers from all over Vidarbha participating and interacting with experts for the full duration of the farmers meet. These farmers have gone back to their respective villages and informed them of various technical details and advanced equipment. The college has received oral feedback and request for conducting such workshops for other farmers who were unable to attend the meet in the college. The college has accordingly made future plans for conducting at least one annual workshop for farmers on advanced techniques and technologies for their up gradation. 2. **LAB to LAND** **Objective-** Taking research from 'lab to Land' to increase agricultural production. **Evidence of success –** Students sincerely attends the training program. Students are transformed and acquire confidence.
2	Hislop College, Nagpur	3.31	1. **Institution of Rev. Stephen Hislop Master Talk Series** **Objective-** 1. To offer to students the opportunity to deepen their understanding of heritage and its influence on various disciplines. 2. To explore the cultural construction og educational, National, Scientific, social and literary from ancient to modern and postmodern times. 3. To think and work beyond the convential classroom 4. To provide them exposure to the thoughts and experiences of renowned speakers. **Evidence of success-** This Master Talk Series not only benefitted the student community and teachers across Central India but also has led to the active involvement of public at large towards Heritage Conservation. It also gave a different learning experience to the students. These Master talk series impacted thousands

			of Students, Teachers and researchers. 2. **Become an Entrepreneur** **Objective-** **1.** To provide a platform for interaction with entrepreneur **2.** Impart entrepreneurial education/skills amongst students through various trainings and exercise. **3.** Arrange vibrant interaction with organizations promoting the cause of entrepreneurship. **4.** Motivate students to develop their own start-ups. **Evidence of success** **1.** Students Conceptualized, designed and produced handmade products like multipurpose folder, pens, notepads, envelopes, paper bags etc. **2.** 400 Christmas cards were made by a group of students as a part of 'Earn while you learn' project. **3.** A Business Model by the students on 'Sanitary Waste Disposal' bagged a second prize worth Rs. 3000/- and a Scholarship worth 30,000/- in a Business masterminds Competition. **4.** Students attended the 3 day Entrepreneurship Summit at IIT-Kharagpur for exposure to various entrepreneurial opportunities.
3	LAD College, Nagpur	3.10	1. **Faculty of HMCT trained students of Deaf and Dumb school- 'hospitality Training program for Hearing impaired'** **Objective-** **1.** The department intends to discourse the idea of inclusive working in hospitality industry by educating hearing impaired students. **2.** It aspires to train hearing impaired to be a part of society whereby they earn their livelihood by developing their skills. **3.** The course is designed to motivate hearing impaired to be monitoring independent with pride. **4.** It also seek affiliations and linkages, partners for the growth and development of hearing impaired youth. 2. **Department of Interior Design conducted sustainable workshop for students to sensitize and to take initiatives in designing Green**

			Interiors.
4	Dhanwate National College, Nagpur	3.25	1. **Application of Technology for enhancement of competence for teachers and students** **Objective-** To develop national and global competence **Evidence of success**- Teaching learning process is made innovative and teachers, students implement this practice in the presentations at class room level and outside in seminars, conferences, workshops. 2. **Nourishment of Values orientation and Enrichment of knowledge** **Objective-** To inculcate values among teachers and students. **Evidence of success-** Teachers and students become conscious of values which the persons of national importance nourished, cherished and practiced. Teachers, students and public in society respond to the programmes.
5	Shivaji Science College, Nagpur	3.26	1. **Awareness about atrocities at work place** **Objective-** To make aware the girls about the provision in terms of safety in the campus of the college. **Outcome-** Because of such awareness any bad evidences related to girls does not happen. 2. **Residential camp on 'An Awareness About Future In Basic Sciences'** **Objective-** The goal of the residential camp is to encourage brilliant students to take up basic sciences as career, to inculcate culture of science among new generation, to encourage them to carry out research in basic sciences and to expose them to new avenues and related career opportunities. **Evidence of Success**- Around 565 students are benefitted from three residential INSPIRE camps. The INSPIRE scholarship instituted by DST to the tine of Rs. 80,000/- per student per year has been awarded to eight students of this college. The students from lower strata of society seek admissions for basic sciences. The students became more confident in presentation of their work in the form of model. Paper, quize competition etc. The residential camp encourages the students to take up careers in science.
6	Kamala Nehru Mahavidyalaya, Nagpur	3.53	**1. Mahatma Gandhi and Pandit Jawaharlal Nehru Lecture Series-** **Objectives-** The major aim of the series is to provide a platform for the expression on thoughts and works of these leaders and their relevance in todays world.

			Outcome- The response to the lecture series is overwhelming every year. It has not only proved fruitful in bringing about a platform to perform a proper presentation of ideas and discussion on them but it has gained an authenticity as a prestigious activity of the college. It proved on of the most Acknowledge lecture Series in Maharashtra. **2. Promoting Scientific culture-** **Objectives-** To encourage the rural/urban school-children to take up basic sciences as their courses. The activity also intended to foster scientific temper and arouse curiosity among them. **Outcome-** After lecture and demonstration of scientific instruments students gave overwhelming response and was very enthusiastic to know more about science. **3. Promoting Research culture** **Objective-** To strengthen research activities in the institution **Outcome –** • Good numbers of Minor Research Projects are funded by UGC. Some Minor and Major Projects have been completed. • Number of research papers have been published in peer reviewd journals and presented by faculty members in seminar, conferences etc. • Every year several National conferences, seminars have been organized. • College got recognized as Centre for Higher Learning and Research by RTM Nagpur University. **Maximize the use of ICT in pedagogy** **Objective-** Increase the use of interactive white board and ICT for enhancing faculty competencies, for effective implementation of teaching and learning process. **Outcome-** teachers and students have not just excelled in using ICT tools but they find the teaching -learning process more interesting.
7	Dharampeth M. P. Deo Memorial Science College, Nagpur	3.01	**1. Free uniform distribution to the needy** **Objective**- Students who are poor and their families cannot afford even a single uniform 2. **National Cadet Corps** (NCC)- Most of the NCC cadets prepare for FORCE related jobs and many of them get succeed. 3. **National Service Scheme** (NSS) **4. Vermi-composting**

			Outcome- Solid waste management and sewage treatment can be achieved. Students can get job opportunity or employment if learned. Earn while learn with environment awareness.
8	Seth Kesarimal Porwal College of Arts and Science and Commerce college, Kamptee, Nagpur	3.01	1. **Pathology Laboratory for Needy People** **Objectives-** 1. To run pathology lab for poor and needy people on no loss no profit basis. 2. To cater the medical needs of the socio-economically backward people. 3. To develop social awareness and to encourage the staff and students for social service. **Evidence of Success-** 1. Many students of the college have benefited from this practice when they were required to perform some test. 2. Students who seem to be physically weak in the college are advised to visit this lab. Such students have undergone through through some basic tests in the college pathology lab and the service was provided free of cost. 3. Some people from the surrounding area have also visited the pathology lab and have done different test as per their requirements with very minimal charges. 2. **College Fish Pond** **Objective** **1.** To exchange and circulate information, ideas and practical experience on all matters relating to fisheries and their management. **2.** To admit farmers in the surrounding area to the institute and to increase the number of professionally qualified fisheries managers through the provision of training courses. **3.** To make aware the students and the staff about the self employment opportunities and techniques in fisheries. **Evidence of Success** 1. The zoology students get a practical experience and learning about fisheries from this practice. 2. Many students of the college have learned and got the necessary information regarding fisheries and their management. 3. This practice is helping students and locals to become a qualified fisheries manager.

			4. Many locals have visited the college pond and had discussion with zoology department regarding different aspects of this practice and got benefited from this. 5. This practice makes aware the students about the self employment opportunities and techniques in fisheries sector
9	Sevadal Mahila Mahavidyalaya, Nagpur	3.10	1. '**Sewing and Embroidery Training Centre for Rural Women of Narsala Grampanchayat, DistrICT Nagpur'** **Ojectives-** To educate and train rural girls specifically college students, and women to develop self-employment and self-dependency. To orient rural girl students about fabrics and practical knowledge of sewing and embroidery. **Outcome-** Participants satisfied and positive feedback. 2. '**Bird Restaurant to save birds and save nature' in the Raj Bhavan Biodiversity Park, Dist. Nagpur**. **Objective**- To start Bird Restaurant to save birds and nature. In order to maintain ecological balance of nature birds need to survive all the odds and beats. **Evidence of success**- Positive opinion is received from the staff of Raj Bhavan Biodiversity park.

Discussion and Findings

Nine NAAC accredited 'A' grade colleges in Nagpur, displayed their data of best practices in AQAR and SSR on their respective website. Kamala Nehru Mahavidyalaya, Nagpur has the highest score of NAAC i.e. 3.53, Dr. Ambedkar College, Deekshabhoomi, Nagpur also have the high score of NAAC i.e. 3.45 among all other colleges. Kamala Nehru Mahavidyalaya who scored highest marks undertook various best practices like Mahatma Gandhi and Pandit Jawaharlal Nehru lecture series, Promoting scientific culture, promoting research culture and to maximize the use of ICT in pedagogy etc. The objectives of these practices were excellent and the success of evidence of these practices proved that these practices not only improve the skill and knowledge of the students but also of the staff of college and society. Dr. Ambedkar College undertook best practices like UNNATI for holistic development of students and 'LAB to LAND' to increase agricultural production. These two practices involve not only the students but also the farmers, which is very beneficial for our society. Hislop college, Dhanawate National College and Shivaji Science College scored 3.31, 3.25 and 3.26 respectively. These colleges performed best practices like awareness about atrocities at workplace, Residential camp on awareness about future in basic sciences, application of technology for enhancement of competence for teachers and students, Nourishment of values orientation and enrichment of knowledge and Institution of Rev. Stephen Hislop master Talk etc. shown best outcomes in their respective colleges. LAD and Sevadal college performed best practices like sewing and embroidery training for rural women, bird restaurant to save birds, hospitality training programme of hearing impaired, sustainable workshop for students to sensitize and to take

initiatives in designing green interiors etc. and received the same score as 3.10 by NAAC. These colleges have outstanding achievements in the form of students who directly involved in best practices. Dharampeth Deo Memorial College and Porwal college received the same score as 3.01, the best practices include pathology laboratory for needy people, college fish pond, free uniform distribution to the needy, NCC, NSS and Vermicomposting.

'A' grade Colleges in Nagpur undertook society centric best practices which have positive impact on their assessment and accreditation process earning them the expected grade or score. Most of the best practices have great impact among stakeholders and society around them like Mahatma Gandhi and Pandit Jawaharlal Nehru Lecture Series in Kamala Nehru College gained an authenticity as a prestigious activity of the college and received acclaim all over Maharashtra. Some colleges like Dr. Ambedkar College, LAD college, Shivaji Science college and Porwal college are directly connected with society and improving life of poor and needy people, created very good and positive impact on NAAC and scored as expected.

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Political Impact on Governing Bodies in Universities and Their Decision Making Policies in Higher Education in India.

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Abstract:

Today higher education is the one of the most indicator of development of any nation. Higher education system plays an important role for the country's overall development which includes industrial, social, economic etc. That is why many countries around the world are giving a special importance and focus on quality of higher education. Since independence, our education system has gone through surprising changes. Higher education in India has undergone quick development after post-independence era , Now India's higher education system is third largest in the world.,. But, today, due to many factors such as , political factors ,social and economic factors. etc, our higher educational institutions are highly influenced. The present study was undertaken to discuss Political influence on decision making policies in higher education in India. Beside this from various research reports and many educational thinkers ,researchers also concluded that in last three decades outcomes of educational policies are extremely impacted by political processes and practices.

Key Words : HEI, UGC, MHRD,GDP, New Education Policy, Acts .

Introduction:

Education constitutes the backbone of a country as it produces the human force which plays the most determining role in the advancement of a nation and also in the progress of civilization. Education is one that provides the thrust in getting ahead and building up a powerful democratic society. Therefore, higher education is considered as an important instrument for bringing about social, economic, political and technological development. Educational system in any country cannot flourish without quality and higher education is no exception to it [8]. Today higher education is the one of the most indicator of development of any nation. Higher education system plays an important role for the country's overall development which includes industrial, social, economic etc. That is why many countries around the world are giving a special importance and focus on quality of higher education. Higher education deals with the tertiary level of education. Undergraduate colleges, Post-graduate college. Universities and centers, of advanced studies are coming under scope of higher education. Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century [11] .From record of 2016 there were 750 Universities including 47 central Universities, 345 state Universities, 123 deemed Universities and 235 private universities There were 41435 colleges,. In 2016 an estimated 28484746 students were enrolled in the institutions of Higher Education. Higher education has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. Therefore, the country's future depends on a massive expansion of education particularly at higher education level[12]. The National Policy on Education-1986 viewed higher education as follows: "Higher education

provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system." [13].

The Department of Higher Education, MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.(14). Apart from Union Education Minister, all states are free to initiate more education policies. The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments. The main governing body at the tertiary level is the University Grant Commission (UGC) which enforces its standards, advises the government and help co-ordinate between the centre and state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. Distance learning is also a feature of the Indian higher education system.[15]

Objectives:

1) To discuss the Impact of political decisions in decision making policies in higher education in India
2) 2) to discuss the role of governing bodies in Educational system and to discuss the political influence in higher education system in India

Impact of politics on the educational policies :

Influence of politics on the education system depends on the kind of political regime of country. Political influence is always present, because there is, at least, an "education policy". However, this policy may give the government the ability to intervene in varying degrees in the functioning of the education system. Starting in the late 1960s, state governments began to interfere in universities. For one, it was about dispensing patronage and exercising power in appointments of vice-chancellors (VCs), faculty and non-teaching staff. For another, it was about extending the political influence of ruling parties. Unions of students, teachers and employees became instruments in political battles. Campuses were turned into spheres of influence for political parties. Provincial politics also played a role, with an implicit rejection of national elites and an explicit focus on regional identities. Just as important, political parties and leaders were uncomfortable with, if not insecure about, independent voices and critical evaluation that could come from universities. It was not long before similar reasons began to influence the attitudes of Central governments towards universities. The turning point, perhaps, was 1977, the end of the era of majority governments and one-party rule. It gathered momentum after 1989. There were short-lived coalition governments. And there were regime changes after almost every general election. The competitive politics unleashed by changes in governments soon spilt over to universities not only as spheres of influence but also as arenas for political contests[16]. If we had to list a few of those aspects of education that politics can directly affect, then these would be as following Curriculum and Syllabi, Assessment models and structures, Structure of courses and degrees, Meanings and Values of content, Content (Textbooks) etc., [17] Many governments come and go, making so many promises, but Every time a pledge is taken to increase spending on education to 6% of the GDP, but the actual spending keeps hovering around 4%. So many

acts and policies are made, commissions are set up, but the ground realty is rarely seen. The blend of education and corruption makes it a more deadly combo. Where the education system should just have the motto of providing education and knowledge, they are providing more; They see it as an another industry where money flows uninterrupted, irrespective of any recession[6].

In India, teachers are often used for a variety of work that has nothing to do with their core expertise. You'll find them manning election booths or collating data for census and other enumeration exercises. Many Professors, lecturers from the universities and affiliated colleges has their own groups. These groups are actively work and participates during University elections, Senate Elections, Board of study elections etc., The elected members on different committees on university governing bodies have important role decision making policies of universities, and have direct and indirect role in making acts and regulations for university and colleges. These acts and regulations made by these governing bodies across Indian universities are collectively studied by University Grant commission and MHRD for making UGC act and regulations. UGC also took survey and invited suggestions from these governing bodies for decision making policies. Above procedure is good and best for decision making policies for higher education, but the main problem for their working is all above mentioned groups are politically influenced. The elections for governing bodies in universities have high political influence. So these political influence can be dangerous for decision making policies in higher education in India.

Some Politically Influenced Decisions :

In 2006 the government decided and The Indian Parliament has passed the 104th Constitution Amendment Bill, providing reservations for the socially and educationally backward classes, besides the Scheduled Classes and Scheduled Tribes, in all private aided and unaided educational institutions. The amendment is the government's attempt to offset the effect of the recent Supreme Court judgement that categorically said that in an unaided (which runs without government funding) educational institution whether run by non-minorities or minorities the government cannot implement its policy of reservation.[18]

Ahead of Uttar Pradesh elections, the Union Cabinet on Thursday cleared 4.5 per cent sub-quota for minorities within the existing 27 per cent quota for other backward classes (OBC) in central jobs and admission to central educational institutions, the Cabinet, headed by PM Manmohan Singh, cleared the proposal ahead of assembly polls in Uttar Pradesh and four other states.[19]

The UPA government had decided to make the class 10 board exam optional for students in schools affiliated to the CBSE. But the NDA government wants to make the exam compulsory again as many schools and parents have complained of dipping quality because people no longer cared for the class 10 finals, which were once considered the stepping stone to higher studies.[20]

HRD minister Smriti Irani told Parliament that IITs have been asked to teach Sanskrit to facilitate the study of science and technology as reflected in its literature.

HRD Ministry launches digital payment campaign:

In the wake of demonetisation, Union HRD Minister, Prakash Javadekar launched a cashless payment drive across the centrally aided institutions and proclaimed the benefits of digital payment in the wake of demonetisation.

ICSE, ISC schools to now have mandatory yoga classes :

All ICSE and ISC schools have been directed by the Council for the Indian School Certificate Examinations (CISCE) to ensure that students get regular yoga training.

Free higher education for the poor:

Assam government announced free higher secondary, three-year degree and polytechnic diploma courses for students who can't afford them.

Haryana board makes Aadhaar card mandatory for board exams 2017 :

Haryana Board of School Education (HBSE) made Aadhaar card compulsory for giving board examination. The board will make this mandatory in 2017.

Himachal Pradesh CM launches Rajiv Gandhi Digital Student Yojna: Laptops distributed to toppers:

Himachal Pradesh Chief Minister Virbhadra Singh launched the 'Rajiv Gandhi Digital Student Yojna' in the Sundernagar town in Mandi distrICT on May 1. As many as 86 students who have obtained distinction in Classes 10 and 12 examinations, were given laptop computers by the CM.

Sanskrit, Indian languages to get a boost under New Education Policy, says Prakash Javadekar:

Sanskrit was given a place in the New Education Policy "The policy of the Indian government is that there should be development of all Indian languages.[21]

Conclusions.

Influence of politics on the education system depends on the kind of political regime of country. Political influence is always present in any education system. On above discussion we concluded that the decision making policies in higher education in India have deep impact. The policies of governing bodies experiences the changes whenever the political changes occurred. Political decisions by political parties also influence the policies of governing bodies in higher education. In India we know the political interference is everywhere and in every department, So the field of education is also have political impact. we also observed that many political decisions has good impact on policy making for higher education, but some decisions are not acceptable in policies of higher education. So to make India as developed country, governing bodies in education as well as our politicians must focus on improvement quality of higher education without or with minimum political interference.

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Role of NAAC in Promoting Quality on Higher Education: A Review

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Abstract:

The National Assessment and Accreditation Council (NAAC) is an autonomous body founded by the University Grants Commission (UGC) for assessing and accrediting higher educational institutions in India. India is world's second largest country in providing higher education. Higher education is key to get success at international level. The Quality human resource depends on the quality of higher education. NAAC was established to assess the quality of education in various colleges and universities in India. The assessment process provides an opportunity for the institution to measure its effectiveness and efficiency, identify its strengths and weaknesses and take necessary steps for improvement.

Keywords: NAAC, Higher Education, UGC ,Quality Education.

Introduction:

The National Assessment and Accreditation Council (NAAC) is an outcome of the recommendation of the National Policy on Education (NPE). The National Assessment and Accreditation Council (NAAC) is an autonomous body founded by the University Grants Commission (UGC) for assessing and accrediting higher educational institutions in India. To address the issue of deterioration in quality , the NPE(1986) and Plan of Action (POA - 1992) that spelt out the strategic plan for the policies, advocated the establishment of an independent national accreditation body NAAC in 1994 with its headquarter at Bangalore. National Policy on Education(NPE)1986 , Programme of Action (POA) in interalia recommended that "Excellence of Institution of Higher Education is a function of many aspects where self-evaluation and self-improvement are very important. If a mechanism is set up which will encourage self-assessment in institutions and accreditation by a council, the quality process, participation, achievement etc will be constantly monitored and improved".

India is world's second largest country in providing higher education. Quality higher education is a need of an hour to sustain in this era of competition. Higher education is key to get success at international level. Traditional Gurukuls transformed and Colleges, Universities, IITs, IIMs come into existence to impart higher education in a country. The Quality human resource depends on the quality of higher education. NAAC was established to assess the quality of education in various colleges and universities in India. Presently, efforts are made to make Indian Educational Institutions world class. All the Indian Higher Educational Institutions are to be assessed by NAAC periodically for maintaining the quality of the Higher Educational Institutions. The professional institutions are also to be assessed by National Board of Accreditation which is similar to NAAC. Recently, a new methodology for assessment and accreditation has been prepared .The assessment instrument has been fine-tuned for greater objectivity and validity. NAAC has come along way since its inception in 1994. It has taken up the challenges and initiated a nation wide movement for performance evaluation, accreditation and quality re-gradation of colleges and universities in the country.

It is heartening that National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for ensuring that its processes are in tune with local, regional and global changes in higher education scenario. 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 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 academicians 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. Higher Education Institutions (HEIs) desirous of seeking accreditation from now on will need to understand the changes made in the process. Keeping this in mind, the Manuals have been revised separately for Universities, Autonomous Colleges and Affiliated/Constituent Colleges. The Self-Study Report (SSR) forms the backbone of the entire process of accreditation. Special effort has been made to differentiate some of the items to render them more applicable to different categories of institutions. It is hoped that the Manuals will help the HEIs to prepare for the revised process of assessment and accreditation. As always, NAAC welcomes feedback from every corner.

The NAAC has under taken the following activities:

a) Encourage the state Government to take a proactive role in the accreditation process and help the NAAC to organize seminars, orientation programmes/discussion and meetings to principals, teachers, manager, students for understanding the relevance and advantages of accreditation.

b) Establishment of an effective mechanism in every state to monitor the progress of assessment and accreditation.

c) Promote new initiative like credit transfer, student mobility, mutual recognition etc.

d) Formation of quality circles for follow up of accreditation outcomes.

e) Research grants for faculty of accredited institution/institutions to execute projects.

f) Developing interval linkages for mutual recognition.

g) Collaboration with other national professional bodies for accreditation of specialized subjects.

h) Last but not the least, interaction with other agencies to develop a National Quality Framework

The NAAC assessment and accreditation are terms broadly used for understanding the "Quality Status" of an institution. The NAAC's accreditation process follows a holistic, systematic, and objective approach for institutional improvement. Moreover, the assessment process provides an opportunity for the institution to;

- measure its effectiveness and efficiency,
- identify its strengths and weaknesses and
- take necessary steps for improvement.

Conclusion:

NAAC's main aim is to uphold the quality of higher educational institutions and universities. NAAC accreditation should not aim at just getting higher grades, but should aim at quality education in real sense, which would in turn help in building a strong, qualified and highly motivated young TEAM INDIA that can assist in Nation building.

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Information and Communication Technology and Higher Education

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Abstract:

ICT is a large and growing market with great potential in higher education. In order to maximize this potential, e-learning implementation should endeavor to satisfy the needs and concerns of all stakeholders group as much as possible. Students and teachers should participate as proactively as possible, provide feedback to improve future experiences and communicate the learning possibilities that ICT creates.

Technology has entered into the area of education and has helped tremendously to both the learners and teachers of English. The rural area has no exception to this change. You can see clearly the mobiles; smart phones are here and there in the hands of rural area students. They know perfectly how to handle the smart phones. These days the knowledge has arrived at your fingertips just because of technology.

Introduction:

Information and Communication Technologies (ICT) are referred to as the varied collection of technological fear and resources which are made use of to communicate. They are also made use of to generate, distribute, collect and administer information.

ICT is a force that has changed many aspects of the way we live.

Information and Communication Technologies consist of the hardware, software, networks and media for collection, storage, processing, transmission and presentation of information (voice, data, text, image), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection storage, processing and presentation.

The concept of s "Digital Divide" has been around almost as long as ICT has been publicly available. While traditionally it has come to mean a division in society, based on socio-economic factors, this does not 'paint the entire picture'

Introducing ICT as a tool to support the education sector has initiated substantial discussions since the late 1990s. A decade ago the emphasis was on Technical and Vocational Education and Training and training teachers. During the last few years an increasing number of international development agencies have embraced the potential of ICT to support the education sector. UNESCO has played a major role in spearheading the Education for All initiative to harness the potential of ICT. The widely subscribed Darker Framework for All recognizes that, 'these technologies (ICTs) have great potential for knowledge dissemination, effective learning and the development of more efficient education services.

When looking at the integration of ICT to support the achievement of educational objective, it can be found that after almost a decade of using ICY to stimulate development, it is not yet fully integrated in development activities and awareness raising is still required.

The main objectives of the paper are to evaluate the importance of ICT in higher education, especially in rural area.

Ensuring universal service and access to information and communication technology is a top national in many countries, often enshrined in laws that govern the sector.

One of the distinctive features of human being is their ability to acquire knowledge, and what makes this knowledge an ever-thriving entity is man's ability to 'impact' this knowledge to orders- Transfer of knowledge, which is one of the foundations of learning is among the most fundamental social achievements of human beings is their ability to acquire knowledge to others. Transfer of knowledge, which is one of the foundations of learning, is among the most fundamental social achievements of human beings.

Building strong relationships with students is something that frequently explains why faculty takes pleasure in the challenge of working at a small university.

The concept of moving the traditional classroom of desks, notebooks, pencils and blackboard to an online forum of computers, software and the Internet intimidates many teachers who are accustomed to the face-to-face interaction of the traditional classroom. In the past 10 years, online instruction has become extremely popular as is evident in the rise of online universities, such as University of Phoenix Online and Athabasca University (Canada), and on-campus universities offering online courses and scalability of e-learning technologies. E-learning is fast becoming a major form of learning.

Advancements, standards, specifications and subsequent adoptions have led to major growth in the extensibility and scalability of e-learning technologies. E-learning is fast becoming a major form of learning.

Computer multimedia offers ideal opportunities for creating and presenting visually enriched learning environments. The latest technologies associated with virtual reality will also play an important role in not too distance future.

Management institutes and educators have attempted an increased incorporation of collaborative group work, problem-solving and decision-making through technology as an integral component of pedagogy. There is no doubt that technology-based tools can enhance student's cognitive performance and achievements if used appropriately, in accordance with knowledge learning and as part of coherent educational approach.

Computer-based systems have great potential for delivering teaching and learning material.

The rapid development of Information and Communication Technology (ICT), particularly the Internet, is one of the most fascinating phenomena characterizing the Information Age. ICT powers our access to information, enables new forms of communication, and servers many on-line service in the spheres of commerce, culture, entertainment and education

Over the last decade in the United Kingdom there has been growth in support for the use of technology within teaching within teaching and learning in Higher Education (HE). In particular, since 1993 the Teaching and Learning Technology Programme (TLTP) has promoted the creation of technology-based materials for use across the HE sector.

The Role of ICT in English Language Teaching in Rural Area:

Computer Assisted Language Learning is an interactive method of instruction that help learners to achieve their goals of learning, at their own pace and ability. It helps in enriching English language skills and connects a learning place to the outside world. This technology serves as a 'Surrogate teacher', it also impartial feedback to the learners. So it is ideal for integrating skills such as reading, writing, speaking and listening.

With the reduction in the cost of computers, most educational institutions can afford to have computer systems. A computer lab, now a days seen as an essential requirement in any educational institution because of the increased awareness among the students, teachers and managements. Computer Assisted Language Learning needs a computer laboratory with the teacher present of a computer with students working independently**.**

Teachers and New Technical Language

It offers an ideal environment for the teacher to do things differently and use innovative methods of teaching. For instance, power point presentation using multimedia support can simulate conversation and discussion in the target language.

Computer Assisted Language Learning helps the teacher to:

. Plan the lessons/ materials

. Present the lessons/material setting offers an ideal learning environment for those who cannot benefit much from lecture method.

. It enable the students to :

. Learn the lesson and also access a variety of background information like vocabulary glossary. Pronunciation, grammatical explanations, etc.

. Practice not only to listen and comprehend, but also to speak by sing the material presented in the computer.

. Collaborate with other learners. The entire class may work on a single question or different questions in groups.

. Achieve swift development of communicative ability though frequent exchange of ideas and discussions with the teacher and among themselves.

. Enhance critical thinking skills through activities involving observation, prediction and conclusion, all of which contribute to language use.

. Have 'Virtual field trips' that enrich their experience of studying a specific theme or topic.

Design of Material

This material is designed especially for students who already have some knowledge of English. It serves in improving language skills in general and listening skills in particular. A variety of language items such as grammar, comprehension and speaking and writing tasks are included in this learning software. It contains science topics as well as topics of general interest. It caters to all sections of students who want to improve their skills in English.

Software

There are various software which are so much helpful for the students of language. Success Study Skills, Sky Pronunciation Suits, Pronunciation Power, Report Writer, DynEd can play a crucial role in shaping students' career.

Conclusion:

The students are no longer passive consumers of the educational programmes and services, but active participants in the educational process. Their skills and competencies to work effectively with digital technologies are pre-requisite of successful and responsible solving and presentation of scientific problems and cases. The development of new technologies and the use of e-learning in teaching and learning are of great benefit for integrating digital technology into the educational environment can raise the efficiency and the quality of the education system**.**

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Innovative Strategies and System For Effective Higher Educationw.R.T Research Culture

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Abstract

Research enriches the human civilization and creates confidence in the individual. It creates joyful atmosphere in learning, and improves the quality of education. Research will help to understand any subject and its principles in much better and easier way. The purpose of research is to inform action. It seeks to contextualize its findings within the larger body of research. Research must always be high quality in order to produce knowledge that is applicable outside of the research setting with implications that go beyond the group that has participated in the research. The key to a successful research project lies in iteration: the process of returning again and again to the research questions, methods, and data, which leads to new ideas, revisions and improvements. Research at higher education level holds its own importance at that level as it will open the door for a bright future. This paper gives a brief idea on various avenues of research and the impact of research in innovation. It analyses how far research culture exists in different colleges across Mumbai and its impact on the professors and students community.

Keywords: Research, Higher Education, Innovations

Introduction

"An Investment in knowledge always pays the best interest".

Benjamin Franklin

In India dropout rate at school education is very high. This is due to reasons such as taking care of family responsibilities, going for different jobs, lack of motivation, and lack of interest in studies.To a certain extent we fail to create interest to the students at school level itself and this poor quality education has got spiraling effect in higher education. The Annual Status of Education Report 2009 released by HRD Ministry revealed that although enrollments in schools have increased, learning levels have declined over the years. The poor quality at school level finally leads to poor quality in higher education since the base of the students are not strong enough .According to a Mickensey study , only 25% of engineering graduates, 15% of finance & accounting professionals and 10% of professionals with any kind of degrees in India are suitable for working with MNCs.This precisely shows the plight of higher education in India.

Objectives of the study

1. To understand the reasons for poor quality in higher educations.
2. To highlight the importance of innovation.
3. To show the relationship between innovation and research.
4. To study the impact of research in innovation.

Review of Literature

According to the International Commission on Peace and Food "The Higher education was created with the objective of creating knowledge and disseminating the same for the purpose of helping society to move the higher level activities.''

John W. Best in his book titled "Research in Education'' sates that 'Research is the systematic and objective analysis and recording of controlled observations that may lead to the developments of generalisations, principles or theories , resulting in prediction and possibly control of events.'

According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusion.

D.Slesinger and M.Stephenson in the Encyclopedia of Social Sciences define research as 'the manipulation of things, concepts or symbols for the purpose of generalising to extend, correct or verify knowledge, whether the knowledge aids in construction of theory or in the practice of an art. 'The Advanced Learner's of Current English lays down meaning of research as 'a careful investigation or inquiry specially through search of new facts in any branch of knowledge.'

According to B.M.Naik Colleges should do more research and innovation to improve quality.(University news Sept 12-18) Vol 49 page 7).

Sources of Data Collection

Data has been collected through various sources such as primary and secondary. Primary data is collected from educational institutions (Degree College) affiliated to Mumbai University and secondary data has been collected from magazines, books, news papers as well as websites.

Hypotheses

This study is based on following assumptions:-

H_o--Research can lead to innovation and only few teachers under the sample study are innovative.

H_1 – All teachers can be innovative.

Limitations of the Study

This study has got following limitations:-

1. This study has been conducted among 200 teachers from Degree College only.
2. The school teachers, management educators are not selected in the sample study.
3. Data collected is for a period of three months.
4. The study is restricted to Mumbai University.

Importance of Research

Research helps and assists innovation. Innovation can be achieved only with the help of research. Apart from this research can give manifold benefits.

- It gives intellectual satisfaction.
- Creates progressive outlook in the organization.
- Facilitates interaction with people.
- Helps in predicting future occurrences.
- Provides answers to inquiries and generate various alternatives to problems.
- Helps in developing new tools, concepts and theories.
- Researches assist an individual to improve creativity and thereby becoming innovative.

Data Analysis& Interpretations

Asurvey was undertaken among colleges affiliated to Mumbai University with an aim to establish research culture among the teachers. The table provides information collected from among 200 teachers regarding qualifications acquired, ability to absorb computer applications, publications etc. All faculties working Commerce, Arts, Sciencecolleges are taken into consideration.

Table 1 Representing the qualifications of teachers

Faculty having	Commerce	Arts	Science
Ph.D	22	18	26
M.Phil	66	71	27
MBA	19	Nil	Nil
Additional degrees	68	52	58

(Source: Sample data)

As per the above table the number of researcher are very limited. Those who are having research qualification is only 22 out of 200 under commerce stream and 18 under art faculty and 27 under science faculty. Science stream is having maximum of 27 still it comes up to13.5 %only. M.Phil degree is maximum under commerce and arts since 90% of them have done it through correspondence, mostly from universities like Annamalai, Madurai Kamraj and Bhartidasanetc, where quality is a debatable issue. All additional degrees are also acquired through correspondence which does not have any relation with research activities. Those who are teaching in self financing courses are the teachers with additional degrees and MBA qualification.The teachers with additional qualifications are not interested in applying innovation.

Table 2 Representing Publications of Teachers

Research Publication	No. of Lecturer
Proceedings in Seminar/National Conference	127
Proceedings in International Seminar	112
In magazine/Journal	28
International Journal	17
Author for Text books	82
Minor Research	96
Paper presented in abroad	25
Computer Literacy less than 50%	97

(Source: - SampleData)

Table 2 represents publications of all three faculties, arts, science & commerce in which national conferences account to 45%, international conferences account to 39%. Publications in international journals account for 6% only. Usually International journals accept papers based on data collection and analysis and it becomes evident that only very few are having research based articles and therefore the hypothesis H_o is accepted; only research can lead to innovation and innovation can be expected from 6% teachers only.It is also proved that $H_1$is being rejected i.e. all teachers cannot be innovative since research background is not there. The paper presentations abroad is done by 12.5%.This indicate again lack of research, which is the basic requirement for international publications.

Suggestions & Recommendations.

1. Every educational institution should provide facilities such as computers for every teacher, working stations so that they can concentrate in research activities.
2. Research culture should be inculcated by arranging workshops and seminars within the college.
3. Colleges can be sponsored by private agencies for encouraging research activities.
4. Students should also get benefit of research cell so that the research culture is getting inculcated.
5. Colleges should conduct good and qualitative seminars so that every teacher can learn something out of it.
6. The economics of innovationshould be popularized.
7. The right institutional conditions should be in place by way of proactive policy.

Conclusion

If we are not doing research we will become just the followers. Only research can improve the caliber of a teacher towards innovation. Innovation being the driver of inclusive growth every teacher should aim at it and this can be achieved only by emphasizing research based activities. Management experts Prof. Nirmalya Kumar and Prof.PhanishPurananm from London School of Business in their book 'India Inside: The emerging Innovation Challenge to the West' explains the importance of research. The bottomline is that an expanding research literature underlines the importance of academic research and innovative performance of the teachers.

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Role of Research, Consultancy and Extention Analysis for NAAC

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Abstract :

National Assessment and Accreditation Council is an autonomous institution of University Grants Commission (UGC) of India, established in the year 1994. Since then it has been entrusted with the responsibility of assessment and accreditation of colleges and universities in India with the mission as to arrange for periodic assessment and accreditation of institutions of higher education for promotion of quality of teaching-learning and research in higher education institutions and to collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance. There are 7 assessment criteria which the institution has to comply with in order to get a NAAC accreditation. 1. Curricular 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 and 7.Innovations and Best Practices. Criterion 3: Research, Consultancy and Extension, as the name suggests, is about the academic research, extended consultancy services from the side of institution towards the industry and the field of study, and extension which is the outreach of institution towards the society, addressing various real-life problems, finding solutions, and other extra-curricular activities to improve the overall quality of the institution. It holds a. weightage of:150 (- for both Affiliated and autonomous institutions), 250 (or universities).The key aspects of this criterion are: a. Promotion of research, b. Resource mobilization for research, c. Research facilities, d. Research publications and awards, e. Consultancy, f. Extension activities and institutional social responsibility and g. Collaborations.

Keywords: Research, Consultancy Collaborations, and Extension HEI, etc

Introduction

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits higher education Institutions (HEIs) in India. The accreditation framework of NAAC is based on five core values detailed below: (i) Contributing to National Development : Contributing to national development has always been an implicit goal of Indian HEIs. The HEIs have a significant role in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby contributing to the development of the nation. Serving the cause of social justice, ensuring equity, and increasing access to higher education are a few ways by which HEIs can contribute to the national development. It is therefore appropriate that the assessment and accreditation (A&A) process of the NAAC looks into the ways HEIs have been responding to and contributing towards this goal. NAAC is an autonomous instituting established by the UGC in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. UGC is one of the autonomous bodies established by the Government of India. It is the unique grant-giving organization in the country. However, NAAC is a self-financing body set up by the UGC to

evaluate and provide accreditations to institutes of higher education in India. Detailed Benefits of NAAC Accreditation for Institutions. NAAC accreditation helps the higher learning institutes to know its strengths, opportunities, and weaknesses through an informed review process. NAAC identifies the internal areas of planning and allocation of resources.

NAAC to set up four regional centers. BANGALORE. The National Assessment and Accreditation Council (NAAC) will set up four regionalcentres in next two months with Bangalore as the head office So far, NAAC has accredited 418 colleges and 94 universities. NAAC is an autonomous instituting established by the UGC in 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. A tug of war is on between the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) over the Supreme Court order that approval of AICTE is not required to obtain permission and run MBA courses by private institutions since it does not fall under the definition of technicalUGC and AICTE both are the statutory bodies of Ministry of human resources and development. Ugc approves universities and gives UGC approval is must to all non technical courses. Mean while AICTE recognizes technical courses such as Engineering, MBA. AICTE approval is not required for University-approved MBA: SC "As per definition, we hold that MBA course is not a technical course within the definition of the AICTE Act. Therefore, the approval from the AICTE is not required for obtaining permission and running MBA course by the appellant colleges," the bench said. NEW DELHI: Top universities and institutions of the country are making a beeline to National Assessment and Accreditation Council (NAAC). ... But it is not mandatory for all accreditations to be done by NAAC as there are plans for multiple accreditation agencies in the country," said director, NAAC, professor AN Rai. PU is approved by UGC (University Grants Commission). NAAC and UGC both are similar and both come under MHRD (MINISTRY of HUMAN RESOURCE and DEVELOPEMENT). Only 4 universities of Punjab are accredited by NAAC. LPU passes all the parameters of NAAC and it will shortly get accredited by NAAC. National Assessment and Accreditation Council (NAAC) was established by the UGC in September 1994 at Bangalore for evaluating the performance of the Universities and Colleges in the Country. ... At present the Assessment and Accreditation by NAAC is done on a voluntary basis. The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits higher education Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. The most important step in the process of assessment and accreditation is the preparation of the SSR by the institution. Institutions should follow the guidelines provided by NAAC while preparing the SSR and ensure that it contains the following: Evidence of contributing into the core values National Assessment and Accreditation Council (NAAC) was established by the UGC in September 1994 at Bangalore for evaluating the performance of the Universities and Colleges in the Country The main aim & role of UGC in higher education is to provide funds to universities and coordinate, determine & maintain the ethics in institutions of higher education. The criteria-based assessment of NAAC forms the backbone of the A&A. The seven criteria represent the core functions and activities of an institution and broadly focus on the issues which have a direct impact on teaching-learning, research, community engagement and the holistic development of

the students. The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs (NAAC 2013): 1. Curricular 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 The criteria-based assessment promotes judgment based on values. For example the criterion on "Governance, Leadership and Management" promotes the values such as participation, transparency, team work, systems view, justice, self-reliance and probity in public finance. The Key Aspects identified under each of the seven criteria reflect the processes and values of the HEI on which assessment is made.

The National Assessment and Accreditation Council (NAAC) is an organization that assesses and accredits higher education Institutions (HEIs) in India. It is an autonomous body funded by University Grants Commission of Government of India headquartered in Bangalore. Chairman, Executive Committee. Dr. Virander Singh Chauhan is Currently Executive Chairman of National Assessment and Accreditation Council (NAAC) – an Autonomous Institution of University Grants Commission (UGC). Accreditation. Accreditation is a process of validation in which colleges, universities and other institutions of higher learning are evaluated. The standards for accreditation are set by a peer review board whose members include faculty from various accredited colleges and universities NAAC is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. ... My congratulations to the Manipal team," he said. NAAC is entrusted with the primary function of assessing and accrediting higher education institutions of the country. It entails the following: Provide guidance to institutions for preparing their Self-study Reports (SSRs). If you are studying in a deemed university or in CAMPUS of university(not in its affiliated colleges) approved by UGC, then even if your course is not approved by AICTE, it will not create any problem. This is because universities do not require AICTE approval compulsorily. The University Grants Commission of India (UGC India) is a statutory body set up by the Indian Union government in accordance to the UGC Act 1956 under Ministry of Human Resource Development, and is charged with coordination, determination and maintenance of standards of higher education. No university is permitted to run colleges without the approval of UGC. It is a major condition if your university is not UGC approved. If it is not approved by UGC it is considered the illegal or fake university. And your degree is considered invalid. A tug of war is on between the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) over the Supreme Court order that approval of AICTE is not required to obtain permission and run MBA courses by private institutions since it does not fall under the definition of technical.

Review Of Literature On Research, Consultancy And Extention

The various key issues identified under the determinant organizational issues are: Organizational structure; Administrative issues; Student enrollment; Strategic planning; Corporate and business strategy; Alumni as an asset; and Placement. The various key issues identified under the determinant faculty performance issues are : Teaching-Learning; Faculty diversity; Staff development programmers; Faculty support systems; Faculty assessment; Faculty empowerment. The various key issues identified under the determinant student support & progression issues are : Information dissemination; Inclusive efforts; Student development;

Student satisfaction; Exposure; Student participation; and Leadership development. The various key issues identified under the determinant social/environmental/community engagement issues are : Social concern; Outreach activities; Student involvement; and Environmental concerns. The various key issues identified under the determinant issues on infrastructure, learning resources, and research are : Facilities; Learning resource; Technology deployment; Research promotion; and Collaboration. The various key issues identified under the determinant issues governance, leadership and innovations are: Realizing vision & mission; Adherence to quality; Academic leadership; Decentralization; Strategy development & deployment; Student feedback; Faculty retention; and Innovations.

Constituent Elements As Per Research, Consultancy And Extesion

1. Criterion III - Research, Consultancy and Extension: This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy 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. The focus of this criterion is captured in the following

Key Aspects:

1 Promotion of Research
2 Resource Mobilizations for Research
3 Research Facilities
4 Research Publications and Awards
5 Consultancies
6 Extension Activities and Institutional Social Responsibility
7 Collaborations

2. Resource Mobilization for Research

The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and/approach funding agencies for mobilizing resources for Research. The institutional support to its faculty for submitting Research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in Research.

3 Research Facilities Required infrastructure in terms of space and equipment and support facilities are available on the campus for undertaking research. The institution collaborates with other agencies/ institutions/research bodies for sharing research facilities and undertaking collaborative research.

4 Research Publications and Awards Exploration and reflection are crucial for any teacher to be effective in his/her job. Quality research outcome is beneficial for the discipline/ society/ industry/ region and the nation. Sharing of knowledge especially theoretical and practical findings of research, through various media enhances quality of teaching and learning.

5 Consultancy Activity organized or managed by the Faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up the consultancy is properly rewarded.

.6 Extension Activities and Institutional Social Responsibility (ISR) Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Mutual benefit from affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization. Processes and strategies that relevantly sensitize students to the social issues and contexts.

7 Collaborations There are formal agreement/ understanding between the institution and other HEIs or agencies for training/student exchange/faculty exchange/ research/resource sharing etc.

The Assessment Outcome

The assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the self study reports (SSR). The Assessment and Accreditation outcome includes a qualitative and quantitative component. The qualitative part of the outcome is the Peer Team Report (PTR) and the quantitative part includes a Cumulative Grade Point Average (CGPA), a letter grade and a performance descriptor.

(i) Weight ages Taking cognizance of the diversity in institutional functioning, HEIs have been grouped under three major categories i.e. Universities, Autonomous colleges and Affiliated colleges and differential weight ages are assigned for each of the seven criteria as detailed in the table below:

(ii) Grading System The accreditation status of the assessed HEIs is decided using the weight ages detailed above. Institutions will be assessed and graded on a four point scale and qualifying institutions accredited and graded on a 3- letter grade as follows: Range of institutional Cumulative Grade Point Average (CGPA) Letter Grade Performance Descriptor 3.01-4.00 A Very Good (Accredited) 2.01-3.00 B Good (Accredited) 1.51-2.00 C Satisfactory (Accredited) ≤ 1.50 D Unsatisfactory (Not Accredited) Institutions which secure a CGPA equal to or less than 1.50 and graded "D" does not qualify for accreditation. Such unqualified institutions will be intimated and notified by the NAAC as "assessed and found not qualified for accreditation".

(ii) Validity Period of Accreditation The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC. To continue the status of accreditation the institution has to record its intent for the next cycle accreditation by submitting the LOI six months before the expiry of the accreditation status and the SSR within six months of acceptance of the LOI by NAAC. Institutions that do not adhere to these timelines will lose the accreditation status.

Research Publications and Awards

1 Highlight the major research achievements of the College through the following: ∗ major papers presented in regional, national and international conferences ∗ publication per faculty ∗ faculty serving on the editorial boards of national and international journals ∗ faculty members on the organization committees of international conferences, recognized by reputed organizations / societies.

Conclusion

Researcher was also a part of the Department. During the study the researcher found that the department is one of the best teacher's training institute because it focuses on the holistic

development of the students. Along with the studies the students are made aware of their environment and society so that they can play significant role for betterment of the country. The alumni data reveals the facts that the students of this Department are placed at different posts and are providing their best services. The Department is serving the community through research and extension work which was experienced by the researcher herself. We have studied the features of NAAC accreditation system based on Research, Consultancy and Extension. Various factors affecting the issues of the system along with their constituent critical elements are identified and analyzed. The Department is well known across the Nation for the Quality it is providing to society and acts as a benchmark Institute for other newly established Teacher Training Institutions.

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ICT and Best Practices as A Benchmark for Quality Advancement in Higher Education

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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. The NAAC has developed and published a series of best practices of various institutions as per seven criterions 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. Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information.Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

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). 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. The Mobile learning (m -learning) as a form of e -learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Students access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day. 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". 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 developedand 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." . 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". 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,. 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. 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.

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:

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 The colleges include Arts, Commerce and Science streams. 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.	Stella Maris College (Autonomous), Chennai	Tamil Nadu	3.68	A+

Table 2: Colleges and their Best Practices

Sr. No.	Name of College/ Institution	Best Practice
1.	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 2.Cell, Anti Ragging Squad
2.	Cotton College, Guwahati, Assam	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 2. ICT Enhanced Learning Experience Outcome: improved attentiveness and engagement, increased knowledge retention, interactive and fun learning environment, quick understanding, easy tracking of response, enriched overall learning experience
3.	M. S. P. Mandal's Deogiri College, Aurangabad, Maharashtra	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. 2.Exhibition and Demonstration of Science Experiments for School Students Outcome: growing number of schools visiting the college, students interest increased in learning
4.	S.S. Jain Suboth PG College, Jaipur, Rajasthan	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 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

Digital Classrooms: Innovations in Teaching - Learning Methods

Summary of the Innovation: Under the conventional chalk and blackboard method of classrooms transaction, the Mandal Education Officer observed that the children at the government schools were facing difficulties, especially in understanding and retaining lessons. The problem is further increased when teachers are disinterested and demotivated, and as a result of which, learning suffers. Optimum utilisation of these resources was rarely witnessed in the classrooms. Therefore, in order to make classroom teaching more interesting and engaging, it was suggested that the conventional teaching methods of the government schools need to be modified. This initiated the programme for digitisation of classrooms which implied that teaching-learning shall now happen through new methods of pedagogy using ICT. Special emphasis was laid on the schooling environment, methods of studying, updating of curriculum in consonance with the societal needs, and developing learning interest among the students through interaction with subject experts, etc. The initial focus of this programme has been on students from classes VI to X. The implementation of this programme was initiated at Z.P. High School, in Pedapadu Mandal of the said district. The insights and experiences helped shape the design and application of this initiative. The partnering agencies for this innovation were the school education department, the teachers and the village elders.

Computer Assisted Language Learning Courseware for Learning English Grammar

Summary of the Innovation: During the Assessment carried out by the State for evaluating SLAS (State Level Achievement Survey) conducted in January 2014, it was found that the performance of class VIII students in English was very poor, compared to other subjects. The state level average marks in English for class VIII was 48% only whereas it was just 47.51% in respect of Madurai DistrICT and 47.94% in respect of T.Vadipatti Block. The situation motivated the innovator to develop a medium which provides opportunity for the learners to learn English grammar with ease and interest. The aim was to develop child centered learning process with the help of computer assisted courseware for effective learning of the students. With the assistance of the English graduate teachers working in T.Vadipatti Block, initiative was taken to develop a CALL for teaching English Grammar to class VIII students. Lesson plans for each unit were prepared by an experienced team of graduate English teachers working in Panchayat Union Upper Primary Schools in T.Vadipatti Block.

After the development of the CALL courseware, the parallel group experimental design was adopted to find out the effectiveness of innovation. One school was chosen as a control group and was taught by traditional method. The school chosen as the experimental group was taught using CALL courseware. It was found that the CALL Courseware helped the learners to learn themselves according to their choice and interest, and at their own pace. Evaluation of their

performance and feedback, every now and then by the computers, motivated their achievement to a great extent. It instilled self-confidence and independence among the rural students with poor background which, in turn, improved their achievement level. They were exposed to the modern world and the modern techniques of instruction. It was a novel and innovative approach for the Upper Primary Schools located in remote villages. The CALL Courseware can be easily replicated to other schools as it is in the form of a CD which can be supplied to all Panchayat Union Upper Primary Schools functioning in different Community Development Blocks. Moreover, it is a self-learning package, so it doesn't need the interference of anybody. This courseware includes beautiful pictures, audio and video with animation that makes the content to be liked by the learners. There is scope for correction and feedback to the learners at every stage of the learning process. At the end of each lesson, evaluation is given to assess the achievement level of the learners by awarding scores. The courseware is child-centered and provides an excellent opportunity to learners for effective grammatical learning at school and away from school.

Use of ICT in Effective Administration and Improving Quality of Education

Summary of the Innovation: Yuksam Block in West Sikkim is one of the remotest Blocks in the state of Sikkim. Many schools are located in far flung and remote areas. Dissemination of official letters/circulars and notifications as well as various forms to all the schools in a short period was a big challenge as most of the schools within Yuksam Block and Chongrang Block are located in difficult geographical terrain. As schools were located in remote and far flung areas, delivering letters to schools and getting information from schools within the block used to take considerable amount of time. In view of this, a meeting of all the school heads within Yuksam and Chongrang block was convened at Yuksam and it was agreed upon by all school heads that a Smart Phone with Whatsapp application would solve this issue to a considerable extent. Thus, a "Whatsapp group" in the name of "HRDD Yuksam Sub-division" was created and all the school heads were made members in the group. Apart from the school heads, MLA, Director of School Education, Sub-Divisional Magistrate and Joint Director of the distrICT were also added in the group. With this application, sending and collecting information from schools became very fast, which was otherwise very time consuming. This also saves papers, which otherwise would have to be printed and sent across. Clarification of doubts could be done instantly leading to gathering of accurate information. Further, if any school comes up with any innovative idea or activity, this can be shared (in pictures) amongst all the members, leading to positive competition. Compendium of Innovations and Good Practices in Educational Administration.

Constructivism in Teaching-Learning Process

Summary of the Innovation: The nation needs an education system that excites and stimulates children, providing them with the learning they need - and deserve - to fulfill their potential. In the schools of Sangli District, Maharashtra, it was found that the teachers used old techniques to carry out teaching in the classroom. Parents showed apathy towards the schools. The view of social workers, political leaders, and other officials were common towards school. Students lacked the skills to utilize digital mode of learning. After the regular visits to schools, the need to change the situation was felt. In this backdrop, development of teaching methodology in constructive manner in the classrooms was initiated. Activity based learning and joyful

learning was given importance to change the teaching – learning process and make the school education more effective. The main objectives of the innovation were: Use of Teaching Techniques and Teaching aids, and Technologies.♣ Digital school development with the support of community.♣ Compendium of Innovations and Good Practices in Educational Administration 17 To make a model school♣ Improve students attendance.♣ To implement the innovation, meetings with the headmasters of the schools were conducted. With the consent of the headmasters, further efforts were made to build a model school in the distrICT together with the visits for the remedial work in other schools. Digital boards for the learning of Maths, Science, Languages and Social Sciences were provided in the classrooms. Walls were painted and enhanced using the Painting on Tiles, Educational board, sports material, reuse of waste in educational purpose flash cards, domain words, pamphlets, charts for activities etc.

Activity Based Learning through Digital Rooms

Summary of the Innovation: It is a widely known fact that innovative practices in teaching –learning not only enhances the quality but also helps in increasing the awareness levels of students. Textbook centered pedagogy, rote-learning and exam oriented teaching has received criticism from all sectors. The scenario was no different in kalyan block of Thane distrICT in Maharashtra where the use of rigid traditional methods in teaching learning was leading to poor quality of education. It was observed that students were disinterested and the problem of absenteeism prevailed. Parents and students were drawn towards private schools for better infrastructure and quality education. Though there was activity based learning in some schools, it was felt that something was missing and students could not connect the teaching with real life experiences. Thus, there was a need to increase students' involvement, giving them opportunity to express themselves and making the pedagogy childcentered. At this juncture, the idea of introducing Digital Schools germinated. In the age of science and technology, students were found to be more interested in computers and other digital devices. Thus, through this initiative, the attempt was to blend Compendium of Innovations and Good Practices in Educational Administration 19 digital schools with activity based learning. A meeting was arranged by the Block Education Officer involving various stakeholders including community members and NGOs. It was decided that Activity Based Learning would be taken up as the major thrust in all the schools of this block. Digital methods, improving school infrastructure, bringing in new TLM, training and orienting teachers and redesigning school curriculum were listed as the prerequisites. These were achieved by mobilizing about INR 84 lakh from NGOs. This money was utilized cautiously for changing the entire outlook of the schools. Now, the schools have child friendly paintings, practices activity based learning, teachers are trained and equipped to handle digital learning tools which has led to increased attendance rates in the schools. Students' self confidence increased to a considerable extent. About 85 schools in the block are digital and the improved infrastructure and quality received wide appreciation from parents and students.

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NAAC Framework: Prospects and Challenges in the College's Program for Village Adoption and Development

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Abstract

The Village Adoption study provides an opportunity to understand the factors that are responsible for under-development in a village, despite the plethora of programs / schemes in vogue. They also get familiar with the interventions, participatory interaction, understanding the prevailing situation,mobilization of community, initiate participatory processes, establishing linkages among line departments, etc., which are likely to strengthen the process of development and ensure poverty reduction and strengthen natural resources management. The process of Village Adoption is thus an experimentation and involvement of faculty members to drive the process of development in a selected village. Given the emphasis on involvement of faculty members at grass-root level by adopting a specific village, preferably from backward area, as well as keeping the experience of the first phase of Village Adoption studies, it is felt necessary to draw a framework while undertaking this category of studies. Consequently, the broad guidelines are evolved. The village adoption study envisages integrated and holistic development of the village or cluster of villages selected on a micro/macro watershed basis, on an Action Research mode. The village adoption provides an opportunity to academicians, policy makers and civil society, to get sensitised and understand the problems and social dynamics that exist at the grass root level and assimilate the facilitating/catalysing factors responsible for building ustainable and cohesive communities through inspiring,igniting, educating and enabling them to develop by utilising multipleopportunities with special focus on disadvantaged sector. The village adoption will also empower the faculty for better training, research and thus rural development.

Keywords :- Individual Development, Human Development, Community Development, Economic Development, Area Development, IT enablement

Introduction:

This broad stream of activities, especially research, enables the faculty members to come out strong on theoretical aspects.However, it is essential for the faculty members to acquire a thorough understanding on the process of implementing various government schemes/programmes, and strengthening the process of Participation and innovation. Such involvement enable the faculty members to develop and also to keep abreast with contemporary rural development issues. The Village Adoption study provides an opportunity to understand the

factors that are responsible for under-development in a village, despite plethora of programmes / schemes in vogue. They also get familiar with the interventions, participatory interaction, understanding the prevailing situation,mobilization of community, initiate participatory processes, establishing linkages among line departments etc. which are likely to strengthen the process of development and ensure poverty reduction and strengthen natural resources management. The process of Village Adoption is thus an experimentation and involvement of faculty members to drive the process of development in a selected village.

Objectives

Village Adoption Scheme is to equip and familiarise the faculty, with the socioeconomic dimensions of the rural communities, status of sustainable use of natural resources, changing perceptions & aspirations, priorities and innovative effort of the rural communities for sustainable development and; enable/inspire the community for self-help to roll out strategies, methodologies, processes to develop sustainably and create cohesive communities where every individual gets equal opportunity to realise his/her potential. Through this process the faculty learn, document the ups and downs of the process which can help them in revising strategies for better training and come up with new models of rural development for replication elsewhere by all stakeholders.

Village adoption involves:

- To inspire the rural communities to dream, plan, mobilise forces and resources for sustainable development of each member who can realize his/her full potential and create such ecosystem for positive behavioural transformation
- To seek positive transformation and to engender progressive changes in the communities through alternative development models that are participatory, sustainable and inclusive
- To render service to the larger community by creating and sustaining a culture of cooperative living for inclusive and sustainable development.
- To empower marginalised and vulnerable groups in the village particularly the elderly, the women, the youth and the children of the community.

- To establish **convergence** models of resources, manpower to achieve comprehensive development in tune with people's aspirations and potential.To Build **partnerships and networking/tie ups** with various agencies (**NSS units, NGOs, industries, Public and Private sector, NRI**) and industries working in and around the village/distrICT for development of the selected village.
- To document new models of development of rural ommunities/villages/cluster of villages and use in trainings & research
- Identify new researchable areas for solving problems

Important Interventions

The important interventions may be detailed as given below:

Individual Development

1. Including hygienic behaviour & Practices (toilets, bathrooms and designated spaces for washing and drying clothes)
2. Fostering daily habits including physical exercises and games

3. Reducing Substance Abuse (alcoholism, smoking etc.)
4. Gender sensitization
5. Introduce the women to new technology and financial services including micro finance

Human Development

1. Universal & equal access to basic health facilities (presence of a health card, location of health providers (public and private)
2. Immunization
3. Population groups by age & sex
4. 100 % Institutional deliveries
5. Antenatal, Postnatal, and Delivery care
6. Food habits & Nutrition aspects (with a focus on children, adolescent girls, pregnant women and lactating mothers)
7. Universal and equal access to education facilities
8. Innovative smart schools, Libraries can be developed as resource centres with good children's books
9. Adult literacy

Community Development

1. Community resource Mapping
2. Awareness generation
3. Environment
4. Social mobilisation
5. Skill development in agricultural practices
6. IEC about reproductive and health care services and vaccines
7. Early childhood care and education(ECCE)
8. Vocational and technical training for youth
9. Encourage participation of community in water and sanitation management

Economic Development

1. Promoting diversified agricultural and allied livelihoods
2. Enhancing the knowledge and skills on different livelihood avenues among men and women
3. Sensitizing the key community leaders on sustainable rural livelihoods
4. Upgrading knowledge on technology infrastructure and equipment's
5. Orienting them on Value-chain based business partnerships and market Linkages

Area Development

1. Watershed development along with water literacy
2. Road connectivity
3. Housing & habitat development by promoting cost effective appropriate technologies.

IT enablement

Based on the VDP, the areas that are amenable for IT enablement should be identified and help in such enablement by training and hand holding. For example, e-panchayat, digital transaction can be ensured.

Conclusion

one need to focus on behavioural or attitudinal changes in villagers. Positive attitude of every individual towards any development have to be encourage. Then only one can implement the policies and schemes for the betterment of the rural villagers. Changing mind set should be one of the focus area during implementation of developmental plans. Therefore every plan should be long term and comprehensive, so that all villagers can find their own role in the planning. While working on the above mention thrust areas one need to also monitor the level of responds by the villagers and accordingly modified the methodology. It is mandatory to say that equal participation from all age group and sex are primary requirement for the development of villages.

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Effective Use of ICT And E-Learning Resources in Rural Setup

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Abstract:

Today's World is of innovation, updating, researches. People need everything is better than past. So they are trying to innovate new technique to improve better performance. We see that in market daily new products launches. This is the part of people updating. So we need to learn and update our people in rural areas. For this we need use of ICT and E-Learning in rural areas .with the help of ICT they can better understand.they get vast knowllege by E Learning Information and Communication Technology (ICT) is considered as one of the most important aspect in day-to-day activities. Since its introduction, the development of ICT has never stopped, and today, people use ICT everywhere. There are a lot of initiatives been taken by several bodies, especially the Government in order to make sure that its people, in all education level and living background is well equipped, obtain access, and possess certain skills in ICT to use the facilities for different purposes, in order to promote more up-to-date and sophisticated lives for the nation. Against this concern, this paper will provide a conceptual understanding on the factor contributing to the use of ICT in rural school libraries. Based on the proposed model, propositions are formulated as a basis for the study that will follow.

Keywords: Use of ICT, ICT in rural school libraries, availability of ICT facilities, ICT skills, purpose of using ICT.

Introduction:

In the world there is huge competion. Daily new products launches. Every country update their products and launches. People trying to get latest products. Rural area is unknown about these product and they doesn't get benefit of that products. The problems contributing to the digital divide are currently being addressed via hundreds of projects implemented by a multitude of governmental and non-governmental organizations aroundtheworld..Information and Communication Technology (ICT) includes technologies such as desktop and laptop computers, software, peripherals and connections to the Internet that are intended to fulfill information processing and communications functions . Even though Malaysia is now considered as a developed country, the digital divide between the well developed area and non-developed ones is transparent. the education system has to be transformed .One of the efforts that can be made for this transformation is by the full utilization of school libraries. Students go to the school libraries to study, to complete their homework and tasks, to find information, and also for leisure**.** The school libraries provide information and ideas that are fundamental to function successfully in today‟s information and knowledge-based society, which equip students with information literacy skills and help them develop life-long learning habits, enabling them to be knowledgeable and responsible citizens (Fadzliaton and Kamarulzaman, 2010). It is evident that if the school library operates a system allowing student access on a need basis, and by providing the quality and variety of resources, including ICT provision, those can be significant factors in student learning (Williams et al., 2002).

fundamental to function successfully in today‟s information and knowledge-based society, which equip students with information literacy skills and help them develop life-long learning habits, fundamental to function successfully in today‟s information and knowledge-based society, which fundamental to function successfully in today‟s information and knowledge-based society, which

Use of ICT in Rural School Libraries:

Living in today‟s world of information society, people cannot be separated from the technology. In This era, people cannot run from the use of technology in their day-to-day lives, and this will include the younger generation as well. As school students, one of the technological exposures that These young children will experience is their troduction of ICT in schools.

According to the United Nations, in information-rich societies, the use of ICT by children and young people is largely uniform and appears to develop in very similar stages, with little cross-national variation . From the statement, it can be applied that there is a constant use of ICT among students in developing countries, and in order to identify the level of ICT use between them, a number of various studies across the whole world has been made, especially in those rural areas where the students are lack of access to quality education and resources that their urban counterparts consider basic Costello, as cited by Herselman mentioned that geographic location should not place limitations on access to information and the use of the Internet, which are considered vital to the promotion of learning, training and business development in developing communities (From this statement, it is apparent that school students in either urban or rural areas should be provided with sufficient, if not completed ICT facilities in order for them to cope, adopt and adapt with the technological advancement in the course of their studies. In the 21st century, private and public institutions were using computers in their daily routines and most major information centres and libraries were computerized .This phenomenon did not only take place in public and academic libraries, but also in school libraries. Project work, individual study, group research, reading and the teaching of ICT, amongst other things, can all take place within the school library, and in providing this flexible place for learning, and by supporting and giving access to a broad range of information sources the school library can motivate students and stimulate learning by providing the means to freely pursue subjects which fully engage them .This means the school library can be fully utilized, or exploited as a channel to deliver or promote ICT to the students, since it is a place where students go for fulfilling their information needs, be it for their personal or official purposes. programmes at national level should consider the school library as vital means for fulfilling ambitious goals regarding the following Fadzliaton and Kamarulzaman mentioned that the school library aims to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner .There are a lot of initiatives taken by a lot of parties to encourage the use of technology among students, and since this group of people is exposed to the advancement of technology since from a very young age, the efforts to promote the use of ICT in schools usually will become a success. The concept of ICT in education, as seen by the Ministry of Education, includes systems that enable information gathering, management, manipulation, access, and communication in various forms Here, it means that the use of ICT will include various aspects in the students daily routine, not only to learn a thing or two about it and they are done, but it includes the full utilization of ICT in school as a whole. From the statement, it can be implied that the

Government is promoting the use of ICT among school students by providing the facilities and access to them.

The transformation of Malaysian education system through the implementation of ICT means reinventing the culture and practices at schools which requires students to exercise greater responsibility for their own education and prepare them for the Information Age by making use of the presence of leading-edge technologies and ICT infrastructure in all components. In order to employ the ICT, the students must have certain skills, and what purpose they are using them will also influence the use of ICT. The framework proposed is aimed to address these influential factors in the use of ICT in rural school libraries.

Availability of Facilities:

The first key factor in the use of ICT among students is the availability of the ICT facilities. The cover on the handiness or readiness of the ICT facilities to be used in the school libraries. United Nations points out that many young people, particularly in developing countries, are excluded from the information revolution, leaving them on the wrong side of the digital divide , They are being left behind because of the geographical location, and this should not be the case, especially when everybody deserves the equality in retrieving educational resources. This is a very serious issue which needs to be addressed, since the facilities availability is most important to determine the students have access to ICT and use them. Urban scholars have the advantage of computer centres, Internet access to information, experienced teachers and ample sporting and cultural facilities to choose from, in contrast to most rural schools, it is unlikely that we will find a computer lab. Of course, the absence of the computer labs will not hinder the fact that these students in rural areas are given fewer facilities than those in urban areas, but the school on rural areas can control this problem by providing sufficient ICT facilities in their library. School libraries provide educational resources to its students, and because of the lack of other facilities provided by the school management (such as computer labs), the school library must provide all of the equipments required by its students. According to Herselman, there are many rural schools that do not have adequate school buildings and stationery for learners to use, because of the partial subsidy the state provides for building costs However, in Malaysia we are lucky enough. Fatimah stated that in Malaysian environment, a school library generally consists of a minimum of three main rooms which is, reading, audio-visual and teaching and learning material, and some schools especially those with a big population of students may extend the school library network to more than these three basic rooms by including other rooms like self-access centres, science labs, computer labs and even classrooms as well. Beginning 1989 onwards, all newly builtschools are given the whole floor of the building which is equivalent to four classrooms space for a library.

Access:

Access to ICT services and benefits for the developing countries is very important but also a big challenge from a different perspective as poverty, lack of digital literacy, infrastructure, and stable political situation are becoming the main barriers The term 'access' means the ability and means to communicate with (i.e. , input to or receive output from), or otherwise make use of any information, resource, or component in an automated information system, and an individual does not have access if the proper authority or a physical, technical, or procedural measure prevents him/her from obtaining knowledge or

having an opportunity to alter information, material, resources, or components. In this framework, the term access is referring to the access of ICT facilities in school libraries. In order to gain access to the ICT facilities, they must be first made available. The availability of facilities in the school libraries will influence the level of frequency of accessing it. Thus it can be said that these two has a close relationship with each other.

Skills:

ICT can enrich and enhance both education and information provision. Young people need to acquire the skills and knowledge to get the best out of the new information and communications technologies The literacy requirements of the ICT extend from the ability to read text to the capacity to operate and understand the meanings delivered by various devices such as compact disc, the computer, the mobile phone and video equipment; skills that often precede the acquisition of traditional literacy .This means the ICT skills is the ability to understand, operate, and use or exploit the ICT facilities. In this framework, the term „skills" will refer to the knowledge and ability of the students to use the ICT facilities. Skills of using ICT is necessary in our emerging, knowledge society. It involves the ability to solve increasingly complex problems in a variety of knowledge-rich domains, participate in knowledge work as well as engage in various networked activities, but it may help promote educational change only if students have an access to the new technology and it is intensively used as a tool for learning . To do so, the students need to have sufficient skills in using and work productively with the new technology. designed to investigate the relationship of the ICT use in school libraries with the skills of the students.

Purpose of Use:

Krikorian stated that the most obvious illustration of purpose is the use of tools, instruments, and machines, for example, the purpose of a saw is to cut, of a musical instrument to produce sound, of a motor-car to transport, and the purpose of living beings, quite often say, is self-maintenance In this framework, the term „purpose of use" will refer to the utilization of ICT facilities to achieve specific goals of the students as users, or the reasons they use the facilities.

Conclusion:

If uses ICT and E-learning rural area are benefited very much The testable propositions presented in this conceptual framework offer an opportunity for further investigation on the use of ICT in rural schools libraries, especially through a variety of research designs and settings. The survey research designs using rural school students in Malaysia as respondents would best match the requirements for validating the proposed framework, and prospective researchers intending to adopt the model The studies can then provide education policy makers, educators, and those interested in the use of computers and related technologies in rural schools with an understanding of how those facilities are used in rural secondary school libraries. Other than that, it can also be used as a guideline for the future implementation of ICT in rural school libraries

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Study if Socio- Economical Status of Undergraduate Students to Empower Higher Education

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Abstract:

In the present work, the researcher intended to analyze and explore the impact of socio-economic status of undergraduate student in rural area on their academic achievement. The detailed survey has been carried out of 100 undergraduate students as a sample by using simple random sampling technique. It has been observed that there is positive correlation exist between socio-economic status and academic achievement of undergraduate students, it also highlight various factors which are responsible for their academic achievements. Researcher also discusses about government initiative to empower the education in the society.

Key Word: Socio-economic status Academic achievement, Undergraduate students, Impact.

Introduction:

Education is an important aspect that plays a huge role in the modern, industrialized world.

Education facilitates our learning, knowledge and skill. It completely changes our mind and personality and helps us to attain the positive attitudes towards life. Education is the social institution through which provides knowledge, including basic facts, job skills and cultural values. Education benefits entire countries on personal and national levels, education has been shown to increase economic growth and stability of the country for happier and healthier lives of the people in the country, at the same time, governments all around the world are spending money on a good education system. The whole process of education is focused on academic performance or achievement of the students, to improve the teaching-learning process in education sector. Academic performance or achievement of a student's is very much influenced by numerous factors like socio-economic status of the parents, residential locality of the students, gender, age, school and class room environment and many more. It is education which determines an individual's occupation, income, status or position in the society. On the other hand, socio-economic status of student's family or parents have great impact upon academic success of the students, socio-economic status is the important contributing factor in student's academic achievement.

Significance of study:

The purpose of this present study is to examine the impact of socio-economic status of the undergraduate students in rural area on their academic achievements. As we know, there are many other factors which are responsible for academic achievement of the students The present study may help government and educational administrators to know about the fact in society and envolment of undergraduate students in their educational life.

Methodology:

The sample of the present study have been drawn from the streams of arts ,science and commerce colleges, affiliated to Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur in rural area, of Wardha distrICT Maharashtra. The number of sample population were 100 by using simple random sampling technique.

The study shows that there exist positive

Findings:

There is correlation between socio-economic status and academic achievement of undergraduate students. It has been observed that during conducting survey in rural area, that most of the students are belongs to backward category and their parents are not in position to fulfill their needs related to the education, as most of the families are under poverty line. It has been observed that inflection factor; atomization in the field of agriculture and industries is also affecting the earnings of the family which hamper the education of their wards. It is also observed that most of the undergraduate students belongs to these families started earning by doing laborious work to full fill the need of their families. Also there is also lack of awareness of government schemes, initiative towards the empowerment of education.

Conclusion:

It is found that like other areas or region, socio-economic status of the students have positive relationship with their academic achievement at undergraduate level in rural area of Wardha distrICT of Maharashtra The study also highlighted difference in academic achievement or performance among different socio-economic status level groups which further emphasized the importance of socio-economic, cultural and educational aspect of a family on academic performance or academic success of the students.

It is required to bring these students in the stream of education by taking initiative at government as well as institute level for the betterment of the society. By considering the socio- economical status of the students and their family there is need to work out on stagey which will help to enhance the importance education in society .

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ICT and its Impact on Rural Development

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Abstract

Appropriate to the bee lacking in of awareness and use of ICT in rural areas, development is at a very tiny rate. Some development and improvement in the technologies provided by the management but there is no more outcomes in the development of rural areas. Information and communication technologies are developing day by day but are less relevant in rural areas. Lack of communication and resources are the source of embryonic. Main difficulty are in rural areas are electricity, communication, transportation and be short of acquaintance about new technology. ICT is not mortal absolutely implemented by the government and non-government organization for rural and urban areas. Electricity is the main interference in enlargement. There may be unusual vital declaration to solve the electricity quandary by using solar energy, bio fuels, bio gas, wind energy etc. E-governance and non-government institute can extend rural areas with facilitate of technologies.

Keywords: ICT, Rural Development, Technologies, Communication.

Introduction

Information and Communication Technologies (ICT) is being used by the government and non-government institute for raising the rural and urban areas. In rural areas people are less responsive. Due to this lack of knowledge people can't effortlessly communicate to the current market and each further. Government and non-government projects application are developed as steer projects and it's expected to submission easy entrance to citizen services and better giving out of government-to-citizen dealings. Several of these embrace strained international awareness and have won impressive awards for their pioneering approaches. If citizens are conscious about the technologies so they can easily develop the services provided through government and non-government organization (NGO). The formers and proprietor of family circle trade of rural area can cruise our product at market value. If there is correct communication and haulage available then peoples of that area can get the service by small scale industry recognized by government and NGO. Electricity is the key in aspect for enlargement. Several projects have experimented through the wireless technology to achieve the secluded locations.

Ict& E-Governance

Information and communication technology and e-governance are very supportive for technologies in rural areas. Government provides the influence to the organizations for implementing the technology in rural areas and moreover government afford different other services to the citizens for rural and urban area during internet or other media similar to markets, health, and education. Additionally, ICT can authorize the of inferior quality by growing the use of government services, and make smaller the risks by widen way in to micro finance. Application of ICT processes governance is at odds into two categories i.e. humanizing

government development and second bounding communication outside civil society. ICT is relevant to the rural areas while 1990's.The concern information and communication in public province by the government is recognized as e-governance. Auxiliary, e- governance facilitate in provided that information to citizens and it as well cause modern ideas for wealth making for rural civilian. ICT has developed a learning, governance, health, human rights endorsement, communication, economic development and further areas. By applying the provide chain management in promotion agriculture products, transaction outlay have significantly determined. Development of our kingdom. Exclusive of the help of government we cannot execute.

Communication Media

Now a day's internet turns as a decent communication media.

Telephonic communication media:

This is one of the best communication media used in the communication concerning the service source and the peoples. Through this communication media two people are related directly with each further. It is the ancient media of communication. Usages of telephonic media are.

i. Telephonic and Transport.
ii. Telephonic and Market Evidence for Agricultural Products.
iii. Mobile Phones and Emergencies.

Telephonic and Transport:

Mobile phones are very valuable for the preparation of travels and transports for conveying goods to market abode. This condenses traveling time and affords higher dynamic time.

Telephonic and Market Information for Agricultural Produce:

Mobile phones prominently improve the entrance of information about the market. So Mobile phones are also affords great help when assembly decisions for the best time to flog the crops. It also cuts off the retailer between rural farmer and actual shopper. So those, problem like getting chatted by retailer are completely removed.

Mobile Phones and Emergencies:

Mobile phones can be used to strive for for help during vital circumstances or get funding during traumas. For example, some villagers had doctors' and nurses' phone numbers that were actuality used to strive for medical consultation.

Wireless communication media:

Now a day's internet is a good communication media yet which we can attach to the entire world. Wireless communication is the economy and most safe media of communication. By the procedure of wireless devices we can communicate with the complex .we grow the information about all the events which we want to execute.

Radio communication:

Previously identified as "Radio Farm Forum" it was one of the original pains in the use of radio for rural development. In February 1956 trial was accepted out for five districts of Maharashtra by All India Radio (AIR). So that people in rural areas snoop to radio broadcasts

and improvement several type of profit like getting information about market, country agriculturists and non-agriculturists, village frontrunners and others.

Satellite communication:

Satellite Instructional Television Experiment (SITE) is measured to be one of the major techno-social communication experiments in education and rural development. It was initially presented in 2400 villages of Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan to provide direct broadcasting instruction and education in India. Satellite technicians called it SITE.

Communication Media for Household Income:

One of the best resources for income generation for the rural people is the communication broadcasting. If communication media is recognized in the rural area then citizens of rural area can do communication business. Example domestic of rural area earn money concluded selling mobile phone-related possessions and services such as boost voucher. Mobile phones can provide both through (selling mobile phone services) and incidental income (monetarist and time savings)

ICT As A Key For Rural Developement

Technology plays an important role for emerging rural areas. Using routine of technology farmers or people gets awake about all the things and productivity intensifications. If the productivity rises then the economic development is increased at a high rate. All the persons in the rural zones recognize about the instruments, materials and price of the product by the use of technology. If people are conscious about all the technology they get maximum profit by using them, So that development of rural development increases speedily. Technology assistances in manufacturing new goods and with the use of new and latest technologies, one can make good and gorgeous infrastructure. Now a day's technology deviations day by day and its use plays an main role to improve the living and mental station.

Conclusion

As the conclusion of this paper, we can say that ICT is the important factor for rural development. By use of ICT development can easily intensification. The primary aspect of development is electricity, communication media, transportation etc. The consciousness of ICT

cans growth the interest of people goes to rural areas. This can increase the productivity and interaction with the current news and market and can cruised agriculture products on market price. Increased the productivity can increased the monetary growth of the country. On resolving these intension complications we can increase rural areas with high rate.

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Execution of Rural Development Evidence Based Best Practices for NAAC By "Women Cell Program" in RGBGI.

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Abstract

Recent times rural development is one of the impact fact which improving the quality of life specially women educating in college of rural areas. RGBGI, Wardha is an academic institution under the influence of 'Mahila Vikas Sanstha' in Rural Management Education. For understanding the equality Status of girl students of the college and related community, institution broadly used terms for objective approach as institutional improvement followed by NAAC. Institution has well defined mission stated as "WOMEN CELL PROGRAM" designed by Vidhyabharati College, Seloo. In objective of program, Women Cell has been trying to uplift the power and skill of women staff, girl students of the college and ultimately other women of rural families.

In our community, mostly in rural areas women are backward with their skill development and unable to defend their personal including their family and social problems. College girl students are also the part of the community so they should be educated with self-respect and concerning confidence along their curriculum activities. Thus this is a short term try of the institution to implement the women for their own rights by Women Cell Program. Relatively, Human Resource Ministry of Government of India gives the sympathetic guidelines towards women rights.

Keywords: Rural development, RGBGI, Women Cell Program, Best Practices, NAAC.

Introduction

RGBGI (Dr. R.G. Bhoyar Group Of Institution), Wardha established in year 2008, is a pioneering academic institution in Rural Management Education under the influence of **'Mahila Vikas Sanstha'**. The institution dedicated for developing excellence along with integrity and creativity. The institution is concerning integration of development and activities. As a rural development institution, the perspectives have been sets which are largely concerned with either management or development, but not with both. Institution has evolved various innovative programs within professional education.

For understanding the "Quality Status" of an institution, Assessment and Accreditation are broadly used terms for objective approach for institutional improvement followed by **NAAC**. Under the Criteria VII 'Innovation and Best practices', the process of assessment provides an opportunity for the institution. For these certain terms are mandatory for privileges.

- To evaluate the effectiveness and efficiency.
- To identify the weaknesses and strengths.
- To take necessary improvement steps.

'Best practice and innovation' is a method or technique that generally recognized as superior to any alternatives because it produces results. Institution has well defined mission stated as **"WOMEN CELL PROGRAM"** designed in 2016 by Vidhyabharati College, Seloo.

- **Perceptions of Women Cell Program-**

In the preamble of the Indian Constitution, it has been clearly written that there would be no inequality and discrimination on the basis of sex and gender of person living in India. To provide equal status for women in the society, it is necessary to set up empower women and their participation in all activities.

In order to make women more proficient and competent so they don't have to face any mental, physical and emotional difficulties at their work places. This work is instituted to increase women's work efficiency to create healthy environment in the institution.

Human Resource Ministry of Government of India gives the supportive directions towards rights of women.

To fulfill these purposes all affiliated colleges of the universities **UGC** has been created healthy work in the environment to check sexual harassment of the women.

Aims and Objectives

- Women cell is not just a complaints redresses but uplifted the power and skill of women staff, girl students of the college and ultimately other women of rural families.
- The function of the cell is purely safeguarding the rights of female students of the college.
- Cell also tries to integrate hygienic habits and ensure the healthy environment around the college.
- Cell conducts seminar and lectures by eminent personalities to inspire and positive attitude towards self-dependency, health and hygiene.
- Cell mainly focuses to ensure personality development to enhance academic development of the students.

Methods to initiate the cell work

Prominent work has been done by women cell program in favor of institutional best practices suggested by **NAAC**. Bretschneider *et al.,* offers an alternate methodology for Best Practices research. He addresses the fact that fully inaugurating whether a practice is truly a best practice would require assessment in all frameworks. Bretschneider *et al.,* also hassles the detail that in order to be considered a "Best Practice" and it must be arrived through a virtual process between methodologies.

Women cell convener of the college decided the following points to stimulate the program-

- In order to create awareness and continuous sensitization of the girl students as well as women staff of the college, displays addressing banner, posters, notices put up in conspicuous places around the college.
- Highlighted the contact numbers of convener and all members of the college for their safety and convenience.
- To celebrate National and International days of adorable women for motivational purpose.
- Appointed the girl student for easy approach at the situation.

Table: Data of Scheduled program for women in curriculum activities.

Sr.No.	Date of program	Theme of program	Resource persons with details.
1	24-10-2016	Lecture on Health and hygiene.	Dr. T. H. Ganvir, BAMS
2	20-12-2016	Poster and essay competition on the occasion of Late Savitribai Phule Birth Anniversary.	Mrs. Vanmala Mhaiskar, Dipchand HighSchool, Seloo.
3	05-08-2017	Rakshabandhan.	Dr.Sanjay Kanode, Principal and Prof. Mrs. Shilpa N. Gawande, VBC, Seloo.
4	04-10-2017	Women's health, mental and self-protection.	Dr.Manisha Jadhav Ithape, social worker, writer and councilor, Amravati.
5	08-03-2018	Self-employment and health awareness.	Girl students of college.
6	25-08-2018	Rakshabandhan celebrated at Muk-badhir school, Wardha.	Muk-badhir school, Wardha organization.
7	03-01-2019	Late Savitribai Phule Birth Anniversary	Dr. K.P.Ganvir, Women Cell Convener

Result and discussion

Once college students are obligatory for successful program in the development sector and rural organizations with their ability to understand rural people and the values of equity they carry. Success has been recognized to the reasonable approach that educates their students. As a result, graduates tend to play considered roles in large cooperatives, international development organizations and government rural development organizations.

This objective has been attentively developed and supported ever since RGBGI's foundation. The acute role of coordination in the framework of generating scholarship and responsibility sharing in the teaching-learning process is properly stressed at institution for rural student's development.

Through the women cell program of institution headed in college gave the feedback from the students like self-defend, alertness, awareness, interest of participation to preserve, protect and promote self-respect. The active community participation also nurtured among the girl students to interpret necessity and advantageous activities to other women in the rural community. All programs completed by women cell shown the connectivity of the women in rural areas for better output.

Institution tries to provide more opportunities for discussion, communication, social media and network. It provides space for collaboration, distribution, participation, dispersion of skill of women.

Conclusion

In our community mostly in rural areas women are backward with their skill development. Along these they are unable to defend their personal including their family and social problems. College girl students are also the part of the community so they should be educated with self- respect and concerning confidence through their curriculum activities. Thus this is a short term try of the institution to implement the women for their own rights by Women

Cell Program. However, Human Resource Ministry of Government of India gives the sympathetic guidelines towards rights of women.

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Advantages of NAAC in Quality Assurance and Student Development

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Abstract

India has the third largest system of higher education in the world; next only to USA and China. A focus on quality, access and relevance of higher education to achieve the required social transformation for sustainable economic development of the country has been the national priority. Qualitative improvement in higher education, to realize the desired dimensions of human resource development necessitated the establishment of the premier Quality Assurance Agency – NAAC – by the UGC, on 16th September, 1994 was a historic step.

NAAC is an autonomous institution established by the UGC with the prime agenda of assessing and accrediting institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. 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 Students are the largest groups within any HEI, and therefore are the main Stakeholders who have a much stronger voice than any other stakeholders. Students are quite well informed, committed, participative, motivated and curious, and this provides for valuable contributions. 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. 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. Students could therefore be the driving force behind ambitious and far reaching Higher Education reform.

Key words: NAAC accreditation, Higher Education, student participation etc.

Introduction

Quality is often described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. Quality in higher education, according to Article 11 of the World Declaration on Higher Education published by the United Nations, is a multi-dimensional concept, which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, faculties, equipment, services the community and the academic environment. It should take the form of internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, which are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to the specific institutional, national and

regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process. Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

The aim of this paper is to examine the concept of quality and quality assurance in education from the perspective of students and with a focus on student involvement. Some ideas and tools will be presented that can help students to get involved in the quality assurance of their own study programs and courses as well as institutions. There will be exploration of several methods of self-organization within the QA process that will be followed by the outlining of various possible methods that can be utilized by students in becoming key actors in QA in their institutions.

Quality Assurance Policy

- The institution enshrines the value of student participation in quality assurance activities at module, programme, unit, department, school, and faculty and institution level.
- The policy, associated procedures and calendar for reviews have formal status and are publicly available, actively communicated and known within the institution.
- The institution designs its student representation system to provide opportunities for student engagement in decision-making and quality management arrangements. These opportunities are enshrined and clearly set out in Quality Assurance/Enhancement Handbook, Student Handbook or equivalent document and are actively communicated.
- As part of the institution's development and implementation of a strategy for the continuous enhancement of quality, a policy and associated procedures for the assurance of the quality and standards of their programmes and awards have been established, setting out a role for students as partners in quality assurance

Quality Assurance Procedures

- Students are represented at all fora that contribute to quality processes at the institution.
- In addition to formal feedback, informal feedback should also be sought and captured (e.g. feedback from individuals, focus groups etc.)
- Students participate in internal quality reviews at module, programme, unit, department, school, faculty and institution level as appropriate.

Student Feedback on Modules, Programmes and Services

- Coherent and systematic student feedback mechanisms are in place for all modules, programmes and services.
- Student feedback on modules, programmes and services is analyzed and such feedback is an explicit input to the quality assurance process at the institution.
- Outcomes of student feedback are reported back to students along with an action plan to address any issues raised.

The roles of the student in external panels at institutional level

The students take on several simultaneous roles in the external panels that evaluate institutions. First of all, the student representative is, of course, a student, and as such the only one who has the ability to see the situation from the perspective of a student and of a learner.

Secondly, the students elected to be a part of an evaluation panel in Norway usually have a background as student representatives, either at the institutional or the national level. Their insight and knowledge of the higher education system is thus significant, and they have the ability to see and understand consequences for the students' situation, which the other panel members may not take into account. A third role of the students consists in being the largest stakeholder in higher education, investing time and money in education.

Students should be seen as partners in the academic community, because they often have a balanced view of the aim of the academic institution; on the cultural, political and historical aspects of the academic community; on the institutions' role in society and on the future of the academic tradition. This insight combined with factors such as the influence of their age, their peer group, and the time they live in, means that students may bring a valuable perspective into the panel's work. Finally, it should be stressed that students need to be acknowledged as full committee members. Some might argue that the students may not have enough academic experience or organizational insight to be accepted as full members in expert committees. In some cases, the students may lack a full understanding of some organizational aspects of an institution, but one might think that this is not a serious hindrance compared to professors who do not understand the importance of modern learning methods. In the end, students, quality assurance experts and academic staff have competences which are complementary for an evaluation. Therefore, all these groups of stakeholders ought to be included. It is important to acknowledge and appreciate the differences between an academic staff representative and a student involved in the evaluation processes. The student may have a different approach to the process, and use different jargon. The student background will also contribute to the adoption of a different point of view, which in several cases has proven to be a valuable contribution to the evaluation process, including matters not directly linked with the students' learning situation. Most importantly, the participants of an evaluation panel may identify different challenges due to the different perspectives they represent, and thus the evaluation might result in a more thorough process, due to the better opportunity to "get under the surface". Despite their potentially varying perspectives, the expert panel members all have the same goal: a system where the higher education institutions function at their best; and a versatile, flexible system with better learning conditions, including the wellbeing of staff. The creation of better learning outcomes is the overall goal of evaluation.

Conclusion

Quality Assurance Agency for Higher Education encourages institutions to work in partnership with their student representatives to enhance policy and practices, and to involve students in their quality assurance and enhancement practices, to help the continuing improvement of higher education and the overall student experience.

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Facing NAAC : Challenge or Opportunity?

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Abstract :

With liberalization, privatization and globalization the whole world has stepped in the digital era with a new set up in all fields of human life. While the developing and non-developing countries found themselves shaken through the process of meeting the worldwide challenges imposed by LPG, the demand for digitization in almost all fields of life, in the second decade of 21st century shook them again. The field of Higher education was not going to be unaffected by the revolutionary changes worldwide. Quality initiative, Quality sustenance and Quality enhancement in the institutions of higher education and the assessment of the same and their accreditation accordingly by National Assessment and Accreditation Council (NAAC), an autonomous body established and funded by University Grants Commission of Government of India, may also be considered as a part and parcel of the same new set up in the field of higher education.

Keywords : Quality, Assessment, Accreditation, Manuals, framework.

Even after our institutions of Higher education have become aware regarding assessment and accreditation by National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA), why aren't our top institutions, even IITs and IISCs which we consider elite institutions, among the top 300 international high ranking institutions? Following the foreign structure we have started spending a lot on salary, creating infrastructure, research and extension, providing facilities, celebrating achievements. Still our institutions are far back from securing better position in the list. Whatever may be the reasons; this reality has obviously exposed the poor standards of higher education in India on the one hand, and made us to rethink seriously over what more is required to raise the quality of our education from primary to higher level, on the other.

One reason of our failure in securing position in internationally top ranking institutions may be that the efforts we put to secure good ranking were focused at National level and not at International level. While the time has come to think beyond national level accreditation, the assessed and accredited institutions seem involved in no other matter than to improve their CGPA in the subsequent cycle of assessment and accreditation, which is certainly not the expectation from NAAC or NBA. As the majority of average students are made exam-oriented than to be made actively involved in research and extension activities, so the accredited institutions have become NAAC oriented.

At another end, majority of our institutions of higher education, mostly situated in rural parts, are still hesitant on the issue of facing assessment and accreditation by NAAC or NBA. The region-wise joint directors have lately declared the long lists of such institutions, having not yet applied for the first cycle of assessment and accreditation. The reasons of blaming NAAC's or NBA's procedure of assessment and accreditation and clever ways of escaping are no more hidden. NAAC assesses and accredits the institution through certain benchmarks or criterions,

which are revised by NAAC as per the changed educational scenario. As per NAAC's lately revised framework there are seven criterions, namely, Criterion I **-** Curricular Aspects, Criterion II - Teaching-Learning and Evaluation, Criterion III - Research, Innovations and Extension, Criterion IV - Infrastructure and Learning Resources, criterion V – Student Support and Progression, Criterion VI- Governance, Leadership and Management, Criterion VII - Institutional Values and Best Practices.

The reality is that the performance of these institutions on all the benchmarks or criterions is not even satisfactory. These institutions are still tied to traditional programmes, depending on the curriculum provided by the concerned university. While NAAC has no denial for traditional programmes, but it expects to provide more programme options to the learners, bridge courses, etc. NAAC has more insistence on running short term skill-based; job oriented courses, though on self-financed basis. Again the curriculum provided by the university is imparted / presented, mostly, through an old, out of way teaching methods in a time bound framework, where the target is to complete the curriculum from examination point of view, rather than to impart information in most effective, innovative method to train students to think, analyze and present on their own. The tendency to move beyond curriculum for offering wide range of information to the learners is nearly absent. With limited programme options available to the learners and again keeping them tied to the syllabus, without any incentive to creativity and research activity we cannot expect them to meet the global challenges nor even be employable.

NAAC's basic requirements from the institution of higher education, in spite of its location, are well maintained and time to time updated infrastructure that the institution should provide includes facilities like well furnished classrooms, well equipped administrative office, laboratories, spaces for employment and placement cell, National Service Scheme, population education and extension service cell, women study and empowerment cell, IQAC office, canteen, hostel, well-developed playgrounds for sports, indoor games facilities, gymnasium, Computer lab, language lab, Seminar-Conference Hall, good number of equipments like T.V., CD, VCD Players, Multimedia Projectors, Internet server, Xerox Machines, Photo copy machine, scanners and a good library.

The only institutions, situated in cities and qualifying for special grants for various courses, infrastructure, research and extension, faculty and staff improvement programmes, from University Grant Commission and other funding agencies comply above requirements, have satisfactory and above satisfactory performance on the set benchmarks / criterions have faced NAAC and obtained the grades accordingly.

To work on the quality benchmarks laid down by NAAC and to reach to the true objective of education thereby is difficult but certainly not impossible. The reason why the objective couldn't be achieved is the lack of sense of commitment on the part of all components of the institution. It can be achieved by studying the parameters of standards, seeking guidance and monitoring by renowned academicians and administrators, bringing all the stakeholders of the institution like the faculty, students, parents, Alumni, management, etc. under one umbrella and involving them in the quality policy making and the implementation of the same as well.

As such NAAC has brought to the notice of institutions of higher education the concept of higher education, directed them right from their vision and mission to the administrative responsibilities, inevitability of sound infrastructure, maximum and target oriented utilization of

the available infrastructure, qualified, experienced and knowledgeable faculty and staff, need of faculty and staff improvement initiatives, best practices, target oriented extension activities, mobilization of fund and resources, different stakeholders of the institution and co-ordination between them. NAAC not only evaluates the drawbacks of the institution but guides it on its strengths, weaknesses, opportunities and challenges. Hence facing NAAC is an opportunity on the part of the institution to know its weaknesses, to remove them and to lay the pathway of sustainable quality education.

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Need of Faculty Development Programs for Effective Teaching and Learning Process

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Abstrct

Faculty development programs (FDPs) have proven to be successful for improving teaching skills in higher education. It tackled why FDP is important, history of FDP in the past years, and questioned whether FDP produced any positive effect on students' academic achievement as well as the different methods to assess FDPs effectiveness. The review also discussed how to establish FDP, presented its ideal structure, features that make FDP effective, and outlined the barriers to its successful implementation as well as the future vision. Finally, the review concluded that professional FDPs produce promising outcomes in the learning and teaching practices and recommended that teachers in higher education should attend FDP training activities on regular basis and that the scope of planned FDPs should extend beyond the health professions discipline, to include social skills necessary for collaboration, professional growth as well as management, and leadership abilities [1].

Introduction

Education is a fundamental right of each human being. In the constitution of the Republic of India it was envisaged that the State would provide, within 10 years from its commencement, free and compulsory education to all children up to the age of 14 years. Recently, by an act of constitutional amendment, the Parliament has made universal elementary education compulsory. Many countries of the world have gone a step beyond and made ten years of general education compulsory. In our country there are 300 million children in the school age group. The challenge now is to provide educational access for universal elementary education to 200 million children and to follow it by universal secondary education. Even achieving universal primary education has been an uphill task, as because of budgetary constraints the State has not been able to invest in this sector at the desired level and education as an effective instrument for national development could not be fully realized. If, for making a thumb rule estimate of number of teachers required for arranging schooling of 300 million children, it is assumed that for education of every 30 children at least one teacher is required. At this rate the country would need 10 million teachers. There are 5 million teachers in service now. Therefore, at least another 5 million teachers are needed if compulsory general education is to be provided to all children. The teacher at any stage is expected to bring out the best in the child and youth and help them to realize their maximum potential. Physical, intellectual, spiritual. The teacher education system should ensure adequate supply of such professionally trained teachers to teach and guide those who study in schools and institutions of higher learning. The main concern is therefore to build teacher capability to translate curricular intents into appropriate learning experiences for student to enable them to acquire the desired knowledge, skills, attitudes and aptitudes.[2]

Need of faulty development program

In order to achieve this, the teacher education system should be situated in and driven by the special quality features of the teacher education enterprise. Teaching is a profession and

teacher education is process of professional preparation of teachers. A profession is characterized by an organized body of knowledge on which undertaking is based an appropriate duration of formal and rigorous professional training along with practical experience in the field. The knowledge base of teacher education is built by professionals through systematic observation, study, reflection, practical experience, experimentation and the content modes. The processes of teacher education are shaped by reflective practice. These points to the crucial position which teaching, training, research, development, experimentation, extension and dissemination occupy in a teacher preparation programme and their interdependent relationships. All these knowledge base, rigour of training, thrust on field practice/ performance and attitude and skill development. define the quality contours of teacher education. Quality improvement is a survival practice for any organization in this globalization, liberalization and privatization era for which the educational institutions cannot escape from this global phenomenon. The quality of any teacher education institution can be improved by substantial betterment in outlook in training of the teachers. The success of any educational reforms is directly proportionate to the quality teacher education programme. The teacher education programmes play a great role by providing essential components of teaching process to the teacher trainees who are directly responsible for producing future citizens to the nation. Hence it is essential to develop the teacher education programme, which can cater the changing needs of the society, as the change has been universally accepted as essential features of modern life in a society. The twin slogans of development and modernization can be heard echoing all over the world. They have a great impact on society and on man.s way of life. In the present social system of westernization and modernization, a conflICT between traditional and modern values has been growing with alarming intensity in our society for the last few decades. For better progress, the developing nation needs adoption of modern science and technology, which in turn changes social structures, norms and values? The whole educational system needs to be re-structured itself to meet the requirements of the changing goals, new technology knowledge explosions to meet the social needs. Information explosion, changing nature of knowledge, increasing organizational complexity, competitive accountability, and public demand for better service, advancement in technology and changes in governmental regulations which has compelled the teacher educators to think that education is not longer a stage for human development but a lifelong activity.

How to assess the effectiveness of faculty development programs?

Quality Enhancement in Teacher Education 42 NAAC for Quality and Excellence in Higher Education For professional development and quality teacher education programme various models for professional education has been developed. Some of them are: 1. Curriculum development models of Nowlen (Nasseh 1960). 2. Models of professional practice presented by Schon (cited in Cann and Seale 2000) and models as traditions to reform the teacher education (Zeichner and Liston 1990). Clandinin (1990) described four alternative conceptions of teacher preparation(1) Expert novice conception (2) subject matter knowledge conception (3) Organizational models (4) reflective practice/teaching as inquiry conception.

In India for improvement and for professional development in teacher education NCTE was established in 1996.Inspite of various researches, professional development programmes for teacher education and establishment of NCTE the teacher education institutions are isolated from the community as the teacher education curriculum and programmes are not relevant to the social issues. The trained teachers are confined to employ the traditional teaching technology.

In the present the teacher education department have failed to achieve organizational excellence, quality training programmes because of (1) government policy (2) changing social values (3) influence of modernization, globalization and westernization and lack of motivation in professionals and (4) various impacts viz (a) societal impact (b) curriculum impact and (c) evaluation impact.The success of any teacher education programme is largely dependent upon the professional development and quality teacher education. This can be only possible when the components, which are related with the teacher education, will take the matter seriously and with strong determination to improve the professional development. In the contemporary context the role of teacher educator is no longer confined to train and supervise the teaching of the teacher trainees, they are expected to facilitate, motivate experience and relate the scientific and electronic developments and gadgets with the teacher education programme for a quality teacher education. The teacher educators are expected to play an active role. They are also expected to be committed to development of the profession for attaining excellence. Besides these more powers should be assigned for the fulfillment of NCTE norms. Secondly- The institutions should be assessed impartially. The basis of assessment should be quality and relevance. Thirdly- The teacher education departments should be permitted to run in the form of professional institutions. Fourthly-Innovative Quality Enhancement in Teacher Education NAAC for Quality and Excellence in Higher Education 43 and effective programme should be introduced and recognized largely. Fifth- The teacher education programme should not be made experimental centers. Sixth-For quality in teacher education the curriculum should be thoroughly reviewed and implemented. Seventh- In the electronic age the teaching should be encouraged by using more advanced electronic gadgets. Computer education can play an important role in the development of professional skills.Eight. Various encouragement programmes should be organized. Ninth- The refresher courses in various subjects should be organized by UGC & NCTE and lastly emphasis should be given on skill development [3]

Conclusion

High-quality professional training programs for faculty members have become essential to higher education institutions in order to be able to compete in this ever-changing world. It is clear that faculty development has become well established and has grown into a recognized activity with higher Education Professional training programs produce promising outcomes in the learning and teaching practices and many FDPs have proven effective in developing faculty skills and educational leadership. Indeed, today, faculty development constitutes a strategic lever for institutional excellence and quality, and essentially important means for advancing forward institutional readiness to bring in the desired change in response to the ever growing complex demands facing universities and colleges.

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Usage of Learning Management System Moodle in Higher Education

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Abstract

Today in higher education, Information and Communication Technology (ICT) has partially or completely substituted the traditional methods of teaching and learning. The incorporation of internet in the teaching practices is accountable for the improvement of teaching-learning process in higher education. Learning Management System (LMS) such as Modular Object Oriented term Developmental Learning Environment i.e. Moodle is recommended to support the lectures in higher education system. Moodle is open source, cost-effective, simple interface, easy to customize, offline access LMS. Some benefits of the Moodle are different types of assignments, discussion forum, databases, glossaries, lessons, multiple types of tests with one or more items, quizzes, wikis, survey, etc. This article discussed the usage of Moodle in higher education.

Key-words: Information and Communication Technology, Learning Management System, Moodle, Higher Education.

Introduction

The concept of e-learning began developing in the early 20th century, marked by the appearance of audio-video communication systems used for remote teaching. The integration of information and communications technology in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented (Salehi and Salehi, 2012). A number of different ICT tools and applications may be combined in teaching and learning (Yunus et al. 2009). In comparison to traditional classroom instruction, the major advantages of e-learning are reducing geographical barriers as well as travel and programme overhead costs. The access becomes more flexible, from anywhere and usually at any time – essentially, it allows participants to collapse time and space (Cole, 2000), however, the learning materials must be designed properly to engage the learner and promote Learning (Umek et al. 2015).

What is Learning Management System?

A Learning Management Systems (LMSs) is a software application for administration, documentation, tracking, reporting and delivery of educational courses, training programs or leaning and development programs (Ryann, 2009). It was first introduced in the late 1990s (Davis et al. 2009). LMS were designed to identify training and learning gaps, utilizing analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses. LMS delivers and manages all types of content, including video, courses and documents. In the higher education LMS will include a variety of functionality such as rubrics, teacher and instructor facilitated learning, a discussion board etc.

Modular Object Oriented term Developmental Learning Environment (Moodle)

Modular Object Oriented term Developmental Learning Environment i.e. Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments (Moodle, 2019). It is an open source of the Learning Management System developed by Martin Dougiamas. Moodle is used by a variety of institutions and individuals, including, Universities, High schools, Primary schools, Government departments, Healthcare organizations, Military organistions, Airlines, Oil companies, Homeschoolers, Independent educators, special educators. Moodle platform is technological characteristics and satisfactory teaching, gaining user and developers working collaboratively (Mehrabi and Abtahi, 2012). It is free, flexible, customizable and basically contains many standard features which make it popular. It is available in more than 120 languages. Today, more than ten thousand active sites are registered from all over the world, with millions of users (Moodle, 2019).

Advantages of Moodle

Kareal and Klema (2006) compared particular features of some open-source e-learning systems and found that Moodle is one of the most adaptable, which is an essential part of effective education as they pointed out, and mots user-friendly learning systems among all the compared ones. The main reason for using the Moodle is it is available at a relatively low cost. It has many different abilities that teacher and administrators can use to teach and it is to a certain extent easy to implement. Following are some of the advantages of Moodle (https://www.synergy-learning.com/blog/6-simple-benefits-of-moodle-lms) -

1. **Open Source**- Moodle is open source software, which means the source code is accessible to all, distributed under the General Public License and hence allows abybody to adapt and amend it for commercial and non-commercial projects.
2. **Cost-effective** – Moodle's value for money makes it one of the most popular LMS arounds. With the small amount spend on customization and development, Moodle can became a powerful tool.
3. **Make it your own** – One of the aspect of Moodle is that adminidtrators can add or remove features at their own discretion. This means they can customize Moodle to make it their own.
4. **Offline access** – Moodle helps the teacher to train the students placed in remote areas. Moodle's compatibility with all mobile devices has made offline access possible. A mobile app with an offline player can support e-learning courses and assist the learner access the training courses.
5. **Intuitive navigation** – Moodle is developed around the user meaning it comes with a simple interface and design.
6. **Scalability** – Moodle can accommodate a sole user or multiple users with equal ease. It is employed by small organization as well as huge higher education facilities all across the world.

Salient feature of Moodle

The Moodle platform has three levels of use, with features of differential use and access. So is the concept of trustee or administrator (the manager of the platform), teacher (who may also have other designations, for example, trainer, facilitator, promoter) and the student (learner,

participant, among others). These roles and their features are represented in the Table -1 (Lopes, 2014).

Table -1: Roles and functions in Moodle

Role	Function
Administrator	Manages the whole environment
Teacher	Generate events, courses or subjects according to the thematic areas defined Generate training or events which are designated
Student	Accesses and interacts with a specific event and participates in the subjects they are subscribed

Moodle is composed of a simple interface that looks more like a portal of information; In general, the pages of the courses are divided into three columns that can be customized by the teacher or the course, adding elements such as: calendar, online users, list of activities, among others. These elements are arranged in columns to the right and left of the screen the user can be moved from one place to another teacher. In the center column, we find a set of options that may be the result of the class through a list of topics numbered or dated weekly or, areas to group content or similar activities. In the center column of the courses that use Moodle as a virtual environment, there are generally living areas, for the record of course-related news, discussion forums, content areas to enter text, images and presentations on the theme, activities areas, to direct the tasks to be performed or delivered to the teacher or the central column, is the place where resources and activities are available (Lopes, 2014).

Moodle has following activities available such as (Lopes, 2011 and 2014) -

Chat - The Chat module allows participants to have a real-time synchronous discussion. This is a useful way to get a different understanding of each other and the topic being discussed the mode of using a chat room is quite different from typical internet forums. Chat contains a number of features for managing and reviewing chat discussions.

Database- The Database module allows the lecturer and/or students to build, display and search a bank of record entries about a topic. The format and structure of these entries can include images, files, URLs, numbers and text amongst other things. Although the database currently has issues exporting data for different modules, it is sometimes convenient to store and share data with all the participants. Database consists of multiple fields, which you need to create. You also set each database to decide how many entries each participant must write in order to view other entries, minimum and maximum entries one is allowed, and so on.

Forums - Forums are used for asynchronous online discussion. By subscribing to a forum, participants receive copies of each new post by email. Teachers can impose subscription on everyone if they want to, and in this way can use a forum to contact all students on a course. They allow students and teachers to post comments in a central place to simulate (and stimulate)

discussion. All Moodle courses automatically come with a News forum which cannot be removed, and all course participants will receive email whenever anything is added to that particular forum. However, you can add new forums as well.

Glossary - The Glossary activity allows participants to create and maintain a list of terms and definitions, as in a dictionary. It can be used to build an annotated list of useful websites or FAQs. The definitions can be searched or browsed in many different formats, and can be linked from other places on the site.

Questionnaire - The questionnaire module in Moodle allows you to create a survey or questionnaire for students to fill out, for instance a course evaluation or a reading response survey. You may choose whether or not the responses are anonymous.

Scheduler- Scheduler is a Moodle Activity that allows the course instructor to post available meeting times and then has the students sign up for the slot that best suits them. This is useful for required meetings between student and professor, such as advising days, or simply for optional office hours.

Lesson-A Lesson allows a lecturer to create conditional pathways through material. It consists of a number of pages, each page normally ending with a question and a number of possible answers. Depending on the student's choice of answer they either progress to the next page or are taken back to a previous page. When students answer a question, they are redirected to whatever page you'd like them to see next based on their answer. It can be a helpful tool for practicing material, studying, and testing.

Hot Potatoes - The Hot Potatoes module, allows teachers to administer Hot Potatoes quizzes via Moodle.

Assignments- Assignments allow students to submit work online, including uploading any file type (Word document, PowerPoint, video clip etc.). Lecturers can grade and give feedback.

Advanced Uploading of Files - This option should be used when you want your students to be submitting multiple files, or particularly big files. In this sub-module, you will be able to set a maximum file size as well as a maximum number of files submitted per student, and you can decide if you want students to work in groups, if students can delete files after they are uploaded, if students can write notes to you online, and when the assignment is due. You can also decide whether you would like to receive an email every time a student submits a file. This assignment has a further feature of allowing teachers to submit feedback in the form of a file, so an electronically corrected document may be returned. For detailed documentation on this, see the Advanced Assignments PDF on the right side of this page.

Online Text- This option is for relatively short, text-based assignments. For example, if you wanted to ask students to submit their thoughts on a reading assignment, you might use this kind of assignment. Students will not be able to upload files from their computer; they will simply see a text editor box, approximately paragraph-sized, where they can type something up online and submit it to you. In the sub-module, you can set things like due dates, whether late assignments are acceptable, whether assignments can be resubmitted, and whether you would like to receive email alerts when a submission has been made. You can also make the submissions easier to grade by turning on the "Comment inline" option, which will allow you to edit the original text, or comment using a different color. Furthermore, you can split students into groups, but this is generally a solitary kind of assignment.

Upload Single File- If you would like to have your students upload files, but you only want each student to upload one file and the files aren't particularly big (Word documents, Excel spreadsheets, etc.), then you can use the much simpler "Upload a single file" option, which works almost exactly like "Advanced uploading of files", except for the number limit on each student. As a professor, you can set a grade scale, due date, late submission policy, and resubmission policy, as well

Offline Activity - This is the easiest option to use. There is no online submission of any kind; the assignment mostly exists as a reminder to students that they have a certain assignment due on a certain day. Mostly, this is used for assignments from the textbook, or offline worksheets. You can set a grading scale, a due date, and a late submission policy, but again, this is all for the students' benefit, since they won't be submitting anything online, anyway.

Quiz - The Quiz module allows the lecturer to design and set quiz tests, and includes a range of question types and reporting options. Moodle Quizzes are a great resource for every professor. Electronic quizzes can do many things that paper quizzes just can't. You can create different question types, randomly generate quizzes from pools of questions, allow students to retake quizzes multiple times, and have the computer score it all. These features open up a world of possibilities that just aren't practical with paper-based testing (Rauhvargers. and Rusakova, 2010).

Moodle quizzes have two components: the quiz body and the question pools. The body is the final quiz that a student will see, after all the randomizing and question-picking-it is the "container" for the various questions pulled from the question pools. You can define rules for how the body pulls from the pools: for example, you might create three question pools, one for each chapter that you are testing, and tell the quiz body to pull five questions from the first chapter, two questions from the second chapter, and three from the third chapter. Pools can be reused, shared between classes, and moved between systems.

Wiki - A Wiki enables documents to be authored collectively. A history of all contributions and changes is stored and the wiki can be rolled back to a previous version at any time.

The Wiki feature allows simple collaborative editing and creation of web pages. Wikis can be formatted with Wiki Markup or with HTML if the wiki has been given that option.

Workshop - A Workshop is a peer assessment activity. It allows participants to assess each other's projects, as well as exemplar projects, in a number of ways. A Moodle Workshop is a peer assessment activity. Workshops allow participants to upload projects for structured peer review, and it coordinates the distribution and collection of these reviews. The key to the Workshop is the scoring guide, which is a set of specific criteria for making judgments about the quality of a given work. This helps to provide a framework for both instructor and peer feedback on open-ended assignments, such as essays and research papers.

Scorm - Moodle has an embedded module for both SCORM and AICC formats that allows you to easily create, reuse, and transfer your (or someone else's) custom training content to and from other course management systems (and from some text book resources).

Survey- Moodle's surveys can give feedback on how useful certain aspects of coursework are. There are currently only five pre-designed surveys to choose from; you cannot write your own survey at present.

Conclusion

Moodle LMS is an intuitive, and supportive environment for the independent nature of learning in higher education as a maximum size of file. It is used throughout the world to support in higher education system. It has many advantages and features to use which make it popular amongst the educator for teaching-learning process. It serves as a platform to communicate and transmit information to educational communities.

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Study of NAAC Assessment Methods And its Effects on Quality of Engineering Institutions

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Abstract

There has been a tremendous decrease instudents' enrollment in higher education institution especially in engineering colleges. The purpose of this study is to identify and examine the role of NAAC in improving quality of engineering institutions.

Keywords: NAAC, higher education.

Introduction:

India is a country where education has given prime importance since olden days. Education has its own significance to govern interests of the members in the society. 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. The quality of higher education leads India towards global economic power. The institutions like NAAC though their various committees eying on educational intuitions to achieve goal of quality higher education in India. Therefore, role of NAAC is remarkable to promote quality higher education in India. Enginnering Institutions are classified in following manner.

a) Affiliated Colleges
b) Autonomous Colleges
c) Deemed University

In the case of affiliated colleges, the institution is affiliated to a university, which is the degree awarding body. The college has no flexibility or powers related to curriculum or evaluation. The academic powers rest with the university. In the case of autonomous colleges, the institutions have academic flexibility viz they can make curriculum changes and conduct examinations and undertake evaluation. However they are notionally under the university and have relatively less financial autonomy. Institutions that have acquired deemed university status have the maximum academic and financial autonomy. In India most of the colleges are affiliated (approximately 98%).

In today's modern competitive environment, the success of engineering institutions in acquiring students depends on the capability of an institution to recognize the needs of the education in the market. Engineering Institutions should consider ways to make themselves more competitive players in educational markets.

The findings this study will offer valuable information to the engineering institutions that can be considered while designing strategies to become quality education institution in the particular geographical area.

Literature Review

In choosing institution to enroll for the study by students, many factors come into play. While some students usually have a particular institutions in mind and have adequately prepared for it right from their secondary school days, others wait till their ordinary level results are out & other students are fail to meet the minimum requirements for that course they look for. Extensive studies have been carried out on factors influencing students' choices of institution & course. Vijay Bhuria, Dr. R.K Dixit (2015) conducted the empirical study basically focused on students of the state of Madhya Pradesh, India. Based on the demographic condition of the states, most of the students prefer engineering education after school level due to good job opportunity in future and also due to drastic growth in engineering education [1]. SajapornSankham& Wayne A Hamra (2016) conducted the study focused on Factors Affecting Student Decisions to Study at Asia-Pacific International University; the results found that gender, religion, high school CGPA and parental monthly incomes did not have a statistically significant effect on the decision to study at AIU. The service marketing mix factors which had a significant effect on the consumer buying decision process [2]. MITHUN KUMAR. S suggested, that NAAC Accreditation should not Aim at just getting Higher Grades, but should Aim at Quality Education in Real sense .which would in turn help in building a strong, qualified and highly motivated young team India that can assist in Nation Building[3]

Objective

1) To study NAAC accreditation process.

2) To understand the procedures followed by NAAC to evaluate quality of engineering institutions.

Procedure

There are seven criteria's mentioned by NAAC , based upon which assessment of an institution has to be done. 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.

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. These seven criteria along with their KIs are given below explicating the aspects they represent.

Benefits of Assessment and Accreditation by NAAC

- To know its strengths, weaknesses, and opportunities through an informed review process.
- Facilitates global recognition of degrees and mobility of graduates and professionals.

- Provide a sound basis for decision-making to improve institutional functioning.
- Improves student enrolment both in terms of quality and quantity.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.

Conclusion

Education at all levels can shape the world of tomorrow, equipping individuals and societies with the skills, perspectives knowledge and values to live and work in sustainable manner. The higher education system in India has developed in a noteworthy way, particularly in the Post independence period, to become one of the prime systems of its kind in the world. It has been used as a reliable tool to build a knowledge-based information society. The main aim of Higher education is to contribute to the development and improvement of society as a whole in the sustainable manner.

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अध्ययन – अध्यापनात माहिती तंत्रज्ञानाची भूमिका

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प्रस्तावना :

आजचे युग हे माहिती संप्रेषण तंत्रज्ञान युग म्हणून ओळखले जाते. या युगात प्रत्येक क्षेत्रात नवनवीन ज्ञानाची भर पडत आहे. शिक्षण क्षेत्रातही माहिती तंत्रज्ञानाचा प्रभाव पडलेला आहे. तसेच अध्ययन-अध्यापनावरही त्याचा प्रभाव पडलेला दिसतो. प्राचीन काळापासून आजतागायत शिक्षणाचा निरनिराळ्या दृष्टिकोनातून भरपूर विचार झाला आहे. अध्ययन ही नैसर्गिक प्रक्रिया आहे. प्रत्येक प्राणी आपणहून शिकत असतो ते अध्ययन करित असतांना आवश्यक असते. तो अध्ययन करित असतांना विविध अनुभवानुसार तो आपल्या वर्तनामध्ये अनेक प्रकारची सुधारणा करुन आपला विकास करुन घेत असतो. यातून यशस्वी रीतीने जीवन जगण्याचा प्रयत्न करित असतो. मनुष्य जन्मापासून हेच करित असतो. मुनष्याचे शिक्षण व त्याचा विकास हा नैसर्गिक रितीने होतो. असे असले तरी शिक्षण औपचारिक व अनौपचारिक पद्धतीने होते. अध्ययन करण्याच्या विविध अध्यापन पद्धती आहेत. ते भारतात प्राचीन काळापासून अस्तित्वात आहेत. वेदकाळात अध्यापनाच्या प्रक्रियेत प्रवचन, व्याख्यान, वादविवाद इत्यादी मार्गाचा अवलंब करण्यात येत होता. अध्ययन – अध्यापन प्रक्रिया ही पूर्णतः मौखिक स्वरुपाची होती. गुरुने दिलेले ज्ञान शिष्य कंठगत करित आणि ज्ञानवंत होत असत. बौद्धकालीन शिक्षण प्रक्रिया मौखिक स्वरुपाची होती. पुढे लिपिचा उपयोग करुन लेखनही सुरु झाले. त्या काळात अध्यापनाच्या काही पद्धती होत्या. जसे की व्याख्यान पद्धती, श्रवण पद्धती, प्रश्नोत्तर पद्धती, वादविवाद पद्धती इत्यादी. अध्यापनाच्या प्रक्रियेत व्याख्यान पद्धती, चर्चा पद्धती, प्रयोग पद्धती, वर्गनायकिय इत्यादी पद्धतीचा अवलंब करण्यात येत होता.

आज डोळे दिपून जातील एवढ्या गतीने ज्ञान आणि माहितीत भर पडते. एवढेच नव्हे तर माहितीचा संचय, पुनसंपादन, प्रक्रियाकारण, प्रसारण व प्रदर्शन किंवा सादरीकरण करण्याचा नवीन इलेक्ट्रॉनिक पद्धतीमुळे ज्ञान व माहितीत वाढ होत आहे. त्यात संगणक व संज्ञापन या दोन तंत्रज्ञानाची सांगड घालता आल्याने पाहीजे ती माहिती ताबडतोब मिळविणे व तेवढ्यागतीने प्रक्रियाकरण करणे शक्य झाले आहे. माहिती प्रक्षेपित करण्याकरिता, साठविण्यासाठी, तयार करण्यासाठी प्रदर्शित करण्यासाठी किंवा तीची देवाण-घेवाण करण्यासाठी वापरली जाणारी विद्युत उपकरणे म्हणजे माहिती व संप्रेषण तंत्रज्ञान होय. माहिती तंत्रज्ञानात रेडिओ, दुरदर्शन, व्हिडीओ, दुरध्वनी, मोबाईल, उपग्रहावर आधारीत सेवा व सुविधा, संगणक त्या संबंधीत हार्डवेअर आणि सॉफटवेअर अशा गोष्टीचा समावेश होतो. त्याशिवाय व्हिडिओ, कॉन्फरसिंग, ई-मेल, स्लॉग अशा तंत्राचा ही त्यात समावेश होतो. या क्रांतीने आज माहिती युग अवतरले आहे. माहिती तंत्रज्ञानामुळे शिक्षण सेवातही आमुलाग्र बदल झाला. अध्ययन-अध्यापन प्रक्रियेत माहिती तंत्रज्ञानाचा व इंटरनेटचा वापर केला जाऊ लागला. अध्यापनाच्या विविध पद्धतीने माहिती तंत्रज्ञानाचा वापर केला जाऊ लागला. त्यामुळे अध्ययन-अध्यापनाची प्रक्रिया यशस्वीपणे पार पडत आहे. अध्ययन अध्यापनात माहिती तंत्रज्ञानाची भूमिका खालीलप्रमाणे आहे.

पावर पॉईंट प्रेजेंटेशनः

वर्गात एखादा मुद्दा स्पष्ट करतांना खडू आणि फळ्याचा वापर करण्यात वेळ आणि श्रम खर्ची पडतात. मात्र च्व्ज प्रेजेंटेशन द्वारे चित्र आणि माहिती एका स्क्रीनवर प्रदर्शित केली जाते. ती समोरील प्रेक्षकाला वाचता व पाहता येते त्यामुळे ज्ञानाचे आकलन होणे कठीण जात नाही. लेझर पॉईंटरद्वारे शिक्षकाला त्यांच्या ठिकाणाहून ज्या मुद्द्याचे विश्लेषण केले जात आहे.

दृक-श्राव्य (Audio Video) **साधनाचा वापरः**

अध्यापक हा पूर्वी चित्र, नकाशे दाखवून एखादी संकल्पना स्पष्ट करत असत. मात्र इतिहास, राज्यशास्त्र विषय एखादी घटना जसाच्या तशी दिसू लागल्या तर तो घटक विद्यार्थ्यांना लवकर समजू शकतो. विद्यार्थ्यांच्या मनातील अमूर्त व्यक्तीरेखा व्हिडीओच्या माध्यमातून मूर्त स्वरुपात उभ्या केल्या जाऊ शकतात. उदा. प्रोजेक्टर, टी.व्ही., लॅपटॉप, डी.व्ही.डी. द्वारे एखाद्या शैक्षणिक माहितीपट विद्यार्थ्यांसमोर ठेवून अध्ययन-अध्यापन प्रक्रिया प्रभावी करता येते.

ई-क्लासरुमः

ई-क्लासरुम मध्ये संगणक संपर्क नेटवर्कद्वारे एखाद्या ठिकाणी चालू असणारे लेक्चर विद्यार्थ्यांना ऐकता व पाहता येऊ शकतात. अशा वर्गात डिजीटल बोर्ड किंवा प्रोजेक्टर उपलब्ध असते. इंटरनेटमुळे भारतातील किंवा भारताबाहेरील लेक्चर विद्यार्थ्यांना ऐकू शकतात व त्यांना प्रश्नही विचारु शकतात.

इंटरनेटद्वारे अध्ययन (E-Learning)%

माहिती तंत्रज्ञानाची प्रगती इलेक्ट्रॉनिक नेटवर्कच्या अभावी म्हणजे इंटरनेटच्या अभावी होऊ शकत नाही. संगणकाच्या अनेक नेटवर्कने एकमेकांस जोडून माहितीचे आदान-प्रदान इंटरनेटद्वारे होत आहे. इंटरनेटमुळे माहिती आता थेट वर्गापर्यंत पोहचली आहे. रोजच्या दैनंदिन घडामोडी, शैक्षणिक विषयावरील व्हिडीओ क्लिप, महत्वाचे संभाषणे इंटरनेटद्वारे कोणत्याही वेळी पाहता येतात. ब्लॉगद्वारे फेसबुक, ँजेंचचए डववकसमबसवनकण्बवउ द्वारे विद्यार्थी आणि शिक्षक आपले विचार, कल्पना, प्रतिक्रीया नोंदवू शकतात.

गुगल साईटसः

स्वतःची मोफत साईट तयार करण्याची संकल्पना गुगलने राबविली आहे. गुगलच्या सुविधाद्वारे शिक्षकाला आपली स्वतःची मोफत साईट बनविता येते. उदा. डववकसमबसवनकण्बवउ १०० मेगाबाईटस पर्यंत माहिती आपण एका वेबसाईटवर साठवू शकतो. स्वतःचा बायोडाटा, विषयाची पी.पी.टी., प्रश्नसंच, फिडबॅक आपल्या विभागाच्या कार्यक्रमाचे फोटो इत्यादी ई-मेल न वापरता विविध विषयावरिल माहितीची देवाण घेवाण करण्याकरिता हे उत्तम साधन आहे.

सोशल नेटवर्किंगः

आजची युवा पिढी फेसबुक ँजेंचच इत्यादी सारख्या सोशल नेटवर्किंग साईटसचा सर्रास वापर करित आहे. याचबरोबर ज्ूपजजमत सारख्या मायक्रोलॉगिग साईटचाही विद्यार्थ्यांशी इंटरनेटद्वारे संवाद साधण्याकरिता उपयोग करता येतो.

निष्कर्ष :

शिक्षकाने पॉवर पॉईंट प्रेजेंटेशन, दृक-श्राव्य साधन, ई-क्लासरुम, इंटरनेटद्वारे अध्ययन, गुगल साईटस, सोशन नेटवर्किंग, चित्रपटे इत्यादी माहिती तंत्रज्ञानाच्या साधनाद्वारे विद्यार्थ्यांना ज्ञान देता येते. तसेच आज नॅक या संस्थेने ही शिक्षकांनी जास्तीत जास्त प्ब्ज चा वापर केला पाहीजे असे म्हणते. त्यामुळे आजचा शिक्षक हा आपल्या अध्ययन-अध्यापनात जास्तीत-जास्त माहिती तंत्रज्ञानाचा वापर करीत आहे. थोडक्यात माहिती तंत्रज्ञानामुळे अध्यायन-अध्यापन प्रक्रिया मनोरंजक होते. माहिती तंत्रज्ञानामुळे ई-लर्निंगची सोय झाली आहे.

संदर्भग्रंथः

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सार :

आजच्या काळामध्ये नॅकने महाविद्यालयाच्या मुल्यांकनात नॅकने अनन्यसाधारण महत्व दिलेले आहे. नॅकद्वारे महाविद्यालयाचे मुल्यांकन करतांना महाविद्यालयातील विभागाची तपासणी केल्या जाते. वरिल विभागापैकी महाविद्यालयातील ग्रंथालय विभाग हा महत्वाचा विभाग ठरल्या जातो. त्या अनुषंगाने वरिल मुल्यमापनात ग्रंथालय विभागाद्वारे वरील मुल्यांकनाच्या दृष्टीकोनातून खालील बाबींचा विचार करावा लागतो.

ग्रंथालय विभागाच्या दृष्टीकोनातून ग्रंथालयांनी विद्यार्थ्यांनकरिता तसेच प्राध्यापकांकरिता व समाजातील वेगवेगळ्या घटकांकरिता ग्रंथालयांनी विविध सेवा सुरु करणे, आवश्यक असून त्यामध्ये ग्रंथालयाकरिता ग्रंथालयीन सॉफ्टवेअर खरेदी करणे, ग्रंथालयाचे संपुर्ण संगणकीकरण करुन त्याद्वारे देण्यात येणाऱ्या सेवासुविध सुरु करणे ही आजच्या काळाची आवश्यक गरज झालेली असून यासोबतच E-Journals, E-Books, दुर्मिळ गंथ. तसेच हस्तलिखीते यांची वरील मुल्यांकनाकरिता आवश्यक बाब झालेली आहे. तसेच नॅकच्या मुल्यांकनाकरीता नॅकच्या ७ कसोट्यांपैकी ग्रंथालय विभागाविषयी माहीती ही कसोटी नं. ०४ मध्ये द्यावयाची असून त्यामाहीतीमध्ये खालील गोष्टींची पुर्तता करणे आवश्यक आहे. त्यामध्ये मागील पाच वर्षांची ग्रंथ नियतकालीके जर्नल खरेदी विषयीची माहीती तसेच पाच वर्षाचे अंदाजपत्रक, पाच वर्षाची ग्रंथ देवणाघेवाण विद्यार्थी व प्राध्यापक व शिक्षकेत्तर कर्मचाऱ्यांची माहीती देणे आवश्यक आहे.

प्रस्तावना :

आजच्या काळामध्ये नॅकने महाविद्यालयाला अनन्य साधारण महत्व दिलेले आहे. नॅकमध्ये महाविद्यालयाला चांगला दर्जा प्राप्त करण्याकरीता नॅक मॅन्युअल मध्ये दिलेल्या सुचना प्रमाणे जर ग्रंथालयामध्ये पायाभुत सोयीसुविधा आणि सेवा जर आपण ग्रंथालयाद्वारे वाचकास दिल्या तर नॅक द्वारे ग्रंथालय विभागाद्वारे महाविद्यालयाला आपण चांगला दर्जा प्राप्त करु शकतो. ग्रंथालयाकरीता सॉप्टवेअर खरेदी करणे, ग्रंथालय संगणकीकरण करणे, E-Journal चे सबक्रीप्शन करणे, ई-बुक्स खरेदी करणे, ग्रंथ खरेदी करण्याची पध्दत, E संसाधन उपलब्ध करुन देणे, दुर्मिळ ग्रंथ मॅन्यु स्क्रीप्ट ग्रंथालय वार्षीक अंदाजपत्रक तयार करणे व वार्षीक अहवाल, सादर करणे, तसेच ग्रंथालयामध्ये, अंतर्गत सुविधा ह्या संगणकीकृत पध्दतीने करणे. ग्रंथ देवाण घेवाण करणे, ग्रंथालयामध्ये प्राध्यापक व विद्यार्थी दैनंदिन नोंदवही ठेवून रेकॉर्ड मेंटेनन्स करणे, इंटरनेटची सोय वाचनकांना उपलब्ध करुन देणे. त्यांचा रेकॉर्ड मेंटेनन्स करणे, N-:LIST, OPAC संगणकीकृत तालीका ग्रंथालयामध्ये वाचकांना उपलब्ध करुन देणे. ग्रंथालयामध्ये E-Journals, E-Shodhsindhu, Shodhganga यांचा Subscription सदस्यत्व घेऊन व डाटाबेस उपलब्ध करुन देणे. ग्रंथालय समीतीचे नियमीत आयोजन करुन ग्रंथ खरेदी ग्रंथ परिगण ग्रंथालय सोयी सुविधा यावर चर्चा करुन ग्रंथालयामध्ये ज्या

त्रृटी असतील त्या दुर करण्याचा प्रयत्न करणे. आपण नॅकच्या दृष्टीकोनातुन ग्रंथालयाचे कामकाज नियमीत केले तर नॅकमध्ये ग्रंथालयासोबतच महाविद्यालयाचा दर्जा वाढविण्यास मदत होईल.

नॅकच्या दृष्टीकोनातुन ग्रंथालय वार्षीक अंदाजपत्रक सादर करणे गरजेचे आहे

Sr. No.	Year	Books	E-Journal	Journals	Magazine	Total Budget
१)	२०१३-१४	१५५०००	१००००	२००००	१५०००	२००००००
२)	२०१४-१५	१८००००	१००००	२००००	१५०००	२२५००००
३)	२०१५-१६	१८००००	१००००	२००००	१५०००	२५००००
४)	२०१६-१७	२०५०००	१००००	२००००	१५०००	२५००००
५)	२०१७-१८	२३००००	१००००	२००००	१५०००	२७५००००

ग्रंथालय वार्षीक अंदाजपत्रक तयार झाल्यानंतर ते ग्रंथालय समिती समोर सादर करणे, व सादर केल्यानंतर आपल्या ग्रंथालय समिती समोरे जी कामे वर्षभरात करायची आहे त्यांचे वाचन करुन दाखविणे व अंतिम मंजूरी घेणे नॅक करिता ग्रंथालयाचे वार्षीक अंदाजपत्रक तयार करणे अत्यंत गरजेचे आहे व त्याला समितीकडून अंतिम मंजूरी घेवून समोरील कार्याकरीता कार्यदिशा देणे.

१) वाचक उदबोधन वर्गाचे आयोजन :

शैक्षणिक सत्राच्या सुरुवातीला नव्याने प्रवेशित होणाऱ्या विद्यार्थ्यांना ग्रंथालयाविषयीची माहिती देण्याकरीता महाविद्यालयात उदबोधन वर्ग आयोजित केले पाहीजे. त्यामुळे विद्यार्थ्यांना ग्रंथालयाविषयीची व नव्याने येणाऱ्या सेवा सुविधांची माहीती होण्यास मदत होते म्हणून ग्रंथालय विकासाकरीता व त्या माध्यमातून समाज विकासाकरीता वरील वर्गाचा उपयोग होतो.

२) ग्रंथ व नियतकालीकांची खरेदी करण्याबाबत :

वरील विषयाच्या अनुषंगाने ग्रंथालय अधिकाऱ्यांनी विद्यार्थी व प्राध्यापकांना ग्रंथालयाकरीता आवश्यक असणाऱ्या ग्रंथाची यादी मागविणे तसेच प्रकाशकांच्या यादीनुसार ग्रंथाची व नियतकालीकांची निवड करणे व त्यानुसार ग्रंथ खरेदी करणे. वरील साहित्याची नॅक करीता मांडणी करतांना दरवर्षी किती ग्रंथ, किती नियतकालीके (Journals) किती रुपयाचे खरेदी केले त्याचे विवरण खालील तक्त्याप्रमाणे द्यावे लागतात.

Expenditure on the purchase of Book		Expenditure on the Purchase of Journal Magazines	Budget	Expendi on the ---- E-Journals and the E-Books
२०१३-१४	१९६१८९	२२४६४	२०००००	५०००
२०१४-१५	२०८६८६	३३३८५	२२५०००	५०००
२०१५-१६	११७५६१	३२९३८	२५००००	५०००

२०१६-१७	१३१६०६	३२५५४	२५००००	५७२५
२०१७-१८	१६७५९९	४५९८५	२७५०००	५९००

३) दुर्मिळ ग्रंथ (Rare Books) व हस्तलीखीते (Manuscript) प्रती :

ग्रंथालयाच्या सर्वांगीण विकासाकरीता नॅकच्या नियमावलीनुसार ग्रंथालयामध्ये दुर्मीळ ग्रंथ व हस्तलिखीतांची वेगळ्या दाखल नोंदवहीमध्ये नोंद असणे आवश्यक आहे. वरील संदर्भाची माहीती नॅकच्या मार्गदर्शकीमध्ये ४.२.२ मध्ये सादर करावी लागते.

४) ग्रंथालयाअंतर्गत सुविधा :

१) ग्रंथालय संगणकीकरण व इंटरनेट सुविधा :

नॅक करिता ग्रंथालयाचे संगणकीकरण अत्यंत आवश्यक आहे. संगणकीकृत ग्रंथालयामुळे, ग्रंथाची देवाण-घेवाण जलद गतीने होते व वाचकांचा वेळ वाचविला जातो. देवाण-घेवाण OPAC, इंटरनेट WI-FI, N-LIST, DELNET, DoaJ, doab, Shodhganga, Shodhsindhu ग्रंथालयामधील ग्रंथाचे बारकोर्डींग करुन त्याद्वारे देवाण-घेवाण (Issue & Return) करण्याची सुवीधा ग्रंथालयामध्ये उपलब्ध केली पाहीजे. वरील अनुषंगाने ग्रंथालयाचा दर्जा उंचावण्यास व त्या सोबतच महाविद्यालयाचा दर्जा उंचावण्यास मदत होते.

२) ग्रंथ देवाण - घेवाण : (Book Issue & Return)

ग्रंथ देवाण-घेवाण जास्तीत जास्त प्रमाणात करणे नॅक करिता अत्यंत आवश्यक आहे. त्याकरिता शैक्षणिक सत्रामधील नव्याने प्रवेशित विद्यार्थ्यांना उदबोधन वर्गामध्ये दिलेल्या माहितीनुसार ग्रंथाची देवाणघेवाण करणे तसेच ग्रंथालयात दैनंदिन देवाणघेवाण वाढविण्याकरीता वाचकास प्रोत्साहित करण्याचा प्रयत्न करणे.

३) दैनंदिन वाचक नोंदवही : (Daily Entry Register)

नॅकच्या अनुषंगाने विद्यार्थी व प्राध्यापक नोंदवही ग्रंथालयाच्या प्रवेशद्वारा जवळ ठेवून त्यामध्ये दैनंदिन येणाऱ्या वाचकाची नोंद करणे गरजेचे आहे. कारण ग्रंथालयामध्ये दररोज येणाऱ्या वाचकांच्या प्रमाणाची माहीती मिळण्यास मदत होते. तसेच त्यामध्ये इंटरनेटचा वापर करणारे वाचक E-Books, E-Journals चा वापर करणारे वाचक, प्रतिलिपी सेवा घेणारे वाचक, हस्तलिखीते व दुर्मीळ ग्रंथ या सर्वांचा वापर करणाऱ्या वाचकांचे प्रमाण नॅकच्या मार्गदर्शिकेमध्ये ४.२.६ मध्ये द्यावे लागत असते.

४) इंटरनेट वाचक वापर नोंद वही.

ग्रंथालयामध्ये इंटरनेट Using नोंद वही ठेवून त्यामध्ये विद्यार्थी व प्राध्यापकांची नोंद घेवून याची माहीती अपडेट ठेवणे नॅक करिता गरजेचे आहे.

ग्रंथालय सेवा व सुविधा वाचनकक्ष सेवा, प्रिंट आऊट सेवा :

१) इंटरनेट सेवा, पेपरसेट सेवा, अभ्यासक्रम सेवा, न्यूज क्लीपींग सेवा, न्यूजपेपर सेवा, मॅगझीन सेवा, देवाण-घेवाण, व बुक डिपॉझीट स्किम, प्रतिलिपी सेवा, इत्यादी प्रकारच्या विद्यार्थ्यांना सेवा दिल्यामुळे ग्रंथालयासंबंधी विद्यार्थ्यांमध्ये ग्रंथालयाविषयी आत्मीयता निर्माण होऊन ग्रंथालयामध्ये विद्यार्थ्यांचे प्रमाण वाढते व त्यामुळे विद्यार्थ्यांनमध्ये वाचन अभिरुची वाढीस लागुण विद्यार्थीचा विकास होण्यास मदत होते.

ग्रंथालय उपक्रम (Library Activities)

ग्रंथालयाद्वारे विविध उपक्रम राबविल्यास विद्यार्थ्यांना त्याचा व्यक्तीगत व शैक्षणिक विकास होण्यास फायदा होतो. ग्रंथालय उपक्रमाद्वारे बुकरिव्हीयु, कॉम्पेटेशन, ग्रंथप्रदर्शनी, Competative Exam, निबंध स्पर्धा इत्यादी उपक्रमाचे आयोजन करुन विद्यार्थ्यांमध्ये वाचनाची आवड निर्माण होते.

Best, Practies :

ग्रंथालय विभागाद्वारे बेस्ट प्रॅक्टीस म्हणून आपण बेस्ट युझर अवार्ड देऊ शकतो जसे जो विद्यार्थी जास्तीत जास्त ग्रंथाचा उपयोग करतो व पर्यायाने ग्रंथालयाचा वापर करतो अशा विद्यार्थ्याला आपण ग्रंथालय बेस्ट युझर अवार्ड देऊ शकतो. नॅक मध्ये ग्रंथालयाकरिता चांगला दर्जा प्राप्त करण्याकरिता, पाच वर्षाचे अंदाजपत्रक तयार करणे, ग्रंथालय संगणकीकरण करुन सर्व सेवा व सुविधा संगणकीकृत पध्दतीने वाचकास उपलब्ध करुन देणे. उदा. देवाण-घेवाण, OPAC INTERNET ग्रंथ खरेदी E-Books, E-Journal, N-List Database ह्या सर्वांचा उपयोग आपल्या ग्रंथालयामध्ये किती प्रमाणात होतो याचा संपुर्ण पाच वर्षाचा रेकॉर्ड तयार ठेवणे व प्रत्येक वर्षाला त्यामध्ये काय सुधारणा कराव्या लागतात त्याचा feedback फॉर्म व सुचना पेटीच्या माध्यमातून व आपल्या दररोजच्या अनुभवातून शोध घेवून आपल्या सेवा व सुविधामधील दोष व उणीवा केल्या आणि सर्व प्रकारचे रेकॉर्ड मेंटेनन्स करुन चांगल्या प्रकारच्या सेवा व सुविधा वाचकास उपलब्ध करुन दिल्यास नॅक मध्ये कसोटी क्र. ४ मध्ये ग्रंथालय विभागाला चांगला दर्जा प्राप्त होऊ शकतो असे मला वाटते.

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महाविद्यालयीन ग्रंथालयासाठी नॅकचे मुल्यांकन : एक अभ्यास

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नॅकचे बंगलोर या संस्थेद्वारे विद्यापीठ व महाविद्यालयीन ग्रंथालयाकरिता १३ एप्रिल २०१७ रोजी मार्गदर्शिका प्रकाशित केली आहे.

नॅकचे ध्येय :–

भारतातील उच्चशिक्षणामधील अंतर्भुत व बाह्य गुणवत्तेचे पृथ्थकरण करुन त्यात वृध्दी करणे व ते टिकवून ठेवण्यासाठी गुणवत्ता ठेवणे.

१) उच्चशिक्षण संस्थेमध्ये शिक्षण, प्रशिक्षण, संशोधन यात गुणवत्ता वाढीसाठी प्रयत्न करणे.

२) उच्चशिक्षणात स्वमूल्यमापन, स्वायत्तता व संशोधन वृत्ती जोपासण्याचे प्रयत्न करणे.

३) गुणवत्ता विषयक संशोधनाचा अभ्यास व प्रशिक्षण कार्यक्रम राबविणे.

४) उच्चशिक्षणात गुणवत्ता वाढीसाठी पोषक वातावरण व सक्षम काम करणे.

५) उच्चशिक्षण संस्थेचे परिक्षण करुन दर्जा वाढविण्यासाठी आटोकाट प्रयत्न करणे.

६) उच्चशिक्षण संस्थेची गुणवत्ता अनेक बाबींवर व कौशल्यांवर अवलंबून असते. ग्रंथालय हे त्यापैकी आहे व ग्रंथालयाचा विकास होण्याकरिता सतत प्रयत्न करावीत.

संस्था व देशाच्या विकासासाठी गुणवत्ता वाढ ही अत्यंत आवश्यक आहे. ग्रंथालयीन सेवेची व्याप्ती, शैक्षणिक प्रक्रियेतील महत्वाच्या योगदानामुळे म.स्मंतदपदह चे महत्व वाढत आहे. अलिकडच्या काळात ग्रंथालय माहिती सभेत आमुलाग्र बदल झाला आहे.

नॅकला सामोरे जातांना पुढील गोष्टींचा अभ्यास करणे आवश्यक आहे.

१) ग्रंथालयीन माहिती सेवेचे व्यवस्थापन ग्रंथालय सर्वसाधारण माहिती पुरवते तर विभागावर ग्रंथालय विशिष्ट विषयावर सखोल माहिती पुरवते. काही ग्रंथालय हे रविवारी सुट्टीच्या दिवशी शिक्षकांसाठी खुले ठेवले जातात.

२) ग्रंथालयाची वेळ :– काही ग्रंथालय हे आठ घंटे, बारा घंटे व २४ घंटे उघडे असतात.

३) ग्रंथालय सल्लागार समिती :– प्रत्येक ग्रंथालयात सल्लागार समिती असते व त्यामध्ये प्राध्यापक, विद्यार्थी सहभागी असतात.

४) मनुष्यबळ :– न्ळबए ।प्जए छब्ज्म संस्थेच्या नियमानूसार ग्रंथालयात मनुष्यबळ उपलब्ध असते व शैक्षणिक पात्रतेनूसार जागा भरल्या जातात.

ग्रंथालयाची संरचना :–

व्यवस्थापकाने ग्रंथालयाच्या पायाभूत सुविधांवर लक्ष देणे गरजेचे असते. ग्रंथालयाला स्वतंत्र इमारत देणे, ग्रंथालयाची जागा नियमबध्द ठेवणे, फर्निचर, टेबल, खुर्च्या, नियतकालिके, नियतकालिकेचे रॅक, पंखे, शौचालय, शुध्द पाणी या सुविधा पुरविणे व नोटीस बोर्ड, स्वतंत्र अभ्यासकक्ष, संदर्भ साहित्य, इमारतीची देखभाल, स्वच्छता ठेवणे.

माहिती तंत्रज्ञान :–

ई–ग्रंथालयीन सुविधा पुरविण्यासाठी मोठ्य प्रमाणात संगणक असावेत. ग्रंथालयीन प्रणाली असावीत. त्यात ग्रंथालयात उपलब्ध असणाऱ्या वाचन साहित्याचे वाचकांची नोंद असावी. ग्रंथालयीन संगणकीय नेटवर्क असावे. बॅंडविज्थ इंटरनेट सेवा ग्रंथालयीन सेवा देण्यात यावी.

ग्रंथालयात वाचन संग्रह, अनुदानाची वार्षिक वाढ, ग्रंथांची बाईडींग, हरवलेल्या पुस्तकांचे धोरण, कर्मचाऱ्यांची नियुक्ती, संस्थेवर लक्ष असायला हवे.

वित्त पुरवठा :–

विविध प्रकारच्या वाचन साहित्यावर व माहिती साहित्यावर खर्च अधोरेखित करणे, राज्य, केंद्र, विद्यापीठ अनुदान मंडळ व साहित्य व ग्रंथ खरेदी वापरले पाहिजे.

ग्रंथालयीन सुविधा :–

ग्रंथ, पाठ्यपुस्तके, संदर्भग्रंथ, मानके, राष्ट्रीय–आंतरराष्ट्रीय नियतकालिके, बॅंक व्हॅल्यूम, सीडी, डीव्हीडी, दृकश्राव्य स्वरुपात आवश्यक आहे. आंतरराष्ट्रीय संस्था, वर्ल्डबॅंक, युनो विद्यापीठ मंडळ, वाचन साहित्य संग्रह असायला पाहिजे.

ग्रंथालयाद्वारे संदर्भ सेवा व इलेक्ट्रॉनिक सेवा सुचना फलक, ग्रंथसूची सेवा, प्रतिलिपी सेवा, पुस्तकी पेढी, अपॅक्स, दृकश्राव्य साधने, इंटरनेट, डिजीटल ग्रंथालय, जर्नलचा वापर केला पाहिजे.

ग्रंथालयीन सेवेचा उपयोग :–

पुस्तकाची देवाण–घेवाण, संदर्भ सेवेची संख्या, प्रत्येक वाचकाची दिलेली सेवा, वाचन साहित्याची एकूण संख्या, ग्रंथालयीन माहिती पत्र, मध्यवर्तीन ग्रंथालये, प्रचलित जागरुकता सेवा, डिजीटल साहित्य, लेख, प्रकाशित व प्रश्नसंच, नविन साहित्यांचे प्रदर्शन, सुचना पेटीवरील कारवाई, ग्रंथालयीन वेबसाईट, ग्रंथालयीन मार्गदर्शन सेवा देणे, संशोधन सहभाग घेणे या सर्व बाबींचा अभ्यास केल्यावर नॅकचे चांगल्या प्रकारे मुल्यांकन केले जाते.

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नॅक मूल्याकंनात ग्रंथालयाची भूमिका

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सार :

उच्च शिक्षणाचा दर्जा वाढविण्यासाठी महाविद्यालयाचे मूल्यमापन होणे गरजेचे आहे. शिक्षणाच्या गुणात्मक दर्जा वाढविण्याची महाविद्यालयांना मूल्याकंनाद्वारे मिळत आहे. नॅकमध्ये उत्तम ग्रेड मिळण्यासाठी प्रत्येक संस्था प्रयत्न करते. ग्रंथालयांनी आधुनिकतेच्या काळात वाचकाभिमुख होण्यासाठी आधुनिक तंत्रज्ञानाचा वापर करणे आवश्यक आहे. वाचक, ग्रंथ व ग्रंथपाल या तीनही घटकांवर ग्रंथालयाचे यश अवलंबून असते.

प्रस्तावना :

नॅक मूल्याकंनात महाविद्यालयीन ग्रंथालयाची भूमिका फार महत्वाची आहे. ग्रंथालय हे महाविद्यालयाचे हृदय आहे. त्यामुळे महाविद्यालय ग्रंथालय अतिशय सुसज्ज असावे. त्यात पूरक वाचन साहित्य त्याचसोबत इतरही दृकश्राव्य साधनांनी युक्त असावे. प्राध्यापक, विद्यार्थ्यांना व अभ्यागतांना आवश्यक असलेले ज्ञान साहित्य त्यांना अपलब्ध करुन देता आले पाहीजे. त्याकरिता ग्रंथालयात विविध सेवा प्रदान केल्या जातात. ग्रंथालयात उपलब्ध ग्रंथ संख्या, संदर्भ ग्रंथ, मासिके, नियतकालिके, वृत्तपत्रे याचा संग्रह सुव्यवस्थित रितीने ठेवणे. तसेच उपभेक्तांना ग्रंथालयातून वेगवेगळया सेवा प्रभावीपणे दिल्या गेल्या पाहीजे. आजचे युग हे माहिती व तंत्रज्ञानाचे युग आहे. ग्रंथालय हे संगणकीकृत असणे आवश्यक आहे. त्याकरिता ग्रंथालय सॉफ्टवेअर असणे आवश्यक आहे. त्याचा उपयोग करुन ग्रंथालय हे संगणकीकृत करुन स्वयंचलित करता येते. छ।।ब करिता या सर्व गोष्टी ग्रंथालयात असणे अत्यंत गरजेचे आहे.

उदिष्टे :

- विविध प्रकारच्या शैक्षणिक संस्थामधील शैक्षणिक गुणवत्तेची तपासणी करुन त्याचे काटेकोरपणे मूल्यमापन करणे हे आहे.
- उच्च शिक्षणसंस्थांच्या कार्याचे व त्यांच्या अभ्यासक्रमाचे मूल्यमापन करणे.
- उच्च शिक्षण संस्थांमध्ये शैक्षणिक वातावरण निर्माण करुन तेथील अध्यापन व संशोधन त्यांच्या गुणवत्तावृध्दीला चालना देणे.
- महाविद्यालयातील व्यवस्थापन प्रशासन, दैनंदिन कार्य यांच्या गुणवत्तावृध्दीसाठी त्यांना मार्गदर्शन करणे.

नॅक मूल्याकंना करता आवश्यक बाबी :

- ग्रंथालयाची स्वतंत्र इमारत आहे काद
- ग्रंथालयाकरिता सल्लागार समिती आहे काद
- ग्रंथालयात एकूण किती ग्रंथ, संदर्भ ग्रंथ, नियतकालिके आहेतद
- ग्रंथालयाचे संगणकीकरण करण्यात आले आहे काय द

- ग्रंथालयातून कोणकोणत्या सेवा दिल्या जातातघ
- ग्रंथालयाचे उत्पन्न स्त्रोत काय आहेघ
- विदयार्थि वाचन कक्षाची आसन क्षमता किती आहेघ

उच्च शिक्षणात शैक्षणिक ग्रंथालयाचे कार्य :

शैक्षणिक ग्रंथालय हे महाविद्यालयीन असो वा विद्यापीठाचे ग्रंथालयाचे उच्च शिक्षणात मोलाचे योगदान आहे. ग्रंथालयांनी आधुनिक तंत्रज्ञानाचा वापर करणे काळाची गरज निर्माण झाली आहे. आजच्या संगणकीय युगात संशोधकांना, वाचकांना सेवा पुरविण्याचे कार्य शैक्षणिक ग्रंथालये करीत आहे. उच्च शिक्षणाच्या संदर्भात विदयार्थ्याला दिल्या जाण-या सेवांचा विचार नॅक समिती करीत असते. यासाठी नॅक समितीला ग्रंथालयातील उपक्रमांची विस्तृत माहिती ग्रंथालयांनी दिली पाहिजे.

मूल्यमापन :

दरवर्षी ग्रंथालयाच्या सेवासुविधांचे मूल्यमापन केले पाहिजे.

- दररोज ग्रंथ नेणा-या व परत करणा-या अभ्यागंताची सरासरी
- दररोज वाचन कक्षात बसणा-या विद्यार्थ्यांची सरासरी
- संदर्भ ग्रंथ अभ्यासणा-या अभ्यागंताची सरासरी
- नियतकालीके अभ्यासण-या अभ्यागंताची सरासरी
- ग्रथालयातील ऑनलाईन अभ्यास करण-या अभ्यागंताची सरासरी

ही आकडेवारी सादर करुन महाविद्यालयीन ग्रंथालयाचा विकास करता येईल.

निष्कर्ष :

महाविद्यालयाच्या ग्रंथालय विभागाने नॅक समितीकडून मूल्यमापन करुन घेणे म्हणजे विकासाकडे वाटचाल करणे होय. ग्रंथालय व माहिती सेवा देउन शैक्षणिक वातावरण निर्माण करणे. ग्रंथालय व माहिती सेवा यांचा विस्तार करण्यासाठी पुरेसे साधन उपलब्ध करुन देणे. संदर्भ ग्रंथ, क्रमिक पुस्तके, नियतकालीके त्यासोबतच यांत्रिक साधने खरेदीकरिता ग्रंथालय अंदाजपत्रकात वाढ करणे. नॅकमूळे शैक्षणिक गुणवत्ता वाढवणे तसेच ग्रंथालयाच्या विकासासाठी संपूर्ण गुणवत्तेच्या दृष्टीकोनातून नॅक महत्वपूर्ण ठरते.

संदर्भ ग्रंथ :

खानोरकर राखी, राष्टीय मूल्यमापन व अधिस्विकृती परिषद नॅक, नाशिक, ज्ञानगंगोत्री.
www.ugc.ac.in www.NAAC.India.org

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सार -

राष्ट्रीय मूल्यांकन आणि मान्यता परिषद (NAAC) च्या माध्यमातून मूल्यांकन आणि मान्यता प्राप्त आता उच्च शिक्षण संस्थांना अनिवार्य आहे. नुकतीच NAAC ने त्याची मूल्यांकन प्रक्रिया फ्रेमवर्क सुधारित केली आहे. महाविदयालयातील ग्रंथालयाचे स्थान महत्वपुर्ण आहे. कारण सुधारीत पध्दत ही ICT व परिणामावर आधारीत आहेत. ग्रंथालय महाविदयालयाच्या विकासात भरपूर योगदान देऊ शकतात. संशोधित फ्रेमवर्कच्या मार्गदर्शक सुचनानुसार संपूर्ण NAAC प्रक्रियेमध्ये ग्रंथालयाची भूमिका कीती महत्वपुर्ण आहे याबाबत सदर लेखात प्रकाश टाकण्यात आला आहे.

प्रस्तावना

आज भारतात उच्च् शिक्षण संस्थामध्ये उल्लेखनिय तथा विकासाRमक वाढ होत आहे. देशाच्या प्रत्येक राज्यात शासकीय, खाजगी व स्वायत्त् विदयापीठे आणि संस्था झपाटयाने वाढत आहेत. शिक्षण क्षेत्रामध्ये विकासाबरोबर गुणवत्तेच्या विकासावर अधिक लक्ष देणे गरजेचे असते. महाविदयालयाचे मूल्यांकन करण्याचे विविध मार्ग आहे उदा NAAC एनबीए, आयएसओ 9 001, इत्यांदी. अध्यापन, शिक्षण, संशोधन आणि विस्ताराच्या अशा विविध प्रक्रियामध्ये गुणवत्तेत सुधारणा होण्याकरीता ग्रंथालये उच्च शिक्षण ग्रंथालये अध्यावत करणे आवश्यक असते. कारण महाविदयालायाच्या NAAC प्रकियेत ग्रंथालयाची भूमिका अतिशय महत्वाची असते.

संशोधनाची उदीष्टये -

1. NAAC ची ओळख
2. NAAC प्रक्रियेतील नवीनतम घडामोडींची चर्चा करणे.
3. ग्रंथालयाला एक शिक्षण संसाधन म्हणून चर्चा करणे
5. . NAAC प्रक्रियेत ग्रंथालयाची व ग्रंथपालाची भूमिका स्पष्ट करणे.

National assessment and accreditation council (NAAC)

NAAC National assessment and accreditation council स्थापना सन 1994 मध्ये करण्यात आली तर यांचे मुख्यालय बंगलोर येथे आहे नॅक ही यूजीसीची एक स्वायत्त संस्था आहे असून NAAC हे मूलभूत मूल्य राष्ट्रीय विकासात योगदान देत आहेत, विद्यार्थ्यांमधील जागतिक क्षमता वाढविणे, तंत्रज्ञानाच्या वापरास प्रोत्साहन देणे, विद्यार्थ्यांचे मूल्यमापन करणे. NAAC दृष्टीकोन "स्व आणि बाह्य गुणवत्ता मूल्यांकन, पदोन्नती आणि उपजीविका मिळविण्याचे साधन विकसित करणे. भारतासारख्या विकसिनशिल देशामध्ये उच्च शिक्षणाची गुणवत्ता दर्शविण्याकरीता नॅक मुल्याकंन अत्यावश्क केले आहे.

उच्च शिक्षणाच्या संस्था किंवा त्याचे एकत्रीकरण किंवा विशिष्ट शैक्षणिक कार्यक्रम किंवा प्रकल्पांचे नियमित मूल्यांकन आणि मान्यता देण्यासाठी.ए NAAC प्रक्रियेतील विकास NAAC उच्च शिक्षणाच्या 12446 संस्थांपेक्षा किंवा महाविदयालये अधिक मूल्यांकित आणि प्रमाणित केले. प्रत्येक पाच वर्षानंतर सायकलमध्ये नॅक मूल्यांकनासाठी महाविदयालय लागतात. काही संस्था मान्यताप्राप्त चौथ्या चक्रात आहेत. जुलै 2017 मध्ये सुधारित मूल्यांकन आणि मान्यता फ्रेमवर्क कार्यन्वित केले गेले आहे.

Total Number of Accreditations (Status as on 30/11/2018)

	First Cycle	Second Cycle	Third Cycle	Fourth Cycle	**Number of Accreditations**
Universities	341	163	68	1	**573**
Colleges	7695	3361	803	14	**11873**
Total	**8036**	**3524**	**871**	**15**	**12446**

नॅकव्दारे प्रक्रिया खालील प्रमाणे राबविण्यात येतात

1. ICT च्या विस्तृत वापरासाठी मोजमाप आणि मजबूतीची पुष्टी करण्याकरीता.
2. NAAC सरलीकरण प्रक्रियेत प्रश्नांची संख्या, तक्रारीचा आकार, दिवस भेट देणे इ.
3. गुणवत्ता सुधारण्याचे साधन म्हणून बेंचमार्किंग वाढविण्याच्या दृष्टीने. हे अन्य आंतरराष्ट्रीय क्यूए फ्रेमवर्कसह NAAC संकेतकांच्या तुलनेत प्रयत्न केले गेले आहे.
4. पियर टीमच्या भेटीसाठी प्री-क्वालिफायर सादर करणे, 30% प्रणालीने व्युत्पन्न स्कोअर करीता
5. ऑनलाइन मूल्यांकन (सुमारे 70%) आणि सहकारी निर्णय (सुमारे 30%) च्या संयोजनासह सिस्टम व्युत्पन्न स्कोअर (एसजीएस) सादर करणे.
7. विद्यापीठे, स्वायत्त महाविद्यालये आणि संलग्न / घटक महाविद्यालयांमधील मेट्रिक्स, वेटेज आणि बेंचमार्कमध्ये योग्य फरक प्रदान करणे.
8. मूल्यांकन प्रक्रियेत विद्यार्थी आणि माजी विद्यार्थ्यांचा वाढीव सहभाग आणण्यासाठी अनेक मेट्रिक सुधारित करणे

नॅक प्रक्रियेत ग्रंथ्रालयाचा सहभाग -

विदयापीठातील किंवा महाविदयालयातील ग्रंथालय चौथ्या मानदंडांतर्गत पायाभूत सुविधा आणि शिक्षण संसाधने अंतर्गत समाविष्ट आहे 4.2 एकूण 1000 वेटेज मध्ये 20 ची वेटेज असलेली लर्निंग रिसोर्सेज म्हणून ग्रंथालय सात मानदंडांमध्ये विभागले गेले आहे. पुस्तके, नियतकालिके आणि इतर शैक्षणिक साहित्य आणि तंत्रज्ञानाद्वारे पाठविलेल्या तंत्रज्ञानाच्या दृष्टीने पुस्तकातील होल्डिंग्जवर लक्ष केंद्रित केले जाते जे विद्यार्थ्यांना त्यांच्या अभ्यासासाठी आवश्यक माहिती, ज्ञान आणि कौशल्ये घेण्यास सक्षम करते. डिजिटल माध्यमांच्या उपलब्धतेमुळे क्षेत्रातील अलीकडील विकास, ग्रंथालयाच्या कार्यामध्ये बराच बदल झाला आहे. Integrated Library Management System (ILMS) व्दारे ग्रंथालयाचे स्वयंचलितकरण, ई-जर्नल्स व पुस्तके वापरणे, ग्रंथालयातील ई-स्त्रोतांना दूरस्थ प्रवेश प्रदान करणे आवश्यक आहे. अशा इतर विकासासाठी तसेच त्यांना चांगल्या प्रकारे वापरणे हे शैक्षणिक संस्थेच्या गुणवत्तेचे महत्त्वपूर्ण संकेतक आहेत.

पुढच्या प्रक्रियेत ते वेटेजसह मेट्रिक्समध्ये विभागले गेले आहे, ग्रंथालय स्वयंचलितरित्या Integrated Library Management System (ILMS) वापरून, दुर्मिळ पुस्तके, हस्तलिखित, विशेष अहवाल किंवा

ग्रंथालय समृद्धीसाठी इतर कोणत्याही ज्ञान स्त्रोतांचा संग्रह, इझोरनल , ई-शोध सिंधु, शोडगंगा सदस्यता, ईबुक, डेटाबेस , मागील पाच वर्षांत (INR in Lakhs), पुस्तके आणि मासिकांच्या खरेदीसाठी सरासरी वार्षिक खर्च, ग्रंथालयाच्या स्त्रोतांकडे दूरस्थ प्रवेशाची उपलब्धता, शिक्षक आणि विद्यार्थ्यांनी (वर्तमान डेटा) लायब्ररीचा दररोज वापर. ईत्यादी बाबत ग्रंथालयाचा अधिक महत्वापूर्ण सहभाग नॅक मुल्याकनांमध्ये दिसून येतो

नॅक प्रक्रियेत ग्रंथालय व ग्रंथपालाची भूमिका-

नॅक प्रक्रियेमध्ये वाचनालयाची भूमिका आणि ग्रंथालयाशी संबंधीत सर्व उदयावताता या मूलभूत दोन भूमिका बजावायची आहेत, प्रथम महाविद्यालयीन संघाचे सदस्य म्हणून आणि दुसरे म्हणजे ग्रंथालयाचे प्रमुख म्हणून. Higher Education Institution (HEI) नोंदणी, गुणवत्ता मूल्यांकनासाठी माहिती (IIQA) सादर करणे स्व-अभ्यास अहवाल (SSR) सादरीकरण, Quantitative Metrics(QnM) मूल्यांकन पूर्व-अर्हताप्राप्तीसाठी, Peer Team Visit
(PTV) द्वारे वास्तविक मूल्यांकन प्रक्रिया. ग्रंथालयाची भूमिका आणि एकूण नॅक प्रक्रियेत विशेषतः 4.2 पेक्षा जास्त आहे,

ग्रंथालयामध्ये नियोजन, संवाद, व्यवस्थापन, सादरीकरण आणि प्रत्येक क्रियाकलाप, नॅक आणि शैक्षणिक लेखापरीक्षण मध्ये बर्याच प्रकारचे रेकॉर्ड लायब्ररी राखणे आवश्यक आहे आणि ग्रंथालये रेकॉर्डच्या देखरेखीसाठी समर्थन देऊ शकतात. ग्रंथालय विविध कार्यक्रमांचे आणि त्याच्या सहाय्यक दस्तऐवजांचे अभ्यास करून संस्थात्मक वेबसाइटवर अपलोड करुन संस्थेच्या पाठ्यपुस्तक पैलूंचे समर्थन करते. ग्रंथालय सर्टिफिकेट कोर्स / डिप्लोमा कोर्स सादर करू शकतो. ग्रंथालय प्रमुख एक सेनेट सदस्य, शैक्षणिक परिषद सदस्य, बीओएस चे अध्यक्ष, सदस्य इत्यादी असू शकतात. अशा प्रकारे ग्रंथालय प्रमुख संस्थेच्या वेटेजमध्ये जोडू शकतो. विद्यार्थ्यांच्या शेतात प्रकल्प आणि इंटर्नशिपमध्ये ग्रंथालियन समर्थन करू शकते. कनिष्ठ विद्यार्थ्यांशी संपर्क साधल्यामुळे लायब्ररी अभिप्राय प्रक्रियेत सहभागी होऊ शकते. ग्रंथालय प्रगत विद्यार्थ्यांकरिता आणि धीमे शिक्षणासाठी विशेष सेवा प्रदान करू शकते.ICT प्रभावी शिक्षणासाठी ग्रंथालय शिक्षकांना ई-स्त्रोत प्रदान करुन मदत करू शकतात. शैक्षणिक आणि तणावाशी संबंधित समस्यांकरिता ग्रंथालये विद्यार्थ्यांचे सल्लागार म्हणून कार्य करू शकतात. ग्रंथालयातील शिक्षक शिक्षक असल्याने म्हणून ते पीएचडी सह पूर्ण वेळ शिक्षक संस्थेच्या टक्केवारीत योगदान देईल. पूर्ण वेळ शिक्षक म्हणून राज्य, राष्ट्रीय, आणि आंतरराष्ट्रीय स्तरावर आंतरराष्ट्रीय पातळीवर मान्यताप्राप्त संस्था संस्थेच्या पंख मध्ये पुरस्कार, मान्यता, आणि फेलोशिप असणे. संशोधन प्रकल्प मिळवून ग्रंथालय प्रमुख एक महत्त्वाची भूमिका बजावतात. याव्यतिरिक्त, त्याचे वैयक्तिक संशोधन प्रकल्प वजन वाढवेल. अध्यापन अनुभवामध्ये ग्रंथालयाचा अनुभव जोडला पाहिजे. लायब्ररी क्षमता वाढ आणि विकास योजना उदा. स्पर्धात्मक परीक्षेसाठी मार्गदर्शकतत्वे ई-कंटेंट डेव्हलपमेंटसाठी सुविधा, वाय-फायसह आयटी सुविधा अद्ययावत करण्यामध्ये सहभागी होऊ शकतात. ग्रंथालय कायम ठेवण्यासाठी आणि वापरण्यासाठी लायब्ररी सिस्टम आणि प्रक्रिया स्थापन करू शकते. ग्रंथालये स्पर्धात्मक परीक्षा, करियर परामर्श, सौम्य कौशल्य विकास, योग आणि ध्यान आणि वैयक्तिक परामर्श यासारख्या क्रियाकलापांना समर्थन

देऊ शकतात. ग्रंथालय समितीची प्रतिभा काही मिनिटांच्या बैठकीत आणि त्यांच्या ठरावांच्या अंमलबजावणीद्वारे स्पष्ट होते.

निष्कर्ष

शैक्षणिक समुदायाच्या माहितीच्या गरजा पूर्ण करण्यासाठी ग्रंथालये प्रमुख भूमिका बजावतात, शैक्षणिक संशोधन आणि उत्पादनक्षमतेच्या नवीन पद्धतींचा पाठपुरावा करण्यासाठी पालक संस्थांचे नेतृत्व करण्यासाठी ग्रंथालयांसाठी महत्त्वपूर्ण भूमिका, ग्रंथालये आणि ग्रंथालय प्रमुख शैक्षणिक उत्पादनक्षमतेचा आधार आहेत आणि संभाव्य विस्ताराने संकाय आणि विद्यार्थ्यांच्या संबंधित विषयांत विद्यार्थ्यांनी चालविलेल्या सर्जनशील कार्याची श्रेणी आणि खोली दोन्ही. त्यामुळे ग्रंथालय आणि ग्रंथालये एक महत्वाची भूमिका बजावू शकतात आणि 4.2 च्या पलीकडे मूल्यांकन आणि मान्यता प्रक्रियेत भरपूर योगदान देतात.

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ग्रंथालय संगणकीकरण आणि नेटवर्कींग

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सार :-

आजचे युग हे माहितीयुग आहे आणि या माहितीयुगात झालेला माहितीचा विस्फोट आणि उपभोक्त्यांच्या वाढत्या गरजा पुर्ण करण्यासाठी ग्रंथालय हे सक्षम असायला पाहिजे. यासाठी ग्रंथालयाचे संगणकीकरण करणे त्याचबरोबर संबंधीत ग्रंथालयाचे नेटवर्क प्रस्थापीत करणे आवश्यकता आहे. त्यादृष्टीने ग्रंथालयाचे संगणकीकरण आणि नेटवर्कींग या लेखाच्या माध्यमातून ग्रंथालयाचे संगणकीकरण व नेटवर्कींगची आवश्यकता व तांत्रिक साधनांच्या वापरासंबंधी थोडक्यात परिचय करून देण्यात येत आहे.

प्रस्तावना :-

आजचे मानवी जीवन हे धकाधकीचे आहे आणि या धकाधकीच्या जीवनात झालेल्या माहितीचा विस्फोट व दिवसेंदिवस वाढत चाललेल्या उपभोक्त्यांच्या माहितीविषयक गरजा लक्षात घेता त्या गरजा पूर्ण करण्याची जबाबदारी ग्रंथालयावर येऊन पडलेली आहे. अशा परिस्थितीत उपभोक्त्यांच्या वाढत्या गरजा आणि ग्रंथालयाची उद्दिष्टे साकार करण्यासाठी ग्रंथालयाचा संगणकीकरण करणे ही काळाची गरज ठरलेली आहे. अलीकडच्या काळात नॅक (NAAC=National Assessment and Accreditation Council) अंतर्गत शैक्षणिक संस्थांचे मूल्यमापन, व्यावसायिक शिक्षणसंस्थांचे मूल्यमापन व त्यानुषंगाने ग्रंथालय संगणकीकरणाची जाणवणारी गरज यामुळे ग्रंथालय संगणकीकरणास थोडी चालना मिळते आहे.

ग्रंथालय संगणीकरण (Library Automation)

Automation या शब्दाची उत्पत्ती ग्रीक भाषेतील ।नजवउपेम या शब्दापासुन झाली आहे. याचा अर्थ यांत्रिकीकरण असा होतो. याचाच अर्थ यांत्रिकीकरणाच्या सहाय्याने कोणत्याही प्रक्रियेला अथवा प्रणालीला यंत्राच्या माध्यमाने स्वतः क्रियाशील बनविण्याच्या दृष्टीने यंत्र अथवा मशीन यांचा उपयोग केल्या जातो. त्यामुळे Automation ला यांत्रिकीकरण अथवा मशीनीकरण पण म्हटल्या जाते. परंतु आजकाल यंत्रामध्ये संगणकच प्रमुख उपयोगी महत्वपुर्ण आणि सशक्त मशीन आहे. जी आज सर्वाधीक उपयोगात आणल्या जाते.

ग्रंथालय संगणकीकरण या शब्दाला परिभाषीत करण्याचा प्रयत्न कोणत्याही तज्ञाने केलेला नाही. मात्र सालेमन असे एक व्यक्ति आहे की, ज्यांनी ग्रंथालय संगणकीकरण या शब्दाला परिभाषीत करण्याचा प्रयत्न केलेला आहे. सालेमनच्या मते, 'विभिन्न परंपरागत ग्रंथालयातील क्रिया प्रक्रियामध्ये यांत्रिकीकृत आणि अर्धयांत्रिकीकृत डाटा प्रोसेसींग मशीनीचा उपयोग करणे म्हणजे ग्रंथालय यांत्रिकीकरण होय'. परंपरागत ग्रंथालयाच्या क्रिया-प्रक्रियामध्ये ग्रंथोपार्जन, तालिकीकरण, ग्रंथदेवघेव या प्रक्रिया समाविष्ट होतात.

ग्रंथालय संगणकीकरणाचा उद्देष :-

ग्रंथालयातील ग्रंथसुचीत अभिलेख आणि विविध प्रकारचे प्रलेख यांचा व्यवस्थापन करणे (संगणीकृत तालिकेद्वारे) ग्रंथालय उपभोक्त्यांना कमीतकमी वेळेत सत्य माहिती उपलब्ध करून देण्यास साहय करणे. ग्रंथालय संसाधन सहभागीता वाढविणे, ग्रंथालयातील उपभोक्त्यांच्या गरजांची पुर्तता कौशल्यपुर्वक पध्दतीने

करणे. संपुर्ण ग्रंथालय प्रणालीत बदल घडवून आणणे. ग्रंथालय व्यवसायाला प्रत्येक वेळी नच.जव.कंजम ठेवण्यासाठी मदत करणे.

ग्रंथालय संगणीकरणाची आवश्यकता :-

माहितीचा विस्फोट, उपभोक्त्यांच्या वाढत्या गरजा पुर्ण करण्यासठी, ग्रंथालय शास्त्रातील नियमांचे पालन करण्यासाठी, माहितीचे व्यवस्थापन करण्यासाठी, माहितीचा शोध लवचिक करण्यासाठी, माहितीवर प्रक्रिया करून माहितीला लवकरात लवकर पुर्नप्राप्त करून घेण्यासाठी, ग्रंथालय उपभोक्त्यांना आकर्षित करण्यासाठी.

ग्रंथालय संगणीकरणाचे फायदे :-

ग्रंथालय संगणीकरण ही खर्चीक बाब असली तरी त्याचे अनेक फायदे आहेत. त्याचे लाभ विशेषतः वाचकांना व ग्रंथालय कर्मचाऱ्यांना मिळतात.

१) कार्य करण्यास सोपी
२) कार्य शुध्दता
३) त्वरीत सेवा
४) उत्तम सेवा
५) त्वरीत डेटा प्रक्रिया
६) श्रम, धन आणि आणि वेळेची बचत.

नेटवर्कींग :-

नेटवर्क ही संकल्पना आपल्या दैनंदिन जीवनाचा जवळ जवळ अविभाज्य भागच झाला आहे. कळत नकळत आपण कुठल्या ना कुठल्या नेटवर्क सेवेचा लाभ घेतच असलो. महापालिकेकडुन मिळालेले पाण्याचे कनेक्शन, विजेची जोडणी, केबल टिव्ही, रेल्वेचे जाळे, राज्यमार्गाचे जाळे या सर्व नेटवर्कचा उपयोग आपल्या दैनंदिन गरजा भागविण्यासाठी होतोच. याशिवाय माहिती आणि दळणवळणा संबंधीच्या गरजांनाही महत्वाचे स्थान आहे. ज्यामध्ये रेडिओ, दुरदर्शीत, टेलीग्राम, टेलीफोन, फॅक्स, उपग्रहाद्वारे होणारे संदेशवाहन यांचा समावेश होतो.

दोन किवा दोनपेक्षा अधिक ग्रंथालय माहिती देवाण-घेवाण करण्याच्या उद्देशाने दळण-वळणाच्या माध्यमाने जोडले जाणे यालाच ग्रंथालय नेटवर्क असे म्हणतात.

ग्रंथालय नेटवर्कचा उद्देष :-

- उपभोक्त्यांना आवश्यक माहिती कुठल्या ग्रंथालयातुन प्राप्त होईल याविषयी माहिती देणे.
- ग्रंथालय सेवांमध्ये बदल घडवुन आणणे.,
- प्रादेशिक स्तरावर माहिती देवाण घेवाण सुलभतेने होण्यास मदत करणे.,
- सामाजिक व आर्थिक विकासात मदत करणे, छोट्या छोट्या ग्रंथालयांना नेटवर्कच्या माध्यमाने जोडुन समृध्द ग्रंथालयाची दारे खुली करून देणे.
- साहित्य माहिती व मनुष्यबळाबाबत परस्पर सहकार्य करणे.

नेटवर्कचे प्रकार :-

नेटवर्कचे उद्देश, नेटवर्क रचना आणि माहिती दळणवळणाच्या आधारावर नेटवर्कचे विविध प्रकार पडतात.

१) **LAN (स्थानिक क्षेत्र नेटवर्क) :-** या नेटवर्कचे क्षेत्र स्थानिक क्षेत्रापुरतेच मर्यादित असते. एखादी बहुमजली इमारत किंवा विद्यापीठ आवार ज्याचा प्रभाव १० कि.मी. मर्यादेपर्यंत असते. अशा ठिकाणी LAN नेटवर्क कार्यक्षमरीत्या काम करू शकते.

२) **MAN (महानगरीय क्षेत्र नेटवर्क) :-** या प्रकारच्या नेटवर्कमध्ये भौगोलिक क्षेत्र स्थानिक नेटवर्क सारखं छोटं व राहता एखाद्या महानगर उदा, मुंबई, दिल्ली, कलकत्ता इ. नेटवर्क भौगोलिक क्षेत्र असु शकते. उदा. CALIBNET, DELNET, BONET या मध्ये मोडले जातात.

३) **WAN (विस्तृत क्षेत्र नेटवर्क) :-** जे नेटवर्क, भौगोलिकदृष्टया विस्तृत प्रकारासाठी वापरले जाते. त्यास विस्तृत क्षेत्र नेटवर्क म्हणतात. उदा. NICNET, INDONET, fo"oO;kih Internet इ.

निष्कर्ष :-

एकदंरीत यासर्व अडचणीवर मात करून आपल्याला सर्वांच्या बरोबर राहायचे असेल तर ग्रंथालय संगणकीकरण केल्याशिवाय पर्याय नाही. आपल्या अंगभुत गुणांनी, कौशल्याने, ग्रंथालय शास्त्राच्या अभ्यासाने आणि आपली संशोधन वृत्ती जागृत ठेवुन ग्रंथपालांना या समस्येवर मात करता येईल व ग्रंथालयात येणाऱ्या प्रत्येक उपभोक्त्यांच्या माहितीविषयक गरजा पुर्ण करण्यास ग्रंथालय नक्कीच यशस्वी होईल. यासाठी ग्रंथालयाला योग्य निधी पुरवल्या गेल्यास ग्रंथालय हे महाविद्यालयाचे माहितीविषयक मध्यवर्ती केंद्र बनेल यात काही शंका नाही.

संदर्भ ग्रंथ :-

१. फडके द. ना. ''ग्रंथालय संगणीकरण आणि आधुनिकीकरण'' युनिर्व्हसल प्रकाशन, पुणे २६, २००७.

२. ज्ञानगंगोत्री, ''विशेषांक, ग्रंथालय व ग्रंथालय सेवा यांच्या संगणकीकरणाचे व्यवस्थापन'' मार्च-एप्रिल-मे २००४. अंक ४

३. पारखी गंगाधर, ग्रंथालय विकास दर्शन, युनिव्हर्सल प्रकाशन, पुणे, २०१२.

माहिती संप्रेषण तंत्रज्ञानाद्वारे ग्रामीण भागातील शैक्षणिक पातळीचा अभ्यास

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प्रस्तावना –

मानवी जीवनाच्या जवळजवळ सर्व क्षेत्रामध्ये माहिती संप्रेषण तंत्रज्ञान उपयुक्त ठरत आहे. विज्ञान आणि तंत्रज्ञानात वेगाने होणाऱ्या प्रगतीमुळे माहितीचा वेगही वाढला आहे. त्या अनुषंगाने माहिती संप्रेषण तंत्रज्ञान हे उपलब्ध साधनांचा उपयोग करुन विविध गरजांसाठी माहितीचा वापर करुन देत आहे. माहिती संप्रेषण तंत्रज्ञान काळाची गरज बनले आहे.

आज २१व्या शतकात मानवी जीवनातील प्रत्येक क्षेत्रावर तंत्रविज्ञानाचा प्रभाव दिसून येतो. तंत्रविज्ञानातील प्रभावामुळे जग आज जनूकाही लहानसे खेडेच बनले आहे. त्यामुळेच २१व्या शतकास 'Information Age' म्हटले जाते. या तंत्रविज्ञानाचा शिक्षण क्षेत्रावरील प्रभाव जाणून घेणे आणि आवश्यक ती कौशल्ये जतन करणे ही काळाची गरज बनली आहे.

गृहितके :

माहिती संप्रेषण तंत्रज्ञानाद्वारे ग्रामीण भागातील शैक्षणिक पातळीचा अभ्यासणे.

उद्देश :

१) ग्रामीण भागातील विद्यार्थ्यांना माहिती संप्रेषण तंत्रज्ञानाची (प्व्ज) ओळख करवून देणे.

२) माहिती संप्रेषण तंत्रज्ञानाचे महत्त्व पटवून सांगणे.

संशोधन पद्धती :

प्राथमिक व द्वितीयक स्त्रोतांद्वारे माहिती संकलीत केली आहे. व विश्लेषणात्मक अध्ययन पद्धतीचा वापर प्रस्तुत शोध निबंधात केला आहे.

मर्यादा :

प्रस्तुत शोध निबंध हा ग्रामीण भागातील विद्यार्थ्यांपुरताच मर्यादित राहील.

शिक्षण क्षेत्रात गेल्या काही वर्षात झपाटयाने बदल घडून आले. ''माहिती तंत्रज्ञान'' ''संगणक'' हे या शतकाचे परवलीचे शब्द ठरले आहेत. संगणकीय क्रांतीचे अविष्कार जीवनात पदोपदी दिसून येत आहेत.

संगणकाच्या सहाय्याने जसा ज्ञानाचा महासागर प्राप्त होतो तसेच संपादन केलेले ज्ञान प्रभावीपणे संग्रहीत करण्याचे कसबही प्राप्त झाले आहे. रेडिओ, टि.व्ही., इंटरनेट, टेलिकम्युनिकेशन व व्हिडीओ कॉन्फरन्स यांसारख्या माध्यमांद्वारा वितरीत होणाऱ्या माहितीच्या देवाणघेवाणीचे तंत्र म्हणजे माहिती तंत्रविज्ञान. माहिती तंत्रविज्ञान म्हणजे माहिती मिळविणे त्यावर प्रक्रिया करणे, ती साठवणे, ती योग्य व्यक्तिला उपलब्ध करुन देणे.

एखाद्या विषयावर या समस्येबाबत सर्वसमावेशक अभ्यास करुन सुसूत्रपणे, व्यवस्थित आणि रचनाबद्ध मांडणी करुन शास्त्रीय पद्धतीने प्रक्रिया केल्यानंतर तिचे रुपांतर माहिती तंत्रविज्ञानामध्ये होतो.

कच्ची माहिती Raw Data	माहितीची सुसूत्र मांडणी Sequencing	वर्गीकरण व पृथक्करण Analysis	माहितीचे संश्लेषण Sequencing	अर्थान्वेषण Inter Pretation	Information Technology

थोडक्यात, प्राप्त माहितीचे सुयोग्य व्यवस्थापन करुन त्याचे अर्थनिवेचन करण्यासाठी संगणकाधारित जे तंत्रज्ञान वापरले जाते ते माहिती तंत्रविज्ञान होय.

ग्रामीण विद्यार्थ्यांच्या शिक्षणपद्धतीत माहिती व संप्रेषण ;प्ब्ज्द्ध साधनांचा वापर

सक्रिय सहभाग :

माहिती व दळणवळणाच्या साधनांमुळे परीक्षापद्धती, माहितीचे विश्लेषण करण्याच्या पद्धती यात अनेक बदल घडून आले आहेत. त्यामुळे विद्यार्थ्यांना माहिती मिळविण्यासाठी, तिचा अभ्यास करण्यासाठी नवीन मार्ग उपलब्ध झाला आहे. आता विद्यार्थी त्यांच्या सवडीप्रमाणे माहिती मिळवू शकतात, निरनिराळया प्रकारे तिचा अभ्यास करु शकतात, दैनंदिन जीवनातील घटना अभ्यासू शकतात व त्यायोगे विषय अधिक सखोलरित्या जाणून घेऊ शकतात. अशा पद्धतीने माहिती व दळणवळणाच्या साधनांमुळे केवळ अभ्यासाची घोकंपट्टी करुन गुण मिळविण्याच्या पद्धतीला प्रोत्साहन मिळण्यापेक्षा विद्यार्थ्यांच्या शिक्षणातील सर वाढण्यात मदत होत आहे.

दुहेरी शिक्षण :

माहिती व दळणवळणाच्या साधनांमुळे विद्यार्थी, शिक्षक, तज्ञ यांच्यात व सहकार्याची भूमिका निर्माण होण्यास मदत होते. शिवाय या साधनांमुळे वेगवेगळया संस्कृतीतील व्यक्तींशी, त्यांच्या संस्कृतींशी ओळख होते व आपल्या ज्ञानाच्या कक्षा रुंदावण्यास मदत होते. या सर्वांचा आयुष्याच्या पुढील वाटचालीस नक्कीच फायदा होतो.

माहिती व संप्रेषणाच्या साधनांचा ग्रामीण भागातील शिक्षणातील फायदा :

माहिती व संप्रेषणाच्या साधनांचा शिक्षणावर कितपत आणि कसा प्रभाव पडतो हे तती साधने कशी व कशासाठी वापरली जातात यावर अवलंबून असते. या साधनांचा सर्वांनाच सारख्याच प्रमाणात फायदा होईल असेही नाही. मात्र ही साधने योग्य पद्धतीने वापरली गेल्यास त्यांचा फायदा नक्की होतो.

दर्जा उंचाविणे :

माहिती व संप्रेषणाच्या साधनांमुळे शिक्षणाच्या गुणवत्तेवर काय परिणाम होतो ह्याचा विस्तृत अभ्यास अजूनपर्यंत केला गेलेला नाही मात्र जो काही थोडाफार अभ्यास करण्यात आलेला आहे त्यावरुन हे स्पष्ट झालेले आहे की, माहिती व संप्रेषणाच्या साधनांमुळे शिक्षणपद्धतीवर निश्चितच चांगला परिणाम होतो. प्रसारित

केल्या जाणाऱ्या अनेक शैक्षणिक कार्यक्रमांपैकी रेडिओद्वारे सुसंवाद कार्यक्रमाचा सखोल अभ्यास करण्यात आला. या कार्यक्रमामुळे शिक्षणाच्या दर्जावर उत्तम परिणाम झाल्याचे दिसून आले. तसेच विद्यार्थ्यांच्या गुणांत व उपस्थितीतही सुधारणा झाल्याचे आढळले. मात्र संगणक, इंटरनेट यांच्या वापरामुळे शिक्षणाच्या दर्जात फारसा फरक पडल्याचे आढळून आले नाही. याशिवाय संशोधन करणाऱ्या रसेल या अभ्यासकांने काही उल्लेखनीय अंतर नसल्याचे म्हटले आहे की, माहिती व संप्रेषणाच्या साधनांचा वापर करणाऱ्या विद्यार्थ्यांच्या गुणवत्तेत व व्यक्तीगत मार्गदर्शन घेणाऱ्या विद्यार्थ्यांच्या गुणवत्तेत त्याला फारसा फरक आढळला नाही.

माहिती व संप्रेषणाच्या साधनांद्वारे दिल्या जाणाऱ्या व्याख्यानांमुळे विद्यार्थ्यांमधील अनुपस्थितीचे प्रमाण वाढल्याचेही मत अनेक समीक्षक व्यक्त करतात. मात्र माहिती व दळणवळणाच्या साधनांमुळे विद्यार्थ्यांच्या गुणवत्तेत सुधारणा होत असल्याचेही निदर्शनास आले आहे. पारंपारिक शिक्षणाच्या जोडीला संगणकाचा वापर करण्यात आल्यास शिक्षणाच्या गुणवत्तेत वाढ होऊ शकते. संगणकाचा वापर केल्यामुळे विद्यार्थ्यांमध्ये शिक्षणाविषयी आवड निर्माण झाल्याचीही काही उदाहरणे आहेत.

शिक्षकांना माहिती व दळणवळणाची साधने हाताळण्याचे योग्य ते प्रशिक्षण दिल्यास शिक्षणपद्धतीत आमूलाग्र बदल घडून येऊ शकतो. मात्र अजून या प्रयत्नांना म्हणावा तसा भर देण्यात आलेला नाही. शिवाय अशा प्रशिक्षणामुळे शिक्षणपद्धतीत बदल घडून आल्याचे काही ठोस पुरावेही उपलब्ध नाहीत. सध्या याविषयी उपलब्ध असणारी माहिती ही विद्यार्थी व शिक्षकांकडून मिळविण्यात आली आहे. व त्याद्वारे काढलेले निष्कर्ष सकारात्मक आहेत. संगणक व इंटरनेटमुळे होणारे फायदे मोजण्यासाठी प्रमाणित अशा चाचण्या नाहीत. त्यामुळेही या साधनांचा प्रभाव मोजण्यात अडथळे येत आहेत. शिवाय ही साधने शिक्षणपद्धतीत अशा काही तऱ्हेने मिसळली आहेत की त्यांचा वापर वेगळा करुन त्यांचा प्रभाव मोजणे हे एक कठीण काम झाले आहे.श

शहरी आणि ग्रामीण शिक्षकांची तांत्रिक क्षमता आणि आयसीटीचे ज्ञान

आयसीटीचा फायदा घेण्यासाठी शिक्षकांना तयार करणे हे केवळ तांत्रिक कौशल्यांपेक्षा खूप काही अधिक आहे. शिक्षकांना आयसीटीसंबंधी तांत्रिक कौशल्ये उत्कृष्टरित्या येत असणे ही एकच गोष्ट शिकविण्यामध्ये आयसीटीचा यशस्वी मिलाफ करण्यासाठी पुरेशी नाही.

वन–ऑफ–ट्रेनिंग' पुरेसे नाही शिक्षकांना सुयोग्य संसाधने निवडता यावीत आणि त्यांचे मूल्यांकन करता यावे यासाठी त्यांना आयसीटीसंबंधी नवनव्या बाबी सतत आणि सखोल पद्धतीने सांगितल्या पाहिजेत. आयसीटीचा वापर शिक्षणामध्ये विस्तृत पद्धतीने करण्याचे कौशल्य फार कमी शिक्षकांकडे असते. ओईसीडी देशांमधील अतिप्रगत शाळांमध्येदेखील अगदी थोडया शिक्षकांना आयसीटी साधने आणि संसाधनांविषयी सखोल आणि सर्वसमावेशक ज्ञान असते. ओईसीडी देशांमध्ये शिकविण्याची आणि शिकण्याची साधने म्हणून आयसीटीचा वापर करण्याला संगणक साक्षरतेचा प्रसार करण्यासाठी आयसीटीचा वापर करण्यापेक्षा जास्त महत्वाचे मानले जाते. ओईसीडीमध्ये आलेल्या अनुभवानुसार शिकविण्याच्या आणि शिकण्याच्या दैनंदिन कामांमध्ये तंत्रज्ञानाचा वापर हा संगणक वर्गामधील विशिष्ट सूचनांपेक्षा अधिक महत्वाचा असतो. तंत्रज्ञान कौशल्याच्या विकासाला शिकविण्याच्या आणि शिकण्याच्या प्रक्रियेमध्यचे महत्वाचे स्थान आहे. तरीही ते शिकविण्याच्या आणि शिकण्याच्या इतर पद्धती वापरणे शक्य करते म्हणून जास्त महत्वाचे आहे. ज्या शाळांमधील विद्यार्थ्यांच्या आयसीटीसंबंधी कौशल्ये आणि अनुभवाच्या पातळया जास्त असल्याचे आढळून आलेले आहे त्या सर्वच शाळांमध्ये अवघड संगणक अभ्यासक्रम आहे असे नाही. मात्र त्यांनी आयसीटीला

सपूर्ण शिक्षक व्यावसायिक विकास आणि शिकविणे आणि शिकण्याच्या दैनंदिन प्रक्रियेमध्ये समाविष्ट करून घेतले आहे.

शिक्षकांपेक्षा विद्यार्थी तंत्रज्ञानाच्या वापराच्या बाबतीत अधिक हुशार असतात. ओईसीडी देशांमध्ये विद्यार्थ्यांमधील आयसीटीचा वार आणि ज्ञान आणि शिक्षकांमधील आयसीटीचा वापर करण्याची क्षमता आणि ज्ञान यामध्ये मोठी तफावत आढळून आली. याचाच अर्थ असा होऊ शकतो की शिक्षकांमधील अनुभव आणि कौशल्यांची कमतरता हा विद्यार्थ्यांद्वारा शिक्षणामध्ये होणारा आयसीटीचा प्रभावी वापर रोखण्यामधील महत्वाचा घटक असू शकतो.

शहरी आणि ग्रामीण शिक्षकांद्वारे आयसीटीचा वापर

शिक्षक आयसीटी प्रामुख्याने प्रशासकीय कामांसाठी वापरतात. शिक्षक आयसीटी मुख्यत्वे दैनंदिन कामांसाठी वापरतात. (नोंदी ठेवणे, धडयाचा आराखडा बनविणे, माहिती सादर करणे, मूलभूत गोष्टी इंटरनेटवरून शोधणे)

अधिक माहिती असणारे शिक्षक संगणकाच्या सहाय्य–सुचनांवर कमी अवलंबून राहतात. आयसीटी वापराची जास्त माहिती असणारे शिक्षक आयसीटी वापरणाऱ्या इतर शिक्षकांपेक्षा संगणकाच्या सहाय्य सुचनांवर कमी अवलंबून असतात मात्र एकुणच आयसीटी जास्त वापरतात. शिक्षण आयसीटी कसे वापरतात हे त्यांच्या शिकविण्याच्या सर्वसामान्य पद्धतीवर अवलंबून असते. आयसीटीच्या वापराचे प्रकार शिक्षकांच्या अध्यापनशास्त्रविषयक तत्वज्ञानाशी निगडित असतात. शिक्षक जे आयसीटी सर्वात जास्त वापरतात आणि सर्वात प्रभावीपणे वापरतात. ते पारंपारिक प्रक्षेपण–पद्धत अध्यापनशास्त्र वापरण्याची शक्यता कमी असते. जास्त प्रकारची सॉफ्टवेअर वापरणारे शिक्षक अधिक रचनात्मक अध्यापनशास्त्र वापरण्याची शक्यता जास्त असते. आयसीटी वापरून शिकविण्यास जास्त वेळ लागतो शिकविणे आणि शिकणे यांना पाठबळ म्हणून आयसीटीची ओळख करून देणे आणि वापर करणे हे शिक्षकांसाठी वेळखाऊ आहे कारण ते नेहमी वापरल्या जाणाऱ्या पद्धती आणि अध्यापनशास्त्रापासून वेगळे होण्याचा प्रयत्न करत असतात. सोप्या शब्दांत सांगायचे तर आयसीटी वापरून शिकविण्यास जास्त वेळ लागतो. (एकच गोष्ट शिकविण्यास किती वेळ जास्त लागतो याचे अंदाज विभिन्न आहेत. सर्वसामान्यपणे १० टक्के वेळ जास्त लागतो असे मानतात.)

शहरी आणि ग्रामीण शिक्षकांचा आत्मविश्वास आणि प्रोत्साहन

केवळ काही शिक्षकच आत्मविश्वासाने आयसीटी वापरू शकतात केवळ काही शिक्षकच आत्मविश्वासाने आयसीटीची विविध संसाधने वापरू शकतात. आणि त्यांच्या हया मर्यादित आत्मविश्वासामुळे धडा शिकविण्याच्या पद्धतीवर परिणाम होतो. भीतीमुळे अनेक शिक्षक आयसीटी वापरत नाहीत. ओईसीडी देशांमध्ये अनेक शिक्षक अजुनही आयसीटी वापरण्यास घाबरतात आणि त्यामुळे त्यांचा वापर शिकविण्यामध्ये करण्यास नाखुश असतात. केवळ काही शिक्षकच आत्मविश्वासाने आयसीटी वापरू शकतात केवळ काही शिक्षकच आत्मविश्वासाने आयसीटीची विविध संशोधन वापरू शकतात. आणि त्यांच्या हया मर्यादित आत्मविश्वासामुळे धडा शिकविण्याच्या पद्धतीवर परिणाम होतो. निदान सुरूवातीला आयसीटीने (काही) शिक्षकांना प्रोत्साहित केले. सुरूवातीला आयसीटीची ओळख होणे हे शिक्षकांच्या व्यावसायिक विकासाला प्रोत्साहन देण्यासाठी आणि शक्य करण्यासाठी महत्वाचे साधन ठरू शकते. सातत्यपूर्ण व्यावसायिक विकासामध्ये शिक्षकांना प्रभावीपणे सहभाग घेण्यास प्रोत्साहित करण्यास प्रोत्साहने विकसित केली पाहिजे. व्यावसायिक विकास कार्यक्रमांमध्ये सक्रिय सहभाग घेण्यासाठी शिक्षकांना अतिरिक्त प्रोत्साहन आणि

प्रोत्साहनाची गरज आहे. विविध प्रकारची प्रोत्साहने देता येतील. उदा. प्रमाणपत्रे, व्यावसायिक बढती, पगारवाढ, व्यावसायिक विकासामध्ये सहभागी होण्यासाठी पगारी रजा, शाळेमध्ये, समाजामध्ये आणि समवयस्कांमध्ये औपचारिक वा अनौपचारिक कौतुक, एकटेपणा कमी करणे आणि उत्पादकता वाढविणे इ.

शिक्षक आयसीटी वापरू शकतात की नाही हे ठरविण्यामधील महत्वाचा घटक म्हणजे त्यांना ते हाताळण्यास देणे. शिक्षकांची आयसीटीसंबंधी कौशल्य वाढविण्यासाठी त्यांना नियमितपणे आयसीटीशी संबंधित उपकरणे हाताळायला देणे महत्वाचे आहे.

माहिती आणि संप्रेषण तंत्रज्ञानाचे महत्त्व :

१) अचाट माहिती प्राप्त होते.

२) प्रत्येक वेळेस शिक्षक मदतीला उपलब्ध असतीलच असे नाही. त्यामुळे स्वंय अध्ययनासाठी हे सोयीस्कर आहे.

३) शिक्षणामध्ये विविध साधनांचा वापर केल्यामुळे शिक्षणाची परिणामकारकता नि:संशय वाढेल.

४) प्रत्येक विषयाच्या तंत्र शिक्षकांच्या अध्यापनाचा लाभ असंख्य विद्यार्थ्यांपर्यंत पाहोचविता येतो. प्दजमतंबजपअम डमकपं तंत्रज्ञानाच्या साहाय्याने पाठ चालू असताना विद्यार्थी शंकांचे समाधान करु शकतात.

५) प्रकल्प निर्मिती समस्या निवारणात याची मदत होते.

६) ज्मसम ब्वदमितदबपदहए टपकमव ब्वदमितदबपदह या नवीन तंत्रविज्ञानामुळे दूर अंतरावरील तज्ञांची पथके तयार करुन कोणत्याही विषयावरील चर्चासत्रे कमी खर्चात बनविता येतात व एकाचवेळी मोठया समुहासाठी प्रसारित करता येतात.

७) शैक्षणिक तंत्रज्ञानाच्या साहाय्याने अभिरुप परिस्थितीची निर्मिती करुन प्रभावी अध्यापन करता येते.

८) शिक्षकांच्या अनुपस्थितीतही अध्यापनाचे कार्य सुरु राहते.

९) शालेय माहितीचे कागदविरहित संग्रह करणे शक्य होते.

१०) संप्रेषण तंत्रविज्ञानामधील प्रगतीमुळे शैक्षणिक तंत्रविज्ञानामध्ये मोठी भर पडली आहे. प्दजमतंबजपअम उमकपंए बींज हतवनचए वद.सपदम समंतदपदहए वद.सपदम मगंउपदंजपवदए जमसमचीवदपब जमबीदपुनमे यांसारख्या अद्ययावत तंत्रज्ञानाचा शैक्षणिक क्षेत्रात वापर करण्यास प्रोत्साहन मिळाले आहे.

११) ण्ब्ज्ज मुळे माहिती सहजगत्या उपलब्ध होत आहे.

१२) हजारो संदर्भ सर्च इंजिनच्या माध्यमातून उपलब्ध असतात. (उदा. ळववहसमए लीववए ठपदह म्जब.)

१३) अध्ययन–अध्यापन प्रक्रियेत कुठल्याही घटकाचे संदर्भ आणि माहिती संप्रेषण साधनांच्या मदतीने सहज उपलब्ध होते.

१४) मागणी आणि प्रतिसाद या तत्वावर माहिती संप्रेषण तंत्रज्ञान काम करते. त्यामुळे शासन, खाजगी उद्योगधंदे, शाळा, विद्यापीठे एवढेच नव्हे तर अशासकीय संस्थासुद्धा माहिती संप्रेषण तंत्रज्ञानाचा वापर करतात. (उदा. शिक्षण, प्रवास, अर्थ, बॅकींग, औषधे, वाचनालये, कायदा व सुव्यवस्था, समाजसेवा अशा सर्व क्षेत्रामध्ये ण्ब्ज्ज चा शिरकाव झाला आहे.)

माहिती आणि संप्रेषण तंत्रज्ञानाची गरज :

- तंत्रज्ञानाच्या वापरामुळे जगात वेगाने बदल घडत आहेत. ह्या बदलास सामोरे जाण्यासाठी माहिती आणि संप्रेषण तंत्रज्ञानाची कास धरणे आवश्यक आहे.
- इंटरनेटमुळे माहितीचा महासागर उपलब्ध झाला आहे. ही माहिती प्राप्त करण्यासाठी प्ब्ज् ची साथ गरजेची आहे.
- आजच्या स्पर्धेच्या युगात तंत्रज्ञानाला दुर्लक्षणे अशक्य आहे.
- समाजाच्या बदलत्या गरजांना सामोरे जाताना वेगवान माहिती प्राप्त करण्यास मदत करते.
- आजचा विद्यार्थी हा बदलत आहे. त्याच्या आशा आकांक्षा पूर्ण होण्यासाठी ण्ब्ब्ज्ज् शिवाय पर्याय नाही.

निष्कर्ष :

संशोधन केल्यानंतर हे सिद्ध झाले आहे की, माहिती व संप्रेषण साधने ;प्ब्ज्द्ध योग्यरित्या वापरल्यास विद्यार्थ्यांमध्ये शिक्षणाविषयी आवड निर्माण करता येते व शिक्षणाची गुणवत्ता सुधारण्यास मदत होते. माहिती व संप्रेषणांच्या ;प्ब्ज्द्ध साधनांमुळे, विशेषत: संगणक व इंटरनेटमुळे शिक्षक व विद्यार्थ्यांना ज्ञानाची नवी कवाडे उघडी झाली आहेत. संगणक व इंटरनेट वापरुन शिक्षक व विद्यार्थी पुस्तकी ज्ञानाच्या पलिकडे जाऊन त्यांच्या विषयाशी तसेच इतर विषयांशी संबंधित नवनवी माहिती मिळवू शकतात व आपल्या ज्ञानात भर घालू शकतात. यामुळे आतापर्यंत शिक्षककेंद्रित असणाऱ्या शिक्षणपद्धतीत नवा बदल घडून आला आहे. आतापर्यंत शिक्षक विद्यार्थ्यांना ज्ञान देत असत मात्र आता विद्यार्थी देखील स्वत: इंटरनेट वापरुन माहिती मिळवू शकतात व ती वर्गात वाटू शकतात. म्हणजेच शिक्षणपद्धती हळूहळू विद्यार्थी केंद्रित होत चालली आहे.

संदर्भ सूची :

१. चव्हाण किशोर, (२०१०), माहिती आणि संप्रेषण तंत्रज्ञान, इन साईट प्रकाशन, नाशिक.
२. जगताप ह. ना., (२०००), शैक्षणिक तंत्रविज्ञान, नुतन प्रकाशन, पुणे.
३. पंडित वन्सीविहारी, (२००७) शिक्षणातील संशोधन, नुतन प्रकाशन, पुणे.
४. Best J.D. & Khan J.V. (2005) Research in Education 9th Ed., Prentice Hall of India PVT, New Delhi.

नॅकला (NAAC) सामोरे जाताना ः ग्रंथालयाची भूमिका व ग्रंथपालाचे स्थान.

सौ. सुप्रिया विष्णुकांत गादेवार
ग्रंथपाल
मराठवाडा मित्र मंडळाचे
अभियांत्रिकी महाविद्यालय
कर्वेनगर पुणे - ५२.
मो. ९७६७३९९९६५

श्री. विष्णुकांत दिनकर गादेवार
सहाय्यक ग्रंथपाल
सिंहगड व्यवस्थापन महाविद्यालय
वडगाव बु॥ पुणे -४१.
मो. ९७६७३९९९६४

प्रास्ताविक ः

नॅक ही विद्यापीठ अनुदान आयोगाव्दारे स्थापन झालेली स्वायत्त संस्था आहे. देशातील सर्व विद्यापीठे आणि महाविद्यालये यांच्या कामगिरीचे मुल्यमापन करून नॅक त्यांना अधिमान्यता देते.

नॅक ही भारतीय संस्था आंतरराष्ट्रीय पातळीवरील INQUAAHE (International Network for Quality Assurance Agencies in Higher Edcation) या संस्थेची संस्थापक सदस्य आहे. विविध देशातील उच्चशिक्षण गुणवत्तेच्या मुल्यमापन व अधिस्वीकृती संबंधी १२० संस्था या संस्थेशी जोडल्या गेल्या आहेत. महाविद्यालयाचा दर्जा सुधारण्यासाठी विविध उपाययोजना करणे, यासाठी विद्यापीठ अनुदान आयोगाने नॅकची स्थापना केली आहे. १६ सप्टेंबर १९९४ रोजी बेंगलोर येथे विद्यापीठ अनुदान कायदा १९५६ अंतर्गत "राष्ट्रीय मुल्यांकन आणि अधिस्वीकृती परिषद" (National Assessment and Accreditation Council) ची स्थापना करण्यात आली.

नॅक ची उद्दिष्टये ः

उच्च शिक्षणामध्ये वारंवार प्रगती करणे आणि त्यात सातत्य राखणे या उद्दिष्टयासाठी नॅकची निर्मिती करण्यात आली आहे.

प्रमुख उद्दिष्टये खालीलप्रमाणे ः

१. उच्च शिक्षण संस्थाच्या कार्याचे व त्यांच्या अभ्यासक्रमाचे मुल्यमापन करणे आणि त्यांची प्रतवारी ठरविणे.
२. उच्च शिक्षण संस्थामध्ये शैक्षणिक वातावरण निर्माण करणे, तेथील अध्यापन व संशोधणअछया गुणवत्ता वाढीला चालना देणे.
३. शैक्षणिक संस्थांना जागतीक बदलांच्या संदर्भात त्यांची उद्दिष्टये कोणती असावीत याविषयी मार्गदर्शन करणे.
४. सर्वकष शैक्षणिक गुणवत्ता वाढीसाठी योग्य असे शैक्षणिक वातावरण निर्माण करणे.

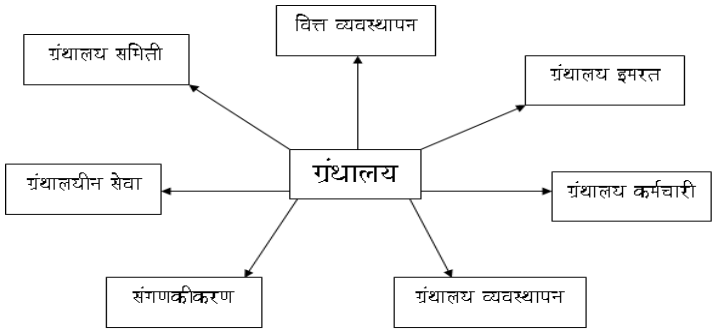
नॅक मुल्यमापणअछया सात कसोटया ः

१. उपलब्ध अभ्यासक्रमातील विषयांचा अंतर्भाव आणि त्याला पर्याय
२. अनुदान, अध्यापन आणि मुल्यमापन
३. संशोधन आणि विस्तार
४. पायाभूत सोयी
५. विद्यार्थ्यांची प्रगती
६. संघटनात्मक व्यवस्थापन
७. सुदृढ, आरोग्यपूर्ण कार्यशैली

नॅक मुल्यमापनात ग्रंथालयाचे स्थान ः

नॅक मुल्यमापणअअछया पायाभूत सुविधा यात ग्रंथालय इमारत, प्रयोगशाळा, क्रिडा विभाग, संगणक विभाग, वसतीगृह, उपहारगृह इत्यादी सर्व सोयीसुविधा असाव्या लागतात व यांचे मुल्यमापन केले जाते.

नॅक मुल्याकंणअअछा अहवाल तयार करताना ग्रंथालयाला अनन्यसाधारण महत्व आहे. ग्रंथालयासंदर्भात पुढील घटकांची माहिती असणे आवश्यक असते.



नॅक मुल्यमापनात ग्रंथपालाची भुमिका ः

शैक्षणिक संस्थेत सर्वात महत्वाचा घटक म्हणून ग्रंथालयाकडे पाहिले जाते. यात ग्रंथपाल महत्वाची भूमिका बजावत असतात. म्हणून त्यांना शैक्षणिक दर्जा देण्यात आलेला आहे. ग्रंथपाल हे शिक्षकांशी समकक्ष असतात. ग्रंथपाल हा ग्रंथालय समितीचा कार्यवाहक असतो. तसेच त्याची व्यवस्थापनातील गुणवत्ता ही कसोटीस उतरत असते. नॅक कमिटी या सर्व बाजू तपासून पहात असते.

प्रत्येक महाविद्यालयास दर्जा मिळवीत असताना सर्व विभाग प्रमुखांबरोबरच ग्रंथपालही सर्वात महत्वाचा घटक असतो.

समारोप ः

विद्यापीठ अनुदान आयोग, तंत्रशिक्षणमंडळ (AICTE) यांच्या अंतर्गत येत असलेल्या सर्व शैक्षणिक संस्थानी स्वत: पुढाकार घेऊन किमान दर्जा मिळवावा ही अपेक्षा असते. यासाठी ग्रंथालयाची गुणवत्ता उच्च कशी राहील याबद्दल ग्रंथपालाने जागरूक राहणे आवश्यक आहे.

संदर्भ सूची ः

१. www.NAAC-india.com NAAC ची अधिकृत वेबसाईट
२. दायमा, ब्रिजमोहन, नॅकला सामोरे जाताना ः १ आवृत्ती लातुर, विद्याभारती प्रकाशन पृ. ४.
३. खानोलकर, प्रभू राखी ः राष्ट्रीय मुल्यमापन आणि अधिस्विकृती परिषद, नॅक ः ज्ञानगंगोत्री ः अंक ४ मार्च २००४ पृ. २७.
४. देशपांडे, एच व्ही, नॅक ः शैक्षणिक गुणवत्तेचे मुल्यमापन १ आवृत्ती पाटण ः सौरभ सुखदा प्रकाशन २००२.

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महाविद्यालयीन ग्रंथालयाचे नॅक मुल्यांकन

प्रा.बटुले विठ्ठल दशरथ
(एम.लिब., बी.एड., सेट)

प्रा.शेळके विष्णु शिवनाथ
(एम.लिब., डी.एड.)

प्रस्तावना :–

भारतातील व अनेक राज्यांमध्ये महाविद्यालयाचे नॅक मूल्यांकन वेळोवेळी केले जाते. महाविद्यालयामध्ये प्राचार्य, प्राध्यापक यांची शैक्षणिक पात्रता तपासली जाते. नॅकचे मूल्यांकन प्रत्येक पाच वर्षानी करतात.

NAAC - National Assessment and Accreditation Council
NAAC Foundation in 1994, National Police Education in 1986, POA - 1992.

नॅकचे उद्दिष्टये :–

१) उच्चशिक्षणात स्वमूल्यमापन, स्वायत्तता व संशोधनवृत्ती जोपासण्याचे प्रयत्न करणे.
२) उच्चशिक्षण संस्थेत शिक्षण, प्रशिक्षण, संशोधन यात गुणवत्ता वाढीसाठी प्रयत्न करणे.
३) गुणवत्ता विषयक संशोधन अभ्यास व प्रशिक्षण कार्यक्रम राबविणे.
४) उच्चशिक्षणात गुणवत्ता वाढीसाठी पोषक वातावरण निर्माण करणे.

Key Words :
१) कामाची विभागणी
२) जबाबदारी
३) अधिकार
४) केंद्रीकरण व विकेंद्रीकरण
५) अधिकार साखळी
६) समानता
७) सुव्यवस्था
८) संघ भावना

व्याख्या :–

१) मॅकफरलंड डाल्टन :–

"संघटित प्रयत्नांच्या मुळाशी असलेली एकात्म व चलित स्वरुपाची मुलभूत रचना म्हणजे व्यवस्थापन होय."

२) स्टॅन्ले व्हान्स :–

"पूर्वनियोजित उद्दिष्टांच्या साध्यतेसाठी निर्णय घेण्याची तसेच मानवी कृतीवर नियंत्रण ठेवण्याची प्रक्रिया म्हणज व्यवस्थापन होय."

३) इ.एफ.एल.ब्रेच :–

"एखादे काम करवून घेण्याची व्यवस्थापनाचा संबंध असतो. एखाद्या व्यवसायाचे नियोजन व त्यात चालणाऱ्या कृतींना मार्गदर्शन करणे याभोवती व्यवस्थापन केंद्रिभूत झालेले असते."

४) **वॉटरसन व प्लाउमन :–**

"व्यवस्थापन हे असे तंत्र आहे की, ज्यांच्या साहायाने विशिष्ट व्यक्तिसमूहाचे हेतू निश्चित केले जातात, त्याचे स्पष्टीकरण केले जाते आणि ते साध्य करुन घेण्यासाठी प्रयत्न केले जातात"

संख्यात्मक + गुणात्मक + अभिप्राय = मूल्यमापन

१) **कामाची विभागणी (Division of Work) :–**

व्यक्तीचे प्रशिक्षण, अनुभव, क्षमता, प्राप्त कौशल्य आवडीनिवडी अशा अनेक बाबींचा विचार करुन कामाची वाटणी केली जाते.

२) **जबाबदारी (Responsibility) :–**

कामाची अंमलबजावणी करण्यास व्यक्तीवर जबाबदारी सोपवणे आवश्यक असते.

३) **शिस्त (Discipline) :–**

कोणत्याही प्रशासनाचा शिस्त हा आवश्यक व अनिवार्य भाग समजला जातो. नियमांचा आदर, पालन, कामाची तळमळ, त्याविषयी आत्मीयता, निष्ठा, वरिष्ठांशी आदराची वागणूक व त्यांची आज्ञाधारकता ह्या बाबी शिस्तीसाठी अनिवार्य मानल्या जातात.

४) **अधिकार (Power) :–**

प्रत्येकाची अधिकार कक्षा निश्चित असणे आवश्यक असते.

५) **एकलक्षी दिशा :–**

एका विशिष्ट उद्दिष्टांच्या प्राप्तीसाठी ज्या काही कृती केल्या जातात त्याचा एकत्र प्रमुख असणे व एकच योजना असणे आवश्यक असते.

६) **फायदा (Profit) :–**

संघटनेच्या फायद्यासाठी प्रत्येकाने आपला वैयक्तिक फायदा बाजूला ठेवणे आवश्यक असते. संघटनेच्या भविष्यावर व्यक्ती वा गटाचे भवितव्य अवलंबून असते.

७) **मोबदला :–**

संघटनेच्या प्रत्येक घटकाला योग्य मोबदला मिळाला तर संघटना टिकण्यास मदत होते. संघटनेविषयी आत्मियता टिकून राहते.

८) **केंद्रीकरण व विकेंद्रीकरण :–**

संघटनेच्या फायद्यासाठी, अधिकारांचे केंद्रीकरण व विकेंद्रीकरण, यांचे प्रमाण राखणे आवश्यक असते.

९) **अधिकार साखळी (Scalar principle) :–**

कामाच्या संदर्भात अधिकार व जबाबदारी यांची विभागणी केलेली असते. त्यामुळे त्यांच्यात एक विशिष्ट क्रम व साखळी स्थापित होते.

१०) **समानता (Equality) :–**

प्रामुख्याने सर्वांच्या बाबतीत समानतेने वागणे आवश्यक आहे.

११) **सुव्यवस्था (Order) :–**

कामात उत्कृष्टता येण्यासाठी व्यवस्थापन सुव्यवस्था आवश्यक असते.

१२) **स्थायित्व (Stability) :–**

कर्मचाऱ्यांना जर नोकरीची शाश्वती नसेल, नोकरी अस्थाई स्वरुपाची असेल तर त्याचा कामाच्या निष्पत्तीवर विपरित परिणाम झाल्याशिवाय राहत नाही.

१३) **पुढाकार (Initiative) :–**

स्वत:चे काम स्वत:हून पुढाकार घेवून उत्साहाने पुढे होवून विचारपूर्वक करणे आवश्यक आहे.

१४) **संघभावना (Spirit de corps) :–**

सर्वात एकोप्याची भावना असणे संघटनेस फायदेशीर असते.

संस्थेची माहिती :–

1) Information about college
2) Information about courses
3) Information about departments
4) Information about faculty
5) Information about extra curricular activities.
6) Information about events organised.
7) Information about sports activities.
8) Information about attached hospital.
9) Information about students.

ग्रंथालयाची संरचना :–

१) ग्रंथालयाला स्वतंत्र इमारत
२) टेबल, खुर्ची
३) फर्निचर व नियतकालिके
४) नियतकालिकांचे रॅक
५) पंखे
६) शुध्द पाणी
७) शौचालय
८) नोटीस बोर्ड
९) स्वतंत्र अभ्यास कक्ष
१०) संदर्भ साहित्य

माहिती व तंत्रज्ञान :–

1) Digital Library
2) Computer & Internet
3) Wi-Fi
4) Security for Wi-Fi available
5) Only for learing resource
6) E-resources
7) Subscribed
8) E-shoelang
9) E-shoelsindhu
10) Student software

11) Updating
12) Student attendance
13) Time Table
14) Performance

ग्रंथालयाची वेळ :–

१) नियमित १२ तासांचा कालावधी
२) परिक्षाधिन काळात २४ तास
३) सुट्टीच्या दिवशी १२ तास

ग्रंथालयीन सुविधा :–

१) ग्रंथ, २) पाठ्यपुस्तके ३) संदर्भग्रंथ ४) राष्ट्रीय–आंतरराष्ट्रीय नियतकालिके ५) बॅक व्हॅल्युम्स ६) सिडी–डीव्हीडी ७) दृकश्राव्य साधने ८) वर्ल्ड बँक ९) प्रतिलिपी सेवा १०) पुस्तक पेढी ११) इंटरनेट सेवा

सारांश :–

कोणत्याही महाविद्यालयाचे नॅक मूल्यांकन करण्यासाठी महाविद्यालय व ग्रंथालय तसेच इतर सर्व विभागातील प्राध्यापक व विद्यार्थ्यांची सखोल माहिती घेतली जाते व महाविद्यालयात कोणत्या सेवा दिल्या जातात त्यानूसार नॅकद्वारे योग्य श्रेणी (ग्रेड) दिली जाते.

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद की नई मूल्यांकन पध्दती मे शारीरिक शिक्षण और क्रीडा विभाग की रुपरेखा

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प्रस्तावना :

महाविद्यालयो मे शारीरिक शिक्षण व क्रीडा विभाग यह उर्जा का महत्वपूर्ण स्त्रोत रहता है । सभी छात्रों का इस विभाग की तरफ एक अलग लगाव रहता है क्योंकि यहां पर कार्यरत प्राध्यापक छात्रों को हमेशा (motivate) प्रोत्साहीत करते रहते है । यहा पर छात्रों को जीवन मे उपयोगी ज्ञान प्रदान किया जाता है । लेकिन ज्ञान प्रदान करने का माध्यम व्यावहारीक होता है । यहा पर छात्र विभिन्न खेल गतिविधियो मे भाग लेते है । जिनसे उनमे सहयोग ए मित्रता व सदभावना जैसे सामाजिक गुणों का विकास होता है । लेकिन धीरे.धीरे छात्रों का लगाव मैदान के प्रति कम होता जा रहा है । वह अन्य गतिविधियॉ जैसे मोबाईल इत्यादी मे इतने व्यस्त होते जा रहे है कि वह शारीरिक श्रम से दुर होते जा रहे है व शारीरिक रूप से कमजोर होते जा रहे है उनका शरीर कई तरह की बीमारियों का घर होता जा रहा है । इस समय आवश्यक है कि छात्रो को खेल के प्रति आकर्षित किया जाये उन्हे मैदान पर लाया जाऐ । खेल के क्षेत्र मे छात्रों को उज्ज्वल भविष्य भी मिल सकता है ।

राष्ट्रीय मूल्यांकन व प्रत्यायन परिषद व क्रीडा विभाग

नैक विद्यापिठ अनुदान आयोग की स्वायत संस्था है । जीसका मुख्यालय बैगलुर मे स्थित है । १९९४ मे यह अस्तित्व मे आई । इसका उददेश सभी उच्च शिक्षा प्रदान करने वाली संस्थाओ के लिये मापक निश्चित करता है । जिससे उच्च शिक्षा मे गुणवत्ता निर्माण हो ।यह संस्थाओ को उच्च शिक्षा मे गुणवत्ता निर्माण करने के लिये मार्गदर्शन करती है । छ।ब एक पध्दती का निर्माण करती है जिसके आधार पर विद्यापिठ व महाविद्यालयों का मूल्यांकन किया जाता है । Accreditation के माध्यम से कॉलेज को अपनी मजबूती व कमजोरीयों का पता चलता है । फंड उपलब्ध करवाने वाले संस्थाओ को भी एक प्लेटफार्म मिलता है । समाज को भी महाविद्यालय की गुणवत्ता का पता चलता है । २०१८ मे छ।ब्ब ने इन्टिटुट का मूल्यांकन करने के लिये एक नया फॉरमॅट तैयार किया जिससे फनंसपजंजपअम वत फनंदजपजंजपअम क्ंज को महत्त्व दिया गया।

२०१८ मे इस बदलाव से महाविद्यालय के उर्जा स्त्रोत शारिरिक शिक्षण विभाग के लिये जो मापक तैयार किये गये । उससे ग्रामिण व छोटे शहरों मे कार्यरत कॉलेजो की खुब अनदेखी की गई । ग्रामिण क्षेत्र मे जो महाविद्यालये स्थित है वहा पर आने वाले छात्र क्रीडा कौशल्य मे बहुत पिछे होते है इसका मुख्य कारण है ग्रामिण क्षेत्र के स्कुलों मे शारिरिक शिक्षको व क्रीडा साहित्य की उपलब्धता मे कमी है । ग्रामिण क्षेत्र के छात्रों की शारिरिक बनावट मजबूत होती है इसका लाभ लेकर महाविद्यालय का शारिरिक विभाग उन छात्रों को ऐसे खेलो मे अभ्यास करवाता है ।जहा शारीरिक क्षमता व बल का अधिक महत्त्व होता है । वहा से उन्हे राष्ट्रीय स्तर पर ले जाना व पदक कमाना बहुत ही मुश्कील होता है । नैक के नये फॉरमेट केवल राष्ट्रीय स्तर पर पदक लाने वाले व अन्तराष्ट्रीय स्तर पर सहभागी छात्रों के लिए ही महाविद्यालय को गूण दिये गए है। बडे

शहरों के पालक अपने बच्चों को शुरु से ही खेलों से जोडे रखते है जब छात्र महाविद्यालय मे प्रवेश लेते हैं तब तक वह खेलों के काफी कौशल्य सीख चुके होते है । उन छात्रों को वैज्ञानिक तरिको की जानकारी प्रदान करके आगे ले जाने मे ज्यादा मुश्कीले नही आती । भारत वर्ष मे लगभग ८०० विद्यापिठ व ४५००० महाविद्यालय विद्यमान है । प्रतिवर्ष राष्ट्रीय व अन्तराष्ट्रीय स्तर पर भाग लेने वाले खिलाडीयों की संख्या लगभग १४००० से १५००० के बीच रहती है। जो महाविद्यालय की संख्या के १ध्३ भाग के बराबर है । तो एसी स्थिती मे सभी महाविद्यालयो के छात्रों का राष्ट्रीय पदक प्राप्त करना कैसे संभव होगा इस विषय पर छ।ब्ब विशेषज्ञयों ने ध्यान देना चाहीये ।

पहेले महाविद्यालय स्तर पर क्रीडा अभ्यास के लिये छात्रों को प्राचार्य अनुभवी से कुछ अतीरीक्त समय मिल जाया करता था क्यो की छात्रों के विद्यापिठ स्तरीय स्पर्धाओं, राज्य स्तरीय स्पर्धाओं मे पदक व राज्य स्तरीय स्पर्धाओं के समभाग के कुछ गुण छ।ब मूल्यांकन मे मील जाया करते थे परन्तु अब गुण न होने के कारण यह प्रशन विचारे जाते है कि उपरोक्त स्तरों पर सहभागी होने के कोई गूण छ।ब्ब मे नही मिलते तो सहभागीता का महाविद्यालय को क्या फायदा ।

खेलो मे जो मुख्य सिख थी वह थी सहभागीता , NACC द्वारा निर्मीत नये फॉरमॅट मे उसे भी खतम कर दिया क्यों कि जीत को ही महत्त्व दिया गया मूल सहभागीता को महत्त्वहीन कर दिया गया । शारिरिक स्वास्थ को बनाये रखने के लिये शारीरिक क्षमता से संबंधीत किसी भी कार्यक्रम को महत्त्व नही दिया गया है। आधुनिक युग मे जब सबसे ज्यादा आवश्यकता शारिरिक स्वास्थ की है तब इनको अनदेखा करना शारीरिक शिक्षण विभाग के साथ एक अन्याय समान है ।

उपरोक्त मुद्दो को ध्यान मे रखते हुये राष्ट्रीय मूल्यांकन व प्रत्यायन परिषद ने जिल्हा स्तर पर पदक, राज्य स्तर पर सहभाग व पदक व विद्यापिठ स्तर पर पदक व विद्यापिठ टिम के प्रतिनिधित्व को भी गुणों की सुची मे लाया तो ग्रामिण क्षेत्रो मे कार्यरत महाविद्यालय के लिये कुछ फायदेमंद होगा । ज्यादा छात्रोंको मैदान पर लाया जा सकेगा व छात्रों के सर्वांगीण विकास का उद्देश प्राप्त किया जा सकेगा ।

संदर्भ

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