Souvenier

Gondwana University,
Gadchiroli

Post Graduate Teaching Department
Organises

Two days Awareness Workshop

On

Revised Accreditation Frame Work

DATE:
6th & 7th
March,
2018

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC), Banglore

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Message

I am indeed very happy that the awareness workshop on assessment and accreditation by National Assessment and Accreditation Council, Bangalore (NAAC) is being organized by the Post Graduate Teaching Department of Gondwana University Gadchiroli. Workshop of such nature provide a great opportunity to university fraternity, not only to update knowledge and keep obsessed with latest developmental scenario in the process of institutional assessment and accreditation by NAAC field, but also an occasion for the resource persons/delegates/ observers to exchange ideas and interact with each other.

Assessment and Accreditation is broadly used for understanding the “quality status” of an institution. In the context of Higher Education, the accreditation status indicates that the particular Higher Educational Institutions - a college, a University, or any other recognized unit therein, meets the standards of quality as set by the Accreditation Agency, in terms of its performance related to the educational process and outcomes, covering the curriculum, teaching, learning, evaluation, faculty research, infrastructure, learning resources, organization, governance, financial well-being and student services.

Over the period of time NAAC, Bangalore has modified the criteria of assessment and accreditation and I am very happy to share that NAAC, Bangalore has sanctioned this awareness workshop for the affiliated colleges of the Gondwana University. This will definitely enhance the quality consciousness and little bit of competitiveness among all the higher educational institutions of this region.

I take this opportunity to extend my warm welcome to the resource persons and delegates registered for the workshop.

I wish the workshop all the success.

Dr. N. V. Kalyankar
Vice-Chancellor
Gondwana University, Gadchiroli

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Message

It is great pleasure for me that the Post Graduate Teaching Department of Gondwana University, Gadchiroli is organizing Awareness Workshop. This workshop is supported by National Assessment and Accreditation Council, Bangalore (NAAC). Workshop is an occasion for the academia, to exchange their ideas and keep them updated.

Quality measures are generally used to get fair understanding the “standing” of an institution. In the changing scenario of higher education, the endorsement standing points towards particular benchmarking.

Now, NAAC, Bangalore has modified the criteria of assessment and accreditation and I am very sure that modified the criteria will help the colleges in getting accredited more realistically. NAAC, Bangalore has approved this awareness workshop for the affiliated colleges of the Gondwana University. This is sure to add to the quality awareness among all the higher educational institutions of this region.

I wish the organizers the very best in this workshop & all their endeavors.

I convey my best wishes for the success of the workshop.

Dr. C. V. Bhusari
Pro-Vice Chancellor
Gondwana University, Gadchiroli.

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Theme:Quality of Higher Education in Present Context

Higher Education in India: Recent Issues and Trends

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Abstract
In this review paper we have discussed the ambiguous concepts of higher education that is used in the literatures all overworld. The study has tried to trace the higher education in India form the long past. Then we have discussed present status ofhigher education in India and the recent trend in Indian higher education. The issues like Quantity of Institution, Fields ofEducation, Enrolment Pattern, Teacher Availability, Constitutional Provision on Higher Education, Disparity in Access toHigher Education, Governance Practice, Quality Control Mechanism, Trend in Finance has been discussed briefly. Recent trends like privatization and globalization emerging in the field of Indian higher education was also highlighted in thisanalysis.

Introduction
The importance of higher education has been clearly expressed by our first Prime Minister Mr. Jawaharlal Nehru in thefollowing words: “A university stands for humanism, fortolerance, for reason, for the adventure of the ideas and for thesearch of truth. It stands for onward march of human racetowards even higher objectives. If the universities dischargetheir duties adequately, then it well with the nation and thepeople”. It indicates that higher education occupies a crucialposition in education system of a nation as it affects the overall development of a country

Concepts and Meaning ofHigher education:
The term Higher Education is ambiguous in nature because it isused in variety of way by different people, different country andin different point of time. In fact, there is no straight forwarddefinition of Higher Education.Internationally after school education can be divided into HigherEducation and Further Education and is known as Tertiary Education. Higher Education qualification implies HigherDiplomas, Foundation Degrees to Honours Degrees and takes aminimum of 3 years to maximum of 4 years to complete.Further Education on the other hand refers to Post Graduate orMaster and Doctorate degrees. In a single word TertiaryEducation means colleges and university level education.Indian education ladder starts at 6 years of age. It comprise of10 years of primary or elementary and secondary stages, 2 yearsof higher secondary stages, 3 years bachelor’s degree, 2 yearsof masters degree and at least 3 years beyond masters degree fora Ph.D. According to NEP 1968, 1986 this is known as 10+2+3system. The Post Higher Secondary Education is known asHigher Education in India.

Present scenario of Higher Education in India
The development of higher education in India after independence has been remarkable. Following facts and figure represents the development of the higher education system in India. India is after the China and the United States in terms of size of higher education.

Quantity of Institution:
There exist different kinds of higher educational institution operating into the land. Universitiesestablished by an Act of Parliament known as CentralUniversities and of a State Legislature known as State Universities. Universities which have been given the status of auniversity with the power to award their degrees by central government notification are known as Deemed Universities. Prestigious institutions recognized as higher educational institutes by Parliament are known as Institutes of National Importance. These Institutions may be both government-aided – unaided and public –private. UGC report 2017 shows that there exist near

about 47 central universities, 370 state universities, 123 deemed universities, 182 private universities, 12 institutions of National Importance and more over 40,000 colleges functioning in India.

Fields of Education:

Higher education system in India imparts education in almost all fields of knowledge viz.: Arts, Science, Commerce/Management, Education, Teachers training, Engineering/technology/architecture, Medical, Law /Agriculture /Veterinary, music and performing arts; national and foreign languages; culture; communications etc.

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Governance practice:

Ministry of Human Resource Development (MHRD) is the highest body of governance.Actually University Grants Commission controls higher education in India. The accreditation to the institutes for higher education is given by 12 autonomous institutions Under University Grants Commission viz. All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council of Agricultural Research (ICAR), Bar Council of India (BCI), National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dental Council of India (DCI), Central Council of Homeopathy (CCH), Central Council of Indian Medicine (CCIM) and Veterinary Council of India (VCI). The functioning of these institutions some time becomes

Complicated and coinciding.

Quality control mechanism:

Quality control implies maintaining certain levels of quality. After evaluating the highereducational institution the status of the institution is determined. If the institution qualifies for certain status regarding quality accreditation may be given for the institution itself e.g.,permission to operate and/or its students e.g., eligibility for grants and/or I graduates qualified for certain employments. This accreditation process is consisting of two activities: one isquality assurance; determining standard of quality and performance for minimum acceptability in the interest of public; and the other is quality improvement; providing the service that is designed to improve institution and programmes through an external review process. The main agency which assesses and accredits University and Colleges is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994. Whereas some other agencies like National Board of Accreditation (NBA), Accreditation Board (AB), Distance Education Council (DEC) also performs similar function. In addition to National accreditation local quality inspection to colleges is also done by the affiliating University. NAAC has formulated 3 stagesaccreditation process. At first it receives self study report from the institutions, second it inspects the institution for validation of the self study report and finally it makes recommendation on

The basis of reports and inspection. NAAC has identified 7criteria for assessment procedure- i. curricular aspect, ii.Teaching learning and evaluation, iii. Research, Innovations andextension, iv. Infrastructure and learning resources, v. Students support and progression, vi. Governance Leadership and management, vii. Institutional values and Best practices The emergence of the internationalization in education created major challenges to quality assurance. A global effort is thus needed to meet these challenges. There are different parameters on the basis of which we can judge the quality of higher education.

Trend in Finance:

Higher education is the most developing sectors of the education system in India. This development can't be possible without financial assistance of government. Government is the major financier of higher education. As education is basically a public goods markets cannot ensure the equity and efficiency alone. In a full-fledged market economy governments bears large part of cost of public institutions and as well as some part of the cost of private institutions. This is because education generates externalities necessary for economic development. The sources of finance in higher education sector are given in the following table. Today the government funding in higher education becomes a huge burden of national budget in the context of curtailing fiscal deficit

Sources of finance in higher education

The state wise allocation for higher education differs widely across the states of India. The share of budgetary expenditure was at 11% on an average across all the sates. Bihar, Gujarat, Maharashtra, Rajasthan and U.P remains far below the national average. The performance of other states is quite satisfactory. Allocation to education in five year plans denotes government'scommitment to new initiatives. UGC has constituted different committee to restructure the financial system of higher education institution. The important among them are i.Punnayya committee (1992-93), ii. Anandkrishnan committee (1999), iii. Mahmood ur rahaman committee (2000) etc. This committee suggested a revision of fees structure of educational institution in order to generate funds. They also recommended for privatization of educational sector as a strategy to deal with the problem of budget deficit and declining share of educational expenditure of budget.

Recent trend in Indian higher education

Privatization: Concept:

Privatization means initiation of private ownership, management and control of organizations. The control is in terms of decision making and responsibility of money and administration. In education privatization can be seen as expansion of private sector's control. Privatization of higher education has emerged in several forms and types in the recent decade in India. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions. Converting government aided private institution in to private self-financing institution. Allowing self-financingprivate institution with recognition and also without recognition. This may be termed as commercial private higher education institutions. Private players are mainly engaged themselves in setting up of state private universities, deemed university and academic institution with foreign collaboration.

Globalization: Concept:

The term globalization and internationalization is used interchangeably**.** There exist narrow difference between globalization and internationalization. Globalization refers to involvements of large number ofcountries and internationalization refers to involvement of two or more countries. With the developments of information and communication technology the barriers of national boundary has been broken. As a result there has been considerable development in the social, economical and educational fields at international and global level. This is termed as internationalization and globalization. The development in education has resulted in the following events. i. Increased practice of international comparison of educational development. ii. Mobility of students from one country to another. iii. Mobility of scholars from one country to

another. iv. Setting up of educational institution from one country to another. v. Marketing of education world wide. vi. Development of framework for globalization of education through GATT (general agreement on tariff and trade), GATS (general agreement on trade in services) under WTO (world trade organisation).

Impact:

1990 The impacts of globalization on Indian higher education since are not clear. There exists no database available on the status of foreign players in the field of Indian higher education. Following issues has emerged- i. Government policy of non-profit motto of setting up of educational institution has changed. Free proposed to be charged by the foreign players areconsiderably high. ii. Government norms with respect to management and administration of educational institution have changed. Instead of public trust and society private, public privateownership has been encouraged. iii. With respect to quality of curriculum transaction, course duration and setting up of admission criterion government rules has been violated. iv.Educational finance has undergone a radical changes private finance is encouraged and FDI (foreign direct investment) under GATS is allowed in to the educational sector.

Conclusion

Though India has a long heritage of quality higher education system it has failed to solve the problems of Access, Equity, and Quality until recent past. The deteriorating administration,unproductive practice, corruption and fund availability leads to break down of indigenous educational system. Recently with the introduction LPG i.e. liberalization, privatization andglobalization an avenue to revive the system has evolved. On the one hand globalization may help to improve the quality of education it can also affect the indigenous development ofeducational sector. A domestic regulatory mechanism should be put into place to avoid negative impact of globalization.

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Teaching: The Noblest Profession in the World

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Abstract:

There are so many ways of living in the world. Some people do private business whereas some people do job. Whatever the ways of living might be but one thing is common in all that all the people who work as their ways of living live for others in some way or the other. Their ways of living help the society directly or indirectly. All these ways of living are noble because by these though they work to earn their bread, their work render service to the society. Among all these ways of living, teaching is the noblest profession. Soldiers guard the boundaries of the nation. They physically protect the people. But teachers are considered as, ' the moral and cultural army of the nation'. Teachers are the people who create the product which render their services in every walk of the society. There is a great responsibility upon the shoulder of the teachers to give the best product to serve the society. Teachers are the producers, who furnish their product for the service of the nation. In short, it may be concluded that if teachers are efficient, sincere and dedicated who selflessly render their services for the genuine service of the nation, they can create the miracles in the form of the best product.

In Germany, teachers have the highest salary in the country and they are well respected. The judges, engineers and doctors of Germany expected that if they can't get more salary than the teachers, they should at least get the equal salary as of the teachers. They presented their demands before the Chancellor of Germany Angela Markel. In this context, she gave a very pithy remark which raise the head of the whole teachers in the world. She pointed out the real contribution and the importance of teachers. In her answer, she said, "How can I compare you to those who teach you?" This is the best reward for every teacher in the world. Every teacher in the world should understand the significance of this statement. Every teacher should try his level best to maintain the sanctity lies behind her words.

Teachers should be highly optimistic. They should not underestimate themselves in any way. Teachers should remember that nobody in the world is the best. But everybody should try this level best to give his best. Teachers should not blame his students for anything. Teachers have tremendous capacity to play the role of potters or sculptures. Just like A. P.J. Abdul Kalam's views, all the teachers should be honest and dedicated. They should respect each and every moment of their duties. Their students should become their own children. They should consider their students as their gods. Teachers should try to be very faithful and sincere to them. Teachers should get real satisfaction and peace of mind only when they please their gods. Teachers should put these words in the mouth of the students, "I have no special talent in me but I am passionately curious." If students become curious, they themselves will lead their lives towards talent and knowledge. In this way, students will become their own teachers in many ways.

According to the list published after the survey, Times Higher Education (THE) World University Ranking 2018 suggests that even this year also there is not a capability even in a single Indian university to get entry in the first 200 topmost universities in the world. Oxford University is the first whereas Cambridge University got the second rank. We do not get entry in the first 200 topmost universities in the world is not so serious issue but Columbia University is the fourteenth greatest university in the world is a pathetic result for us. Dr. Babasaheb Ambedkar learnedfrom the university. There is a bronze statue of Dr. Babasaheb Ambedkar at

the entrance which was inaugurated by Barack Obama, on which the words 'symbol of knowledge' is engraved. When that university made a survey about the cleverest student in the history of the university, the university declared the name of Dr. Babasaheb Ambedkar as the cleverest student. The university itself feels proud that Dr. Babasaheb Ambedkar was the student of Columbia University. Are there not such students in India now about whom Indian universities feel proud? Where has this knowledge gone? Why don't we find a shadow of that symbol? It is said that western countries made scientific progress only with help of Indian *Vedas* and *Purans*. I am not sure, whether this is true or not but if it is true then what can be a shameful thing than this for us. About India and Indian people one thing is sure that instead of moving forward, we are moving backward in many ways. Today we see a tremendous change in the percentage of the students. Earlier, the cleverest students used to get 60 % marks but nowadays 90 % marks are common. The passing percentage of the students of schools and colleges also has considerably enhanced. Earlier the results of schools and colleges show that these were 30 % to 40%. Now these figures are replaced by 70 % to 80 % or even to 100 % at some places. What a paper progress! But we can't deny that our parents or grandparents who were not highly educated were more capable than us in many ways. They had the capacity to make fast calculations than the today's teachers of Mathematics. An old farm labour who works in my farm and who has passed just his matriculation always wants me to speak with him in English. We have to make sincere efforts to find out the reasons behind it. Performing duty is one thing and doing sincere efforts is another.

The teacher should consider himself as a 'lamp of culture'. In the past, in Indian villages, teachers were considered as the guides of the villages. Every villager used to go to the teacher to seek guidance for their various matter. They had full faith in their teachers. Teachers also used to try their level-best to shoulder that responsibility. Teachers should become the Carl Beacke of Margaret Wood. Though he was not 'a university teacher', he used to take the classes of adults late in the night. He used to tell them history of philosophy from Plato to Kant. The horrible thing was that the teachers and the students were Jews and Hitler and his party were in search of these Jew people to murder them. The students also used to change daily because many of them used to become the preys of Hitler. It is very impossible to conduct the period if the students of the earlier period are not present in the current period. Though the students were injured, though the class was of a tough subject like philosophy and though the students had not to appear for any type university examination, their classes ran very smoothly. One night, in their class secretly 'death' entered in the form of Dr. Holtz, a member of Nazi party. He was very wicked and was always in the search of Jew people to kill them.He considered them as 'the scum of the earth'.Though the teacher saw 'death' before him, he didn't stop even for a while. Dr. Holtz also instantly forgot his wickedness. Such teachers are very rare today who don't frighten even to their death to maintain the dignity of their profession. After some days, after the completion of the Second World War, Dr. Holtz was caught in the hands of Jews. At that time, the teacher Carl Beacke went against the furious mob, he pacified them and saved the life Dr. Holtz who was really enemy. Carl Beacke had the power to control the furious people of the community from killing even a treacherous foe. Though Carl Beacke was not a professional teacher, he had the capacity to stop even to a 'death'. All villagers used to obey his orders without any hesitation. Such teachers are expected today. According to Mark Twain, ''the two important dates in your life are the day you are born and the day you find out why.'' The teacher should know his life's purpose. He has to give 'real education' to his students withwhich his children will be prepared 'for the great battle of life'.

We have to accept the views of Dr. A.P.J. Abdul Kalam when he suggests,"knowledge is the primary production resourceinstead capital and labour". Students should get such courses where instead of just retention, their own creativity get a chance. Albert Einstein puts the same concept, "education is not learning the facts but training of mind to think." Teachers should help the students to try their level-best to get the best. While studying they should just enjoy the process of studying instead of focusing upon 'higher grades'. Majority of the students of today feel that they not going to get jobs. Their approach towards education is that it is a means to get a good job. Majority some of the teachers also think about this profession as just a means for getting a salary. Both this approaches should be changed. In the classroom, the approach of the student should be only to get the best knowledge and the approach of the teacher should be only to impart the best knowledge. In the classroom, the teachers and the students should sincerely try to go'towards perfection'. Teachers should make his students aware of Swami Vivekanand, 'all power is within you'. Teachers must remind them Dr. A.P.J. Abdul Kalam, "We are all born with a divine fire in us. Our efforts should be to give wings to this fire and fill the world with the glow of its goodness". Teachers should help them to identify their power. While learning, students should get pleasure. In the classroom, the teachers and the students should forget their personal worlds and engrossed themselves in teaching and learning process. It should become 'an absorbing game' for both of them. The teachers and the students should remember the words of Aristotle, 'pleasure in the job puts perfection in the work'. In the classroom, teachers should get the following experience with the students.

'I feel them cling and cleave to me
As vines growing easily up; they twine
My life with other leaves. My time
Is hidden in theirs, their thrills are mine'.

Infrastructure plays an important role in the teaching-learning process. But this can't be denied that the infrastructure which is available with us may play the role of the best infrastructure. The teacher and the students should be able to use this infrastructure in the best possible manner. Our interest towards teaching-learning process decides the effect of that infrastructure. We should not forget that Eklavya did not get even a teacher but he was not weak in any sense than Arjuna. For various times, Dr. Babasaheb Ambedkar did not get even a classroom to listen to the teachers. It doesn't mean that infrastructure doesn't play any role, but it is in the hands of the users how to obtain the best from that infrastructure. If we use our infrastructure sincerely, we ourselves can become our own examiner. NAAC is there in the form of examination but our focus should be not upon just to pass it and obtain the certificate but to achieve excellence through it.According to the new guidelines published by NAAC, it will directly contact to the students through their mobiles and E-mails to seek the information about the colleges and its quality. Every student should have the sufficient knowledge about the college and the curriculum. Web cameras are also suggested. The library should compurized. The physical department should be well-developed. The college should have good alumni. The college should be furnished with ICT. Girls should have common rooms. Thecollege should have good record in Curricular Aspect, Teaching, Learning and Evaluation, Research Consultancy and Extension, Infrastructure and Learning Resources, Student Support and Progression, Organization and Management and in Healthy Practices. Above all, for the intended result, every factor of this education community should work honestly to give his best. For

success, we should not run after it. Success is a by-product. Victor Frankl beautifully points out the nature of success. He says, "success, like happiness, cannot be pursued. It must ensue. And it only does so as the unintended side effect of one's personal dedication to a cause greater than oneself". There is no other great pleasure than performing our work honestly. Everywhere work should be worshipped. Everywhere, there should be 'encouraging work environment'. It should become a religion of every worker.

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Recent Shifts in Educational Paradigms and their Pedagogical Implications

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Abstract:
Of late, a series of paradigm shifts occurred in the Indian educational arena. These have brought with them several attendant issues of grave concern for the teaching community and the learners alike. Coping with the unprecedented changes and bracing up to face challenges through 'life-long learning' process have been the most pedagogical imperatives to survive in a world of cut-throat competition. The learners also had to take up the cudgels in favour of the shifting paradigms to move with the times and make themselves employable. 'Capacity building' became a desperate need of the hour. But unlike the techno-savvy new generation, the pedagogic community had more agonizing woes lying in the womb of time to address on account of the demands of the times. This paper attempts a brief survey of the shifting educational paradigms and their pedagogical implications.

The past two and a half decades witnessed staggering changein every sphere of life in the country. Such an unprecedented pace of change has been precipitated by our signing the GATT in 1990 and GATS in 1991, which ushered in the era of Liberalization, Privatization, andGlobalization. The fabulously explosive growth and deployment of Information and Communication Technology (ICT) contributedto the surging pace of the change. India, along with most countries of the world, underwent incredible transformation. There was hardly any segment of society that remained untouched and unruffled by these changes. As in the other areas, in the field of education too, there occurred radical changes. A 'restructuring', and 'reengineering' of the whole educational edifice became the dire need of the times. Several paradigm shifts were necessitated by the changed circumstances. Conventional or traditional 'teacher-centric pedagogy' was challenged,and there was a fervent hue and cry fora paradigm-shift from the teacher-centric mode of education to a 'learner-centric'mode, and later to its variants.

1. Teacher-Centric pedagogy: It was dubbed as 'dictatorial' and lacked freedom of expression. The teacher was always in the centre of attention during curricular transaction. The learners were at the receiving-end, at the periphery of the teaching-learning process. It was more of 'one-sided communication' than a bilateral, dyadic one. Under it the students or learners were said to have suffered great losses as they had to remain like mute spectators to the pedantic monologue going on within the classroom. The students were hardly ever allowed to disagree with the teacher or think critically. All differing voices were stifled and questioning tendencies nipped in the bud. If at all anyone dared to challenge the authority of the teacher or raise doubts about the authenticity of his/her teaching, their critical questions were subdued and suppressed by the exasperated teacher in a hostile manner. Many a time he/she would be the victim of the teacher's wrath. The atmosphere was one that induced fear. Fear made 'clear thinking' almost impossible for most students. The teacher generally assumed the position of an unquestionable authority on the subject being taught. The learners had to accept and absorb all that the teachers

taught them. This system lacked liberty which is necessary for free, independent, and clear thinking. Students felt that they were like dumb prisoners within the four walls of the classroom. This system did not foster the creative and critical faculties of the learners. It was more of 'talk' than of learning 'activities' or tasks. Effective teaching aids were wanting. The syllabi taught were not generally career-oriented.'Vocationalization' and 'transdisciplinarity', and 'application-orientation' were distantdreams.[1]Themethod was described as 'the chalk and talk method'.

2. Learner-Centric Instruction: This new paradigm shift necessitated a change in 'methodology' which came to be called **'**learner-centred' approach. It brought the learner from the periphery to the centre of the teaching-learning process. It made a great difference to curricular transaction. Consequently, the students became the centre of attention. He is the 'consumer' or 'customer' of the educational service. He is at the 'centre' with all the rights of the 'consumer' of education to 'demand' for a quality 'supply' of education which is like any other 'product'. The new method is of course democratic, for it was based on dialogue, discussion, and interaction. Students are given full freedom to express themselves. They are encouraged to involve in several activities or tasks. Learning is to be effected not merely by hearing but by participating, doing, observing, collaborating, and in technology-mediated ways. The democratic methods of dialogues, group discussions, debates, seminars, brain-storming sessions, etc are to be liberally used for active student involvement. These boost their critical thinking power and stimulate their creativity. Conventional teaching aids are relegated to the background and are fast replaced by the computer and the internet, power-point presentations, the interactive boards, the green boards, etc., for diversified, more effective and quicker audio-visual effects. Various soft-wares and web-sites are now available to make learning more interesting and student-friendly. New innovative teaching techniques like the use of the 'multi-media packages' have been resorted to. Various ICT resources particularly from the computer like the graphs, sounds, diagrams, images, colours, animations, effects, etc., are judiciously used for a more fruitful learning process. 'Innovations' are to be attempted at by teachers to render teaching-learning process interesting. Numerous modern approaches and methods have been widely suggested and fairly used to make learner-centred approach a reality. Some of these are: Communicative approach, collaborative approach, co-operative approach, community language learning, task-based learning, computer assisted learning, neuro-linguistic programming, the silent method, suggestopedia / desuggestopedia,etc.

The **'**role of the teacher' was the first to be redefined under the 'paradigm shift' from the peremptory and pedantic to that of a philosopher, friend, guide, mentor, counsellor and facilitator. Thus the role of the teacher is reversely shifted but broadened as well. The focus is now the learner and not the teacher. Further, the government, through the *RTE Act - 2009*, has eliminated corporal punishment restricting the right of the teacher to punish the students, pushing him/her thus further on to the periphery. Thus, the teachers were deprived of much of their conventional privileges. The teacher is thus thrown on his own inner resources to endure the 'naughty' or 'intractable' students, and rectify them through exhortations and persuasive means rather than by violent means. The changed circumstances have thus made teaching profession a 'risky' one for the impulsive and vindictive teachers but an excitingly challenging one to the mentally strong and mature ones who take up educational tasks with a missionary spirit imbued with commitment, love, compassion and a sense of service. It is an imperative need of the day that teachers change themselves - their psychological moulds - and be braced up with considerable adaptability. Attitudinal, methodological and academic changes must occur to fit in

with the shift in the paradigm. They have now to constantly 'learn, unlearn, and relearn' many things against their own wishes. Capacity building of teachers is a sine qua non for effective teaching in the changed time**s**. There is a definite range of personal competence that makes a difference to the quality and effectiveness of teaching like sound subject knowledge, communication skills, ability to relate to individual students, self-management skills, organizational skills, classroom management skills, problem-solving skills, a range of teaching methods, teamwork skills, and research skills. In the Indian context most of these competencies are not adequately addressed in the curriculum of teacher education.[2]

As for pedagogical knowledge, the teacher training curriculum needs to encompass a clear focus on understanding of learning and teaching, including concepts of how children progress in the subject, how they acquire key concepts, and importantly an understanding of misconceptions and how they arise. Teacher education curricula in India need to be reformed to develop this range of competencies. The teacher education curriculum needs to develop teachers' abilities to help students learn how 'to learn and to unlearn and to re-learn'. This is what is said in the *National Curriculum Framework for Teacher Education* (2006). This situation has disheartened many and prompted them turn a back to the teaching profession altogether. Many are now repelled by the disappearance of the comfort zone from the teaching profession as against the torpid state by which the educational arenahad been stagnated till a couple of decades ago and been instrumental to economic deceleration.

3. **Learning-Centred Approach:**Of late, educationists insist on the paradigm shift from learner-centred to a 'learning-centred' approach.They point out that 'learning' should take place leading to clear 'learning outcomes'. It is neither the teacher nor the learner who is really important inthe process of education but actual 'learning'. Whatever be the method it is to be ensured that knowledge seeps into the learners' minds bringing about learning. For this to effectively take place 'blended learning' has been highly recommended as an innovative method. 'Blended Learning'is a 'process of blending the face-to-face resources with the online resources'. Here the traditional and the modern mingle properly. The best of the both traditional and modern are judiciously mixed for maximum benefit of the students. The UNICEF has ferventlyadvocated this as a highly beneficial method. They point out that 'Blended-learning' is an ideal option to fuse the 'online' with the 'face to face' teaching-learning experience. "Although blended learning-design and implementation may be context-dependent, an institution-wide systematic consideration and strategic planning of blended learning may be necessary for all HEIs to bring about transformations in teaching and learning practices"[3]Similarly, the members of the staff should also be updated for better performance.

4. **Constructivism:**There is a yet another paradigm shift towards an effective mode of Learninghighly praised today **–** the 'Constructivism' Approach.This is contributory and complementary to the 'learning-centred' approach. **"**It is a paradigm shift from the earlier behavioural orientation.'Constructivist teaching and learning recognize that knowledge is created in the mind of the learner and thus, effective teaching approaches delve into the learner's mind through active learning, learner-generated inquiry, authentic experiences, collaborative investigation and discussions and reflection and structuring learning around primary concepts… Constructivism is not a method… It is rather a theory about knowledge and learning that alters teachers' perception of their instructional roles and their learners' goals. Learning is viewed as 'a process of knowledge construction' and *not* of 'knowledge recording or absorption'. Multiple

instructional strategies are to be employed to involve the students in the learning process. Teachers are to help learners relate the new content to the knowledge that they already have and also help them process and apply the new knowledge. Before students can solve problems, they must examine the new content in relation to what they already know and build the new knowledge structure…. These 'patterns of prior knowledge' on which students build new knowledge are called 'schemas'. These 'schemas' provide a context for new information and help students understand the content better using instructional strategies that move learners, from giving information learnt by rote, to 'reaching deeper understanding through their own questioning, exploration and working co-operatively with peers'"[4]. Merely involving students in activities such as discussions, question answering etc, does not automatically guarantee successful knowledge construction but 'the quality of their learning strategies' are seen to be critical factors in successful learning outcomes. 'Individuals construct meaning through experiences'. Constructivist-based instructional programmes emphasize the use of reading and writing strategies in a social context that allowed peer collaboration to solve problems. Constructivist teacher's view of learning expects their students to be able to explain, find evidence and examples, generalize, and apply in a new way. Authentic tasks or assignments that have a bearing on real life are given to students to challenge the students solve such problems. It is found that constructivist approach is also highly effective in imparting 'Life Skills' to students. Some of the major "**'**Life Skills',according to WHO, are**:** critical thinking, creative thinking, decision making, problem solving, interpersonal relations, effective communication, coping with feelings, coping with stress, self-awareness, and empathy**…**'Life skills education' is a structured programme of needs and outcomes based participatory learning that aims at increasing positive and adaptive behavior by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. UNESCO (2003) study reveals that 'Life Skills education programmes are theory and evidence-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results.'"[5]

5. **Need-Based Education:**Another paradigm shift isseen inthe educational content or the various subjects or topics to be taught to the students and so to be reflected in the curricula or syllabi accordingly. Mere traditional subjects are not enough to prepare the youth to live in the present world of intense competition and market orientation. The subjects and topics of various programmes should be such that they should match the needs of the market and the industry, the service sector, and the knowledge sector of the economy. Accordingly when new and need-based subjects are chosen to be included in the syllabi or the various courses available, the teachers and the faculty should be such that they have necessary expertise in handling these subjects. Such subjects have a lot of job-orientation, managerial and administrative value or IT orientation. Hence, vocationalization of education is taking place at a quick pace. Many hybrid subjects, as a result of much research and transdisciplinarity or interdisciplinary approach are on high demand. Utility is at the core of most of these subjects unlike many traditional subjects which had more intellectual relevance, knowledge-value, and aesthetic appeal. Thus**,** teachers or instructors have got to be **'**life-long learners'to update themselves and survive in these periods of much **'**obsolescence' of traditional or modern knowledge due to rapid technological changes taking place making many things out-dated in no time. Innovations after innovations turn things outdated in no time. The changes happening to 'mobiles sets' or 'TV sets' are typical examples such phenomenon leading to terrible wastage when old models are replaced by newer ones. Many inventions also disappear like the radio sets or stereo sets or tape recorders which had had

a wonderful time once but now no more demanded. Under such circumstances, teachers have to keep abreast of times by participating in conferences and seminars, orientation programmes and refresher courses or useful short term courses. They should turn techno-savvy and be fond of learning new things to adjust with new generation and their likings. 'Capacity building' for teachers is an imperative need because of the changed circumstances.

6.Skill and Entrepreneurship-Based Education: There is a paradigm shift towards skill development and entrepreneurship. It is pointed that there is a serious mismatch between knowledge base and skill sets of graduates and the industry needs. "Very often our youth are found unemployable by industry due to the lack of suitable skills. This is a major challenge. Connecting people to jobs and creating a job-ready generation is now being undertaken in the Mission Mode through 'Skill India'" says Rohit Nandan (Secretary, Ministry of Skill Development and Entrepreneurship, Government of India, New Delhi). He further points out that based on a skill-gap study conducted recently in view of the emerging trends in Indian economy, it has been anticipated that nearly 12.8 crore new jobs are to be created in India during the next 5-6 years. The major areas of growth would be in construction, retail, logistics, beauty and wellness, hospitality, Telecom, healthcare, Food Processing, Security, Electronics, IT, and IT enabled services, Furniture and Fittings, Ports and Maritime, and Aviation.[6] "The youth has just to ensure that they acquire the right competencies. Educational institutions have to combine 'excellence in education with relevance to contemporary needs'. We are now living in an age where employers are looking for hands on competencies rather than just academic knowledge. Educational institutions have to align themselves to this thought process and expose their students to the new world of skills to make them job-ready and employable. New opportunities are opening up for Indians all over the world. Our IT and Health professionals have made a tremendous impact globally. Today India is the youngest country in the world with 54% of its population below the age of 25. It is expected that by the year 2020, the average age of Indians would be just 29 while that of the USA, Europe, China and Japan would be over 40. It is also expected that the work force in the West is going to decline by 14% in the next decade while that of India would register a substantial rise. Thus, India has an opportunity to become the *Skill Bank* for the world.' Our students should be professionally competent and productive so that they will be demanded. The Government of India has established 16 India International Skill Centres all over the country with courses benchmarked to global standards. The government has 'also started the process of establishing new generation internationally competitive Indian Institute of Skills'. So 'meaningful fusion of formal education and skilling is an urgent need of the day'. 'A new phenomenon is revolutionizing the Indian economic scenario. It is the emergence of daring and successful entrepreneurs. All over the world, progress is driven by innovations and challenges. In India the structure of society and the fear of failure had inhibited the spirit of entrepreneurship. All this is changing fast. Today we have achievers in the form of the Bansal brothers of *Flipkart*, Ritesh Agarwal of *OYO Rooms*, Bhavesh Agarwal of *OLA*, Vijay Shekhar Sharma of *Paytm* and Kunal Behl of *Snapdeal*. These young men are the Tatas and Birlas of today.' So a spirit of entrepreneurship should be instilled in the students to transform the future of India and make it a global economic power, one with the advanced countries, bereft of poverty, squalor and disease. 'Mr. Dhirubhai Ambani is a typical entrepreneur who represents the spirit of new India'. In his own words, 'The success of the new entrepreneur will be the key to India's transformation to the new millennium". 'Entrepreneurs do not seek jobs; they give jobs. They create wealth and hence lead to the development of the economy and society.'"[7] Mere 'hard skills'/professional skills are not enough to live in a world where human interpersonal

relationships do matter. Hence, special *'soft skills'* or interpersonal competencies or human skills are necessary. The most important 'soft skills' are: 'Listening Skills, Communication skills, Team Building Skills, Leadership Skills, Problem solving Skills, Time Management Skills, Negotiation Skills, Conflict Management Skills, Skill of Assertiveness), Counselling Skills, Presentation Skills, Mentoring Skills and Feedback Skills'.[8]

7. **ICT-Enabled Present Education:** Finally, a mention has to be made to the increasing significance of ICT in the field of education. The role played by ICT is ever expanding. It has given boost to a number of facilities in the field of education. Itnow gives opportunity for Distance Learning, Online Learning, Virtual Classrooms, *MOOC* (Massive Online Open Courses), MOODLE (Modified Object Oriented Dynamic Learning Environment), Video-Audio Conferencing, E-Learning, Digital Library Learning,etc. All these have revolutionized the field of education and changes after changes surge like waves. We are now required to swim with these currents! The online resources made available by the MHRD through the ambitious project of *National Digital Library*provides the following sites with a huge repertoire of resources for scholars and students:- Digital Library of India (DLI):(More than 5,00000 global classical books), Librivox: (More than 2,00000 audio books), SNLR Digitalization of works by R. Tagore, INFLIBNET (1,00000+ thesis and synopsis reports authored by Indian researchers), KRUSHI KOSH: (50,000 agricultural books, journals, articles and reports), NCERT: (Hindi& English books on different subjects for students from primary to 12^{th} standard), NPTEL: (10,000 MHRD-Sponsored video lectures in engineering domain).[9]

Conclusion

It is clear from the foregoing analysis that the rapidly changing educational paradigms have serious implications for the teacher and the taught. The teachers have to change with the times and bring about necessary changes in their methodologies and approaches. They have to play multiple and changed roles efficiently. They have further to update themselves and become 'life-long learners'. Much dedication, sacrifice and hard work is expected of the teachers in the changed circumstances when they cannot resort to corporal punishment but at the same time have to ensure that learning outcomes are good enough. The same is the case with learners too. They have to acquire the necessary subject knowledge from various sources under the guidance of the teachers, develop their skills, and acquire the expected expertise to fulfill the market needs to be job-worthy. They have at the same time to ensure that they acquire sufficient soft skills, imbibe value systems, and the qualities required for being good citizens of the country and efficient members of society at large.

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Choice-Based Credit System in India: Pros and Cons

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Abstract:

Education system of India is full of intricacies of different nature. Every ladder of education has its own problems and prospects. However, attempts have been taken to lessen complexities. From ages, time to time commissions have been constituted to improve and remove the anomalies of Indian education system especially, ensuring quality and uniformity in India education system. Idea of Quality assurance cell has not only been mooted out but also implemented across the national level. Ensuring uniformity in Education System, especially at Under-Graduate level, Choice-Based Credit System has been confirmed mandatory. But the nature of Indian education system is much diverse and encompasses inherent problems of diversity in implementing the uniform system of evaluation. Present education system of India has got spread across the country in the form of Primary Education, Secondary Education and Tertiary Education. The last one of education sector has much importance in the process of developing nation. Major inventions and innovations have direct bearing on the quality of higher education. So, quality is the major concern of the present higher education which could be judged and assessed only by the universally acclaimed system of evaluation and this could be possible through the CBCS. Thus, the present article aims to highlight the merit and demerit of Choice-Based Credit System.

Keywords: Choice-Based Credit System, MHRD, UGC

Introduction:

Ministry of Human Resource Development (HRD), Government of India, has already been taken initiative for making ground to the implementation of New Education Policy. The logic behind it to bring out reforms in Indian Education System as well as to ensure the quality of Indian higher education and make it as par the world level.Execution of policy and promotion of higher education comes under the responsibilities of University Grant Commission. Time to time, several initiatives are taken by UGC in order to bring academic efficiency, excellence, ensuring equity, landing the norms for recruitment of teachers and administrators at different levels of relevant posts in Higher Education. But the important and recognizable one is the innovation, reformation and improvement in curriculum, pedagogy of teaching and learning, examination and evaluation system. Undoubtedly, education plays very important role in the process of nation building. Among all the sectors of education, higher education is considered as the backbone of the nation. As, all the sorts of discoveries and innovations took place within the premises of higher education. At present, research activities got much attention that is why it has become necessary to reform the higher education system and put it on the path of academic efficiency, efficacy and excellence. In India, Higher education is imparted largely through Universities and Colleges. Majority of universities and colleges, particularly central universities, have adapted semester system to make higher education more compatible. However, present Indian education system producing graduates who are lacking in knowledge, skills, values, confidence and academic efficiency as a whole. The current pathetic conditions of Indian higher education system calls for the necessary reformation and transformation of higher education system by introducing and devising innovations, and also by developing learner centric approach as well as globally claimed evaluation system. Most of the Indian Universities and Colleges have been following marks or percentage-based evaluation system, which is acting as a barrier for students' mobility and not letting them to move from institutions to another one to pursue the desired subjects or courses. This calls that there should be a flexible system of education so that students could pursue different nature of professional and non- professional courses according to their choice and desired. That why, after a prolonged debate among the educationists and experts of concerned fields, University Grant Commission (UGC) has made it mandatory to be implemented choice based credit system(CBCS) in all the undergraduate (UG) and postgraduate (PG) courses under the XI plan of Higher Education. (Kelkar, A.S & Ravishankar, L. 2014) revealed in their study that many universities/autonomous institutions have already implemented the same, Mumbai University made it compulsory in 2011. By 2013, the entire UG and PG programmes became credit-based.

The main objectives of introducing such programmes by UGC are:

1. Need for reforms in higher education;
2. Enhanced learning opportunities;
3. Ability to match learners' scholastic needs and aspirations;
4. Interuniversity transferability of learners;
5. Improvement in quality of education and excellence;
6. Greater flexibility to complete the course;

7. Standardization and comparability of educational programmes across the country.

Undoubtedly, CBCS has added a new vista in the existing system of higher education. It provides full opportunity to the learners to pursue courses as per their choice. It is a system of evaluation which offers maximum opportunities and avenues to the learners to learn core subjects with the provision of additional soft courses for the holistic their development. It will prove as an instrument to bridge the gap between the two students of various courses as it has a provision of offering core subjects with the addition of different soft courses. It means students have an opportunity to pursue core subjects as well as soft courses of another department simultaneously. CBCS gives emphasis on the continuous and comprehensive evaluation. It gives 40% weightage to the internal assessment and remaining 60% to the final exam. Internal evaluation consists of one test for 20 marks, one assignment for 10 marks and 10 marks: 5 marks for the active participation in the class and 5 marks for overall conduct of the learners during class hours. The efficacy of CBCS can be understood by findings of (Kelkar, A.S & Ravishankar, L. 2014) who have conducted a research that revealed, 42% of the teachers agreed that the objective of CBCS was achieved, 39% felt that they were not met and 18% were uncertain. In response to the question whether CBCS emphasizes on only teaching or evaluation, or both, the feedback was mixed – majority (62.5%) felt that the emphasis is on evaluation only, while 20% felt that the emphasis was on teaching only and 15% felt that both teaching and evaluation were given equal weightage in the CBCS system. (Roy, Khanam & Trribeni (2013) found in their study that science background students and boys are having higher level of positive attitude towards CBCS in comparison to Arts and Girls students. However, there are certain issues which have to be addressed through the merit and demerit of CBCS.

Pros of Choice-Based Credit System:

Following points can be said the pros or advantage of credit-based choice system.

1. It can be seen as a major shift from the teacher centric to learner centric education.
2. Learners can offer as many credit as they can cope up the pressure of the examination.
3. It permits learners to choose soft courses of different interdisciplinary and intra disciplinary subjects with the core subjects.
4. It is also helpful to the learners to choose courses and papers as per their choice and interest.
5. It promotes mobility of learners from one institution to another one.
6. It would take education system as par the global standard.
7. It also helps to the learners to pursue their courses at different times.
8. It helps learners to realize their potentials through the flexibility in offering courses.
9. It has broadened the base of education system.
10. All round development of learners or multifaceted personality of learners can be promoted through it.
11. It is also helpful in employment, as knowledge of different soft courses may helpful for that.
12. Stress and anxiety of learners can be reduced through it.
13. Work efficiency can be enhanced.
14. Development of professional skills can be possible.

15. Helpful in ensuring the uniformity in education system in terms of evaluation and assessment.
16. It puts emphasis on seminar presentation, assignment, discussion, project etc. based teaching.
17. It stressed on exercising maximum use of ICT in class room teaching.
18. It gives importance to the internal assessment too.
19. Slow learners can get advantage from it, as it has the flexibility in choosing credits at one time.
20. Equality among the learners can be ensured through it, as it has the grading system.
21. Globally acclaimed education system can be maintained through it, as it has the provision of offering different courses at the same time.
22. Learners could pace their learning or course as per their habit and ability.
23. It is also helpful in building favorable learning environment, as everyone is supposed to take part in learning process as per their ability and competency.
24. Cooperation and healthy work temperament can be ensured and developed among the learners.
25. Habits of work commitment of learners can be strengthened.

Cons of Choice-Based Credit System:

In spite having advantages, following could be the disadvantages of Choice-Based Credit System.

1. It would be tough to measure or calculate the exact marks.
2. Work load of teachers would increase a lot.
3. Regular teaching would be affected.
4. Mobility or transferring of students from one institution to another one would be problematic.
5. Maintaining compatibility among main subject's papers and soft papers would be challenging one.
6. Offering more than one programme of different nature simultaneously would be challenging one.
7. Extra burden would be experienced by the institution as CBCS has the flexibility in taking or choosing credits.
8. Mastery over concerned subject would be hampered.
9. Problems of indiscipline would be happened as full liberty or choices of students are given maximum importance.
10. Different nature and standard of institution will force a problem in maintaining the equality in terms of mobility of students as everyone would desire to move from sub-standard institution or university to a standard one.
11. It may pose problems in maintaining the cumulative record of every student.
12. Seriousness of students will go away from the examination as much weightage is given to continuous or internal assessment and evaluation.

13. Most of the time will have to be consumed for setting papers for different type of examinations.
14. It will call to increase the infrastructure to house or accommodate the students.
15. Equalization of performance through it may discourage the gifted and talented students.
16. Research work and innovation would get hampered, as most of the time teachers have to be involved in setting papers and making arrangement for the examinations.

Suggestions:

Following points could be considered as the suggestions/opinions regarding the CBCS. Undoubtedly, CBCS is students' friendly but things are yet to be needed to justify the efficacy of it. Class room teaching should be given importance. Seminars, Conferences and debate should be organized to discuss its merits and demerits in detail. Professional training should be given to the teachers to handle it effectively. Provision of both Percentage and grading system should be maintained. Its adaptation should be optional or choice based rather than mandatory. All the P.G college of India should also be brought under the CBCS, as they also catering the responsibility of Higher Education on a large scale. Equalization in standard of education system should be maintained so that mobility of students could be checked. Selection of papers and choosing credits should be governed by the concerned department/ institution. To make it more effective, guidance and counselling services should be arranged for the teachers and students while choosing soft core papers. Care should be taken about the gap between Central and state Universities in regard to quality of education as well as the availability of infrastructure at point.

Conclusion:

Indian education system is expected to go under reformatory process. Keeping it in mind, UGC has sought the feedback from the experts in relation to the formulation of New Education Policy. However, UGC has confirmed compulsory that CBCS to be implemented across the National level. Undoubtedly, it would cast positive effect on the higher education system. But, India is a giant country in terms of education system which is consisted of primary, secondary and tertiary education, i.e. higher education. The last one is considered more complex because it houses different nature of courses and streams. Therefore, maintaining harmony, among all the courses and streams, is a tough task. However, it has been assumed that implementation of CBCS would have been succeeded in equalizing the higher education system through the uniform evaluation system. Flexibility in choosing credits, opting different soft course, mobility of students and common syllabi are the major features of CBCS. But the existing variability and differences between Central University, State University and Colleges in terms of efficient teachers, academic environment, infrastructure etc. would pose problem in the success of it. Therefore, it should be better for educationists and policy makers to go with the having open debates, seminars and conferences as well as go through the basic nuances of CBCS and its implications to the broader perspectives.

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Present Status of Higher Education in Rural Areas

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ABSTRACT :

Today, to lead a comfortable life in the fast changing world, education is seen as the most influential agent of modernization. There are three major defects in the present educational system, specialy in rural areas, physical environment in which the student is taught, curriculum of the content, which he/she is taught, teaching method or the teacher who is teaching. In the villages, a number of colleges are situated in remote backward and hilly areas. Also there is almost total absence of technical higher educational institutions. Objectives of the paper is to look into the problems facing education in rural areas, beiefly touches on the current system of rural higher education, looks into the problem of rural dropouts and suggest the remedial measures to counter the same.

Key Words :*Education, dropout, remedial measures.*

Education is the most important element for growth and prosperity of a nation.India is in the process of transforming itself into the developed nation in the near future. Yet, we have more than 350 million people who need literacy and many more who have to acquire employable skills to suit the emerging needs of modern India as well as the globe. Also, it is today's need that we should think specifically for our children who belong to weaker sections of the society. Only a small percentage of them manage to complete eight years of satisfactory education.Education is the fundamental right of every Indian child.

If we see the picture of the current state of India's Higher education domains', it is likely that---

* Issues of poor quality of graduates.

* Lack of skills for employability-only 10% of graduates and 25% of engineering graduates are directly employable.

* Quality of education delivered in most institutions is very poor.

Majority of India still lives in villages and so the topic rural education in India is of utmost importance. A survey called the annual status of educational report (ASER) shows that even though the number of rural students attending schools is rising but more than half of the students in the fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Also the level of maths and reading is further declining.

Also it is well understood that education plays a remarkable role in the economic development of any country. Over the latst decade, despite the fact that there has been remarkable progress in Indian higher education system, there are a number of problems plaguing our system and one of them is that of inequalities, more specifically between rural and urban system of higher education.

There are a number of problems facing higher education-

- Inadequate quality institutions.
- Low gross enrolment ratio.
- High level of dropouts.
- High cost of education.
- Lack of equity.
- Too much political intervention & bureaucratic inertia.
- Absence of competent and qualified faculty.
- Inadequate infrastructure.
- Absence of competent and quality faculty.

In villages, GER (Gross Enrolment Ratio) is much lower than in the urban areas. This is evidenced by the fact that white 3.7% of males & 1.6% of females are graduates in the rural areas, 15% males & 8% females have graduation degrees in their urban counterparts.

Dropout's rate refers to percentage of students failing to complete a particular school or college course. It simply means leaving a school, college, university or group for practical reasons, necessities or disillusionment with the system by an individual, without completing the prescribed course of study.

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

- Burden of family
- Poor infrastructural facilities,
- Lack of monetary support
- Wrong attitude towards HE in high dropout rates.

There is a problem of equity on one hand, GER is low for overall population while on the other, there are widespread disparities such as rural urban disparity, occupation disparity, gender disparity, interstate disparity etc. According to our constitution, each & every individual in India has the basic right to education. However, due to regional disparity in economic development & also on account of uneven distribution of institutions of HE facilities are not equally available to all sections of society.

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

Table : Status of HE in rural areas.

Total	Rural	Urban	
12.59	7.51	23.79	The GER is 12.59 GER is higher in case of males, as compared to females.
Males	Males	Males	
14.42	9.25	24.77	
Females	Females	Females	
10.57	5.67	22.56	

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

Remedial Measures :

There is urgent need to format available various policies, programmes and facilities in HE. This requires to give general attention to rural areas. We should take feedback from rural students about the awareness and utilization of facilities introduced from time to time as also to check the status of availability of these facilites in the institutions where they are enrolled.

With majority of our population living in rural areas remedial measures have tobe introduced on a priority basis and includes, Improving the quality of education, Creation of social and economic awareness to tackle dropouts, supplementing public funding and promotion of research.

The task is difficult but not impossible. With the right policy, surely the higher education could look forward to better and more equitable prospects. Coming together is a beginning, keeping together is progress and working together is success. Quick solution of the problems improve productivity, synergy, distribution of work load, diversity of ideas, better decision, motivation. Learning in a world of interdependence, we need to work together each contributing his share of expertise, and making the project a success. Team itself would mean together, each attaining maximum.

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Challenges of Rural Higher Educational Institutions in Supply of Quality Human Resource

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Abstract:
In the fastest developing country young generation is increasing with high speed. Without education and skill development young blood can't be used as a means of production. Rural HEI's have great responsibility to build up quality HR. HEIs' have many challenges to supply the Quality HR. In this research paper researcher studied these challenges faced by Indian rural HEI's and suggested some remedies to overcome over it. Government, public & private industries and HEI's have to take certain initiatives individually and jointly.
Keywords: Rural HEI's, HR, challenges, industries, efforts.

Introduction:

India is one of the fastest developing countries in the world. India ranked at second position in population. Population of young generation between 15 to 35 years age is increasing in India and it is expected to reach more than 65 per cent of the population by 2019. Indias' approx 70 percent population is living in rural area. To turn this large number of young blood into productive human resource proper education and skill based training is required. Educational institutions have that responsibility. As far as the report of All India Survey on Higher Education 2015-16 (AISHE) is concern there are 799 Universities, 277 Universities are privately managed and 307 Universities are located in rural area. 39071 colleges and 11923 Stand Alone Institutions are in India, in which 60% colleges are located in rural area. While comparing global educational scenario with Indian Educational Institutes (HEI's) we found a great chasm.

It is challenging to co-op with the recent innovations and technological changes for HEI's. There are so many issues, challenges, obstacles in front of HEI's to build up the Quality Human Resource (QHR) as per demand of society. Researcher studied the area of challenges and suggested some remedies for it.

Methodology:

Researcher used secondary data and studied worldwide previous studies, research articles, books, news papers, quotes and statements. Researcher used observation method to express the facts of the topic.

Review:

Dr. Ladgaonkar B. L. indicated issues of higher education institutions in rural area are non-availability of qualified staff, accountability of governance, adjustment for operational costs, retention of qualified workforce, expansion or decrease and irregularity in student strength,

introduction of new programs, applicable laws, regulations and standards of practices, view of management, evaluation and sharing of ever increasing knowledge, planned execution, political monopoly, operational performance improvement, lack of healthy teachers-students relationship, lack of proper educational infrastructure and environment, narrow cattiest, communalist, linguistic, regionalist and religion outlooks, students indiscipline and unrests. He also pointed out that the principals in rural higher educational institutions are illiterate/incapable either in language (English) or computer knowledge and moreover not much comprehensive of its pertinence in management.

Singh J.D. criticized the Indian educational facts in his article, he said no one Indian university placed among top 100 universities of the world. Overall scenario of higher education in India does not match with the global quality standard. Most of the Indian colleges and universities lack in high-end research facilities, libraries, information technology, laboratories, classrooms, etc. He pointed out that most of the educational institutions owned by politicians in Maharashtra state and states in South India and government has been set up policies to benefit politicians.

Dr. Shoki, Norzaidahwati & Norzarina (2007) presented 8 obstacles and recommendations in the improvement in Quality Assurance in Marketing Programme in public universities in Malaysia. The research have a significant concern to run the programme and execution of the QA and ISO 9001:2000 QMS.

Dr. Sudha (2013) argued that teachers, principals, heads of the departments and policy makers in education should worry about quality of teaching, programmes and institution because of competition, consumer satisfaction, maintaining standards, accountability, improve employee morale and motivation, credibility prestige and status and finally image and visibility. She concluded with five variables which lead to student satisfaction are – 1.commitment of top management, 2. course delivery, 3. campus facilities, 4. courtesy and 5. customer feedback and improvement.

Konwar & Chakraborty (2013) discussed problems which are 1. Less numbers of institutions, 2. Access, 3. Equity, 4. Limitation of quality 5. Cost of education, 6. Higher teacher- student ratio, 7. Privatization, 8. Miss use of grants, 9. Lesser research activities, 10. Poor input, 11. High dropout rate, 12. Less use of ICT, 13. Inadequate physical infrastructure, and 14. Faculty problem. In this research remedies given by them are a. equal importance in rural area, b. enhance quality of education, c. establishment of research centers, d. checking drop out ratio, e. establishing career counseling cells, f. adequate fund, g. checking proper utilization of grants.

Dhawan Nitesh (2015) cited wordings of Ex. Prime Minister of India Dr. Manmohan Singh (2007) “Our university system is, in many parts, in a state of disrepair…In almost half of the districts in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters. I am concerned that in many states university appointments, including that of vice-chancellors, have been politicized and have become subject to caste and communial considerations, there are complaints of favoritism and corruptions.”

Diane (2004) reviewed literature in his research article and found equal problem faced by the rural HEI's in developing countries. Inadequate access, funding, teacher salaries and qualifications, pedagogical materials, facility conditions, institutional autonomy, and quality assurance mechanisms are all difficult issues addressed by him. He discussed recommendations as thematic concepts, including diversification, establishing links between industry and HE institutions, and providing access to adult learners.

Challenges of Rural Higher Educational Institutions in building of Quality Human Resource:

Lack of Funds:

Basic infrastructure for HEI's includes college building, administrative office, library, playground, laboratories, ICT equipments, furniture, fixtures and fittings for college. Along with these infrastructure salary for the teaching and non-teaching staff, cash for day to day academic activities and development activities, office stationary, water and sanitation, etc. require fund. It is not easy to establish and maintain all these things without fund. Most of the rural HEI's does not have enough sources for the fund and central and state government has limits to offer grants. In India 63% colleges are private and unaided in which most of the colleges located in rural area. In 1982 Govt. of Maharashtra took a decision to starts colleges on Self Finance and after 2000 permit to the applicants to start new colleges on 'Permanent Non Grant Basis.' Government grants and schemes are mostly for aided colleges and not enough to reach to the global standard.

The students belong to rural area come from lower income families so they unable to pay minimum fees many time. Especially in rural areas more than 50% of the students use to remain absent in the classroom during the sowing season in the fields as they are from the farmers families and the land-less labors families; and again in the season of harvesting the classrooms use to be vacant. The annual teaching plans prepared by the teachers are not much helpful to carry out the process of teaching and evaluation in practice (Konwar & Chakraborty 2013).
It is a great challenge in front of rural HEI's to provide educational services in minimum fund.

Poor Educational Awareness:

Rural population of India is backward and deeply covered with backward mentality. It has great impact of social and cultural boundation. Many rural families are nervous to teach girls after certain age. Students belongs to rural area are mostly inattentive about career and importance of education. Also the parents and guardians are illiterate. 'Cultural and economic environment or a combination of the two may reduce the effect of class attendance on academic performance' (Schmulian & Coetzee 2011). Krupa Alva a Chairperson of Karnataka State Commission for Protection of Child Rights said "Poverty and lack of awareness among the parents on importance of education is the reason for SC and ST children remaining out of the pureview of education system."

Lack of Qualified Faculties:

63% colleges are unaided and unable to pay adequate salary so the qualified teaching faculties avoid work there. About 40% of college teachers are working on temporary basis. Most of Clock Hour Basis teachers do not have NET/SET/Ph.D. qualification. Governments like Maharashtra stop recruitment of teachers for long time to reduce expenses. Many institutions show the teachers working on paper. It directly effect on the quality of students.

Inadequate Infrastructure:

We found the financial problems faced by Indian rural HEI's. It is a main reason for inadequate infrastructure. Many rural HEI's does not have basic requirements of required size class rooms, well furnished and well equipped seminar halls, sports equipments, play grounds, laboratories, etc. Many institutions does not have ICT based teaching and learning equipments, web connectivity, enough numbers of library books, research lab and material.

Delay in Update Adoption:

World has became a global village in this globalization and privatization era. Industrial and corporate world is changing fast. Technological, regulatory, environmental, cultural, social, political and many fields are changing day by day. Indian rural HEI's have lengthy procedure to adopt the changes in society. For eg. Government of India applied the GST act from 22nd July 2017 and still the syllabus of rural HEI's do not updated. It creates gap between the fact and prescribed boundary of syllabus.

Absence of link between institutes and industries:

Human Resource required in Government and private sector. Most of HEI's do not have link with the demanding industries of their respective fields to get updated information of required Human Resource. We found that so many Engineering, D.Ed. & B.Ed. institutions newly established in India in last decade and now many of it in sick condition due to lack of enough enrolment. The reason behind it is economic law of demand and supply. Sudden hike of institutions increased supply of Engineers and Teachers more than demand and now the demand is completed and supply continuous. So these fields are facing saturation and recession.

Remedies:

1.Central and State Government have to increase the budget for higher education. And provide the basic requirements of HEI's. Govt. has to increase scholarship for actual poor and scholars. Social Institutions & Corporate have to contribute in respective HIE's as a social responsibility. It will helpful to build up required QHR for future. And HIE's get additional source of fund for long term facilities.

2.Government has to put special efforts for the awareness of HIE's in rural area. It may be in the form of village level awareness activities, linkage of eligibility for government schemes with higher educational qualification.

3.HEI's have to appoint quality and qualified teaching staff and have to pay fare and adequate salary. HEI's have to focus on quality not on quantity of the student.

4.Government and stack holders of HEI's have to provide basic and advanced infrastructure to build intelligent and skilled HR.

5.HEI's have to update the syllabus and inculcate the changes to fill the gap. To review the changes HEI's have to fixed the specific time limit for respective Board of Studies.

6.HEI's have to establish link with industries. Courses must be interlinked with industries in the respective fields. Internship, Apprentice, Understudy, Case study, Projects, etc. must be a part of course.

Conclusion:

Rural HEI's have challenges of fund, qualified staff, social and cultural impact and distance between industries and changes in society. But it is possible to overcome these by intentional efforts by the government, industries and HEI's individually and jointly.

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Role of National Association for the Blind (Nab) in Educating Visually Impaired in India

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ABSTRACT

Education is the most important tool for social, economic and political transformation. Education acts as an integrative force in society, imparting values that foster social cohesion and national identity. In our country, today also, there are many children and youth with visual impairment or Blindness, who are deprived of education due to lack of resources and funds which creates a hurdle in the path of our progress. The subject of blindness and education has included evolving approaches and public perceptions of how best to address the special needs of blind students. Educators and parents of students with visual impairments have pioneered special education and inclusive program options, for over many years. National Association for the Blind NAB (India) is one of the pioneer institutions of India, providing school and college going blind children support services in the form of scholarships, free distribution of Braill Kit and other assistive devices, volunteer reading services and so on. A Braille kit contains basic educational devices needed by blind students for learning braille, arithmetic, geometry, etc. Also braillers are distributed to institutions as well as to blind students pursing higher education. NAB is doing good work in this area. In fact many of the prevailing practices in the fields of other disabilities have their origins in the ideas generated by NAB (India), in the sphere of education of the visually impaired. This study aims to analyse the role of NAB in fostering Blind education in India.

Key Words*:* Visual Impairment, Braille, Blindness, National Association for the Blind (NAB).

INTRODUCTION

India is among the countries with the largest number of people suffering from blindness or visual impairment. One out of every three people suffering from it lives in India. Blindness hampers all aspects of a person's life especially education which is undoubtedly the backbone of a country's growth and development. For a country which is striving hard for a developed nation status, it is certainly a cause for concern. The major causes of blindness in India are malnutrition, trachoma & cataract among others. Malnutrition results in deficiency of Vitamin A which in turn is the leading cause of childhood blindness. Cataract accounts for a significant percentage of the cases of blindness in India and in other countries as well. It is a clouding that causes opacity in the eye lenses. It usually occurs with advancing age. Apart from these, unavailability of eye care at an affordable price is also responsible for the increasing cases of blindness in India.

NSSO defined visual disability as loss or lack of ability to execute tasks requiring adequate visual acuity. For the survey, visually disabled included;

(a) those who did not have any light perception – both eyes taken together, and

(b) those who had light perception but could not correctly count fingers of hand (with spectacles/contact lenses if he/she used spectacles/contact lenses) from a distance of 3 metres (or

10 feet) in good day light with both eyes open. Night blindness was not considered as visual disability.

KEY WORDS

- ***Visual impairment***: *Visual impairment* is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.
- **Braille:** A form of written language for blind people, in which characters are represented by patterns of raised dots that are felt with the.
- **National Association for the Blind (NAB):** Is an association fostering Empowered and well-informed visually challenged population of our country, thus enabling them to lead a life of dignity and productivity.
- **Blindness:** It is the state or condition of being unable to see because of injury, disease, or a congenital condition.

REVIEW OF LITERATURE

Dr. Nidhi Singal, in her research paper, "**Education of children with disabilities in India", (2009),** found that**,** the government currently fails to acknowledge that issues addressing the education of children with disabilities reflect broader challenges in an education system which is grappling with issues of quality, drop-out/ push-out factors for *all* children. Thus many of the issues discussed with respect to Children With Disability (CWD) are more acute manifestations of broader challenges.

Jo Walker in his paper **"Equal Rights and Equal Opportunities (2010)"** opines that, billions of people in Asian Countries who live with a disability face a multitude of barriers to participating equally in society. In particular, their right to education is often not realised, which in turn hinders their access to other rights and creates enormous obstacles to reaching their potential and effectively participating in their communities.

Kamala. R in her paper **"Specific Learning Disabilities in India: Rights, Issues and Challenges",(May 2014),** states that, many specific learning disability students in the main stream education have been remaining unidentified; they are often termed as 'lazy, dull and inattentive. The problems of these students remain unnoticed by the teachers due to lack of awareness about learning disability. There is a dearth of standardized tools available in different languages to identify the specific learning disabilities. So the government should join hands together with different academic community members to develop standardized tools in all languages in India to identify specific learning disability, develop sensitization programme about the rights and provisions available to the persons with specific learning disability, and should release funds to achieve the goal.

OBJECTIVES

- To study the role of National Association for the Blind (NAB) in fostering Blind education in India.
- To analyse the History of Blind Education in India.

RESEARCH METHODOLOGY

The study is based on secondary data. Relevant data are availed from various sources of information such as Research Papers, Books, and websites etc.

LIMITATIONS OF THE STUDY

- The study is undertaken by the use of secondary data collected by other sources which may have some deficiencies.
- Due to the limitation of length of the paper, the researcher was unable to develop a detail insight into the topic.

HISTORY OF THE BLIND EDUCATION IN INDIA

Organized Efforts for the Education of the Blind was taken in Pre- and Post-Independent India The missionaries arrived in Asia and other parts of the world before the turn of the 19th Century, to offer education and rehabilitation services to blind people. In India, Miss Annie Sharp, a Christian missionary from England, founded the first school for the blind in Amritsar in 1887. There were just four schools for the blind at the turn of the Century. But the efforts in this direction by the voluntary organizations and the Christian missionaries continued. By 1944, when the report on blindness in India was submitted, there were 32 schools in undivided India. Most of these schools were being managed by private agencies, with grants from some state governments. Significant landmarks in the history of education of the visually handicapped in India have been:

- State level decision to establish a Braille press to produce books in Braille in 1923.
- Setting up of a Committee in 1941 by the then Govt. of India to develop a uniform Braille code for Indian languages.
- Submission of the Report on Blindness in India (1944) which is the basis of most of the services for the blind today.
- Setting up of a Cell in the Ministry of Education in 1946 to promote education, training and rehabilitation of the blind.
- Development and acceptance of “Bharthi Braille”, a common Braille code for Indian languages finalized in November 1950, replacing the earlier codes in the light of certain recommendations made by UNESCO.
- Setting up of the first Braille press at Dehradun in 1951.
- Establishment of National Association for the Blind in 1952 marking the beginning of concerted voluntary action in the field.
- Setting up of first Vocational Training Centre for the Adult Blind Women in 1957 at Dehradun.
- Establishment of the first School for the Blind by the Central Govt. in January 1959 at Rajpur, Dehradun (now located in the campus of NIVH, Dehradun).
- Institution of the first Light Engineering course in 1961 at Dehradun.
- Establishment of the first National Library for the Blind by the Central Government in 1962.
- Govt. of India brought all its activities for the education, training and rehabilitation of the blind under one umbrella for better coordination in 1967 called National Centre for the Blind, Dehradun.
- A review of the Government initiative in 1973-75 to gauge the impact of its schemes for the welfare of the blind led to the decision to set up one apex level Institute in each disability area by the then Ministry of Social Welfare (presently the Ministry of Social Justice & Empowerment).

- Establishment of the National Institute for the Visually Handicapped (NIVH) on 2nd July 1979.

NATIONAL ASSOCIATION FOR THE BLIND (NAB) - DEPARTMENT OF EDUCATION

National Association for the Blind (NAB) has been established by Government of India. In the beginning, the first special school for the blind in India was set up at Amritsar in 1887. During the subsequent six decades several special schools came up in different parts of the country. As a result, there were about 50 such schools at the time of attaining independence. Blind children for the most part stayed in these institutions and received education along with some elementary trades that later led them to some kind of vocational rehabilitation. However, not much was achieved through this system of education, in so far as their socio-economic rehabilitation was concerned. There were other concerns too like isolation from mainstream, standard of education and expensive nature of the system. In 1958, Mrs. Rehmut Sultan Fazelbhoy, a trained teacher of the blind and a member of the Executive Council of NAB (India) was successful in admitting three blind boys in New Activity School in Mumbai, of which Mrs. Dolat Dungaji was the Principal. Such efforts, however, remained isolated to a few cases in the 60s and 70s. Thereafter, what started as an experiment in Mumbai gained rapid grounds in a decade's time, and in the years that followed became a movement that spread in the other parts of the country.

In the intervening period, NAB (India) provided school and college going blind children support services in the form of scholarships, free distribution of Braill Scirpt and other assistive devices, volunteer reading services and so on. Realising that a blind child too like any other child, deserves education, NAB (India), set up its Education Committee 1961, which efficiently handled the general problems related to education of the blind and contributed a great deal to introduction of the Integrated Education (IE) system. This vital activity received impetus when NAB (India) appointed Mr. M. K. Choudhary as its first education officer in 1980, and subsequently established a full-fledged department, the NAB Department of Education, to handle this task.

ACTIVITIES OF NAB

- **Integrated Education (IE)**

Partnering with local voluntary organizations, especially in the rural areas, the Department has so far initiated education of more than 5,000 visually challenged children through "Itinerant Teacher Model" of IE, wherein blind children reside with their families and attend the nearest regular schools. They receive the services of a special educator called itinerant teacher, who attends to the following tasks:

1. Teaching plus curriculum that is Braille, use of special arithmetic and geometric devices, orientation & mobility, activities of daily living and so on.
2. Preparing/procuring instructional materials like Braille/large print text-books, tactile maps, diagrams etc.
3. Family counseling.

4. Serving as a link between the child and the school authorities and providing guidance on classroom management, remedial teaching for subjects like math and science, peer tutoring and evaluation.
5. Community Resource Mobilization – arranging for readers, scribes, transcribers, private tutors, etc.

The Department presently supports 90 IE units, catering to 1,000 visually challenged children all over the country, with a budgetary outlay of about Rs.80 lakh. The cost of education of one blind child is Rs.8,000 per year.

- **Free distribution of Braille Kits**

Every blind child irrespective of whether he/she is studying in special school or IE program must have access to a braille kit. A Braille kit contains basic educational devices needed by blind students for learning braille, arithmetic, geometry, etc. The cost of a Braille kit is Rs.1,000. The Department distributes about 500 braille kits every year to schools for the blind and IE implementing agencies in India, with an expenditure of about Rs.5,00,000. So far, over 15,000 braille kits have been distributed.

- **Free distribution of Braillers**

Depending on availability of earmarked donations, braillers are distributed to institutions as well as to blind students pursing higher education. The cost of a brailler is Rs.35,000. So far, hundreds of braillers have been given away.

- **Home-based program for Multi-Disabled Visually Impaired (MDVI) children**

The additional disabilities MDVI children possess along with visual impairment are mental retardation, hearing impairment, autism, hyper activity, cerebral palsy etc. Itinerant teachers train these children in developmental areas like motor skills, communication, sensory skills, concept formation, activities of daily living, orientation and mobility, functional academics, pre-vocational skills, social skills, community-based instructions etc. Parent's meetings, picnics, outings, social gatherings, festival celebration, camps etc., are a regular feature in this program.

- **Human Resource Development Programs**

Primarily aimed at community participation in IE Programs, the Department conducts short-term training programs for parents, volunteers and itinerant and regular teachers, throughout India. Integrated Camps are also organized at various locations to provide blind and sighted children the opportunity to come together and learn from each other. Similarly, special skills enrichment camps for visually challenged children are organized during vacations, to give them rigorous and intensive training in plus curriculum. The yearly expense on conducting these programs at various locations is around Rs.5 lakh.

- **Training Centre for Teachers of the Visually Handicapped (TCTVH)**

Started in 2000, TCTVH offers two-year Diploma in Special Education (Visual Impairment), recognized by the Rehabilitation Council of India. The eligibility Criteria is Std.XII passed. Twenty-five candidates are admitted in each batch. Needy trainees are provided lodging and boarding facilities at a reasonable cost. We are proud to say, almost all the candidates who have so far passed out from TCTVH are either employed in Special Schools or Integrated/Inclusive Education Programs in the State of Maharashtra. TCTVH received a Certificate of Excellence from RCI in 2005.

- **Consultative Services**

Professional staff of the Department participates in various seminars, workshops, training programs etc., in consultative capacity. Many of them serve on important committees of the Government of India and other vital policy-making bodies.

- **Sale of Aids and Equipment**

The Department stocks basic assistive devices used by the visually challenged in education, mobility, recreation etc. These items purchased from various manufacturers are made available to individuals and organizations, at cost. Devices worth Rs.40-50 lakh are sold each year.

CONCLUSION

Today it is the need of hour that a policy of inclusionneeds to be implemented in all schools and throughout Indian education system. Children with visual and hearing impairment are still studying in special schools must be eventually be enrolled in mainstream middle or high schools. Fortunately, NAB is doing a remarkable work in this area. There isn't a single aspect concerning education of the blind that NAB (India) hasn't touched. In fact, many of the prevailing practices in the fields of other disabilities have their origins in the ideas generated by NAB (India), in the sphere of education of the visually impaired. Their mission is to ensure that every blind or low vision child has access to formal education in an appropriate environment and is provided all the support services necessary for academic excellence and all round development.

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उच्चशिक्षणातीलसद्यस्थिती

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उच्च शिक्षण हे व्यक्तीच्या व समाजघटकाच्या विकासाचे साधन आहे. आनल्या समाजात तर ते सर्वात महत्वाचे, किंबहुना एकमेव असे साधन आहे. या आधारावर शिक्षण व्यवस्थेने घालून दिलेल्या धोरणानुसार प्राथमिक, माध्यमिक, उच्च माधमिक व उच्च शिक्षणातंर्गत पदवी व पदव्युत्तर शिक्षण आसे विविध स्तर दिसून येतात. मानवाच्या उत्क्रांती बरोबरच शिक्षणाची व्याप्ती व आवाका वाढत चालला आहे. प्रत्येक देशातील शिक्षण पध्दतीत भिन्नता आढळून येते. प्रत्येक देश एक शिक्षण पध्दती विकसित करून त्यादवारे आपले खास सामाजिक आणि सांस्कृतिक वेगळेपण अभिव्यक्त करतो व प्रगती करतो. त्याचबरोबर काळाच्या आव्हानांना तोंड देतो. यामुळे शिक्षणाला एक नवी दिशा लाभते. या आधारे उच्च शिक्षणातील सद्यस्थितीचा विचार करावयाचा आहे.

शैक्षणिक धोरणात बदल :

भारतात उच्च शिक्षणाची सुरूवात १८५७ साली स्थापन झालेल्या कलकत्ता, मुंबई, मद्रास विद्यापीठांपासून झाली. १८६० च्या कायदान्वये या विद्यापीठांना पदवी व पदविका देण्याची परवानगी मिळाली. १९०२ मध्ये भारतीय विद्यापीठ आयोग नेमण्यात येऊन १९०४ मध्ये भारतीय विद्यापीठ अधिनियम पारीत झाला. या कायद्याने सुचविलेले बदल भारतीयांना पसंत पडले नाहीत.

स्वातंत्र्योत्तर कालखंडात विद्यापीठाच्या कामामध्ये सुसूत्रता यावी यासाठी १९४५ मध्ये विद्यापीठ अनुदान आयोगाची (यु जी सी) स्थापना झाली. या नंतर उच्च शिक्षणामध्ये सुधारणा आणि विस्तार व्हावा यासाठी डॉ. सर्वपल्ली राधाकृष्णन यांच्या अध्यचतेखाली समिती नेमण्यात आली. त्यानुसार विद्यापीठ अनुदान आयोगाची धोरणे काय असावीत यात बऱ्यापैकी स्पष्टता आली व विद्यापीठ अनुदान कायदा १९५६ मध्ये करण्यात आला. तसेच स्वातंत्र्योत्तर काळातील लोकांच्या शैक्षणिक गरजांचा विचार करून तयार झालेला हा पहिला अहवाल म्हणून विद्यापीठ आयोगाचे विशेष महत्त्व आहे. देशाच्या औद्योगिक प्रगतीसाठी तांत्रिक व विज्ञानाची महाविद्यालये मोठ्या संख्येने सुरू करावीत अशी शिफारस या आयोगाने केली होती. मुंबई व्यतिरिक्त इतर विद्यापीठांनी ही शिफारस कार्यवाहीत आणली. या आयोगाच्या शिफारशी नुसार इ. स. १९५६ मध्ये विद्यापीठ अनुदान मंडळाची स्थापना झाली.

देश स्वतंत्र झाल्यावर लोकशाही व समाजवादी जीवनपध्दतीचा आपण स्वीकार केला. मनुष्यबळ
निर्माण होऊन राष्ट्राला सामर्थ्यशाली करावे या उद्देशाने १९४८ साली विद्यापीठ शिक्षण आयोग स्थापन करण्यात आला. १९६४ साली कोठारी आयोग स्थापन करून शैक्षणिक क्रांतीचे समर्थन करण्यात आले. शिक्षणाचा उत्पादनाशी संबंध जोडणारा हा पहिलाच आयोग होय. त्यानंतर १९८६ साली
झालेल्या शैक्षणिक धोरणात उच्च शिक्षणातील प्रेरणा आणि जागतिकीकरणाचे वारे वाहू लागले. केंद्र सरकारने असे जाहिर केले की, सर्वांच्या भौतिक व आध्यात्मिक विकासाचा पाया शिक्षण आहे. त्यामुळे राष्ट्रीय एकात्मता, विज्ञाननिष्ठा व स्वतंत्रता हे उद्दिष्ट गाठता येतात. त्यामुळे शिक्षणाला एक नवी संजीवनी प्राप्त झाली. विविध स्तरावर शिक्षणाची पुनर्रचना झाली. यामध्ये प्रत्येक मुलाला शिक्षण, मागासवर्गियासाठी शिक्षण व प्रौढ शिक्षण असे अनेक कार्यक्रम हाती घेण्यात आले. विद्यापीठातील संशोधनाचा दर्जा वाढविला. मुक्त विद्यापीठ शिक्षण प्रणाली या धोरणातून उदयास आली. तसेच शिक्षणाचे खाजगीकरण करण्याचे धोरणही याच धोरणातून उदयास आले. अशा प्रकारे राष्ट्रीय शैक्षणिक धोरणाची ही फलश्रृती होती.

भारतातील उच्च शिक्षण संस्था :

भारतात ६७७ विद्यापीठ असून ३५,५३९ महाविद्यालये आहेत व १०,००० डिप्लोमा महाविद्यालये आहेत. १८ मिलियन विद्यार्थी यात शिक्षण घेत आहेत. शासनाच्या धोरणाप्रमाणे विद्यार्थी संख्येचे प्रमाण हे २०२० पर्यंत ४० मिलियन पर्यंत वाढणे गरजेचे आहे. भारतातील उच्च शिक्षण व उच्च शिक्षणाचा दर्जा वाढण्यासाठी ११व्या पंचवार्षिक योजनेत आय.आय.टी आणि आय. आय. एम. महाविद्यालय क्षमता २०० नी वाढविली. तसेच १००० पॉलिटेक्निक महाविद्यालये सुरू केली. तसेच ५०,०००स्किल डेव्हलपमेंट सेंटर स्थापन केले. आपल्या देशातील विद्यार्थ्यांनी परदेशात

जाऊन शिक्षण घ्यावे यासाठी अनेक सवलती दिल्या. तसेच यु. जी. सी. ने २०११—२०१२ च्या तरतुदीत ५,२४४ करोड रूपयांची तरतूदही उच्च शिक्षणासाठी केलेली दिसते.

चालू आर्थिक वर्षात शिक्षणावर १७ टक्के अधिक तरतूद करण्यात आली. यात संशोधनाला चालना मिळण्यासाठी ६,२०० कोटी रूपयाची तरतूद आहे. ५,००० कोटी रूपये अंतराळ संशोधनासाठी आहे. परंतु आपण आतापर्यंत हार्वर्ड किंवा केंब्रीज विद्यापीठासारखे एकही विद्यापीठ निर्माण करू शकलो नाही. तसेच जागतिक बाजारपेठेत आपण स्पर्धा करण्याच्या दृष्टीने विचार केल्यास आपल्याकडील शिक्षणाचा दर्जा जागतिक स्तराच्या मानाने अतिशय निम्न प्रतिचा आहे.

उच्च शिक्षणातील विषमता :

आज देशातील जवळजवळ ५८ टक्के लोकसंख्या कृषी क्षेत्रावर अवलंबून आहे. आज केवळ ४ टक्के विद्यार्थी महाविद्यालयात शिक्षण घेतात तेही त्यात जाऊन काम करण्यास उत्सुक नसतात. विज्ञान शाखेत १९ टक्के, वाणिज्य शाखेत १८ टक्के व कला शाखेत ३७ टक्के, अभियांत्रिकी मध्ये १६ टक्के विद्यार्थी शिक्षण घेतात, ज्याचे प्रमाण वाढले ते तांत्रिक व व्यावसायिक शिक्षणाचे प्रमाण अत्यल्प आहे.

उच्च शिक्षणाबाबत प्रसिध्द शास्त्रज्ञ जयंत नारळीकर यांनी काही अडचणी सांगितल्या आहेत. त्यात पहिली अडचण म्हणजे भारतात उच्च शिक्षणाला दुय्यम स्थान व दुसरी अडचण विद्यापीठात संशोधनाऐवजी अध्यापनाला अधिक महत्त्व व भारतीय संशोधक पाश्चिमात्त्य शास्त्रज्ञांचे अनुकरण करीत आहेत. तसेच देशामध्ये वाढत्या लोकसंख्येच्या तुलनेत उच्च शिक्षणावरील खर्च वाढण्याऐवजी कमी होताना दिसून येतो. कोठारी आयोगाने राष्ट्रीय उत्पनाच्या किमान ६ टक्के इतका खर्च अपेक्षित आहे. त्याचा पुनरूच्चार मान. माजी राष्ट्रपती ए. पी. जे. अब्दुल कलाम यांनह तो ७ ते ८ टक्के असावा असे १२१कोटी लोकसंख्येपेक्षा जास्त आहे.

आज देशात ९३ टक्के जनता उच्च शिक्षणापासून वंचित आहे. सुमारे २६ टक्के पेक्षा जास्त लोक निरक्षर आहेत. अशा अवस्थेत शिक्षणाला खाजगी वस्तू म्हणमन पाहिले जात आहे. यापूर्वी त्यास सार्वजनिक वस्तू म्हणून पाहिले जात होते. कायम लक्षात ठेवले पाहिजे की शिक्षण ही सेवा आहे ती वस्तू नाही. मागील ६६ वर्षात २८ टक्के म्हणजे जवळपास ३० कोटी लोकसंख्या दारिद्रय रेषेखाली जीवन जगत आहे. डॉ. अभय बंग यांच्या मते प्रतिवर्ष कुपोषणाच्या माध्यमाने १.५ लाख बालके व माता बळी पडतात. यामुळे अनुसूचित जाती, अनुसूचित जमाती व इतर मागास व स्त्री शिक्षण व लिंगगुणोत्तरातील विषमता वाढत आहे. त्यातून बाहेर पडण्याचा एकमेव मार्ग म्हणजे शिक्षणाचे सार्वत्रिकीकरण केले पाहिजे. शासन एकीकडे शिक्षणाची जबाबदारी पार पाडत असताना दुसरीकडे शिक्षणाचे खाजगीकरणाच्या माध्यमातून स्वस्त शिक्षण महाग काण्याचे पाप करीत आहे. या जागतिकिकरणाच्या प्रक्रियेतील विद्यापीठांना स्वतचे नियम, अभ्यासक्रम, फी इत्यादी आकारण्याचा अधिकार प्राप्त होणार आहेत.

जागतिकीकरणाच्या प्रक्रियेत शैक्षणिक फी आवाक्याच्या बाहेर गेल्या आहेत. अमेरिकेतल्या जॉर्जिया विद्यापीठात 'अंडर ग्रॅज्युएट प्रोग्राम इन मास एज्युकेशन या अभ्यासक्रमासाठी तेथील पब्लिक सपोर्टेड विद्यापीठात ३५,००० यु.एस. डॉलर्स अर्थात ४६ रूपयाला १ डॉलर गृहीत धरला तर ४६ गुणिले ३५००० म्हणजे १६१००००० व ४६ गुणिले २०००० बरोबर ९२०००० रूपये सध्या पत्रकारितेच्या अभ्यासक्रमासाठी फी आकारली जाईल. त्यात अभियांत्रिकी वैद्यकीय व इतर व्यावसायिक शिक्षणासाठी किती फी आकारली जाईल याची कल्पना करणे सर्वसामान्य भारतीयांना अशक्य आहे.

शैक्षणिक पद्धतीत बदल :

भारतीय शैक्षणिक पद्धती ही अत्याधुनिक झाली तर जे युवक उच्चशिक्षण घेण्यासाठी परदेशात जाऊ इच्छितात ते आपल्या देशातच त्यांना शिक्षणाची सुविधा उपलब्ध होईल. परदेशात जास्त गुणवत्ता आणि व्यवस्था शिक्षण पद्धतीत असावी तशी गुणवत्ता आणि व्यवस्था आणता येणार नाही का? या दृष्टीने आपले शासन सर्व प्रकारची आव्हाने स्वीकारून या संदर्भात प्रयत्न करीत आहेत. परंतु त्यापासून काही निष्पन्न होत नाही. नवीन शासन येते पण पद्धती तशीच राहते. या आधारे काही महत्वाचे बदल उच्च शिक्षणात सांगायचे झाले तर उच्च शिक्षणातील अभ्यासक्रमाचे अपग्रेडेशन व्हायला पाहिजे जे हल्लीच्या विज्ञान आणि तंत्रज्ञानाची आंतरराष्ट्रीय विद्यापीठांशी सांगड घालू शकेल. गुणवत्ता आणि दर्जा सांभाळू शकेल.

निष्कर्ष:

१. भारतीय शैक्षणिक धोरणात विद्यार्थी संख्या वाढविण्यासाठी गुणवत्ता वाढीवर भर दिला पाहिजे.
२. प्रायोगिक शिक्षण हे सुरवातीपासूनच दिले गेले पाहिजे.
३. विद्यार्थ्यांनी प्रकल्प स्वत: तयार केले असले पाहिजे.
४. प्राथमिक स्तरापासून विचार क्षमता, शारिकि कौशल्य यावर भर दिला पाहिजे.
५. जे अनुदान शैक्षणिक संस्थाना मिळते त्याचा गैरवापर टाळला जावा.

६. ग्रामीण व अर्धशहरी भागातील विद्यार्थ्यांसाठी शैक्षणिक संधी वाढल्या पाहिजे.
७. प्राथमिक स्तरापासूनच गुणवत्ता वाढीवर भर दिला पाहिजे.
८. उच्च शिक्षणातील आर्थिक बदल व तांत्रिक बदल यावर संशोधन केले पाहिजे.

संदर्भ ग्रंथ :

१. डॉ. संतोष दास्ताने, उच्च शिक्षणाचे अर्थशास्त्र.
२. दृष्टिक्षेप, विद्यापीठांचा पसारा, दै. लोकमत टाईम्स दि. २६/१२/२०१३
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चॉइसबेस्डक्रेडिटसिस्टम (CBCS)

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प्रस्तावना

विश्वविद्यालय अनुदान आयोग (यूजीसी) ने सत्र २०१५–१६ से स्नातक कार्यक्रमों के लिए चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) के कार्यान्वयन के लिए ग्रीन सिग्नल दिया है । विश्वविद्यालय अनुदान आयोग (यूजीसी) ने देश के उच्च शिक्षा प्रणाली में इक्विटी, दक्षता और उत्कृष्टता लाने के लिए कई उपायों की शुरुआत की है। इसमे उच्च शिक्षा में शैक्षणिक मानकों और गुणवत्ता बढ़ाने के लिए किए गए महत्वपूर्ण उपाय, प्रशासन और अन्य मामलों के अलावा पाठ्यक्रम, शिक्षण प्रक्रिया, परीक्षा और मूल्यांकन प्रणाली में नवीनता और सुधार शामिल हैं।

यूजीसी ने उच्च शिक्षा प्रणाली को बेहतर बनाने और भारत में उच्च शैक्षणिक संस्थानों (एचआईआई) में न्यूनतम मानकों और गुणवत्ता बनाए रखने के लिए समय–समय पर विभिन्न नियमों और दिशानिर्देश तैयार किए हैं। हाल के दिनों में यूजीसी द्वारा अनुशंसित शैक्षणिक सुधारों ने उच्च शिक्षा प्रणाली में समग्र सुधार का नेतृत्व किया है। हालांकि, उच्च शिक्षा की व्यवस्था में बहुत सी विविधता के कारण, विश्वविद्यालयों द्वारा परीक्षा, मूल्यांकन और ग्रेडिंग सिस्टम के लिए कई तरीकों का पालन किया जाता है।

चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) प्रणाली को पारंपरिक अंक प्रणाली की तुलना में बेहतर माना जाता है और इसलिए इसे भारत और विदेशों में शीर्ष संस्थानों में उपयोग किया गया है। इसलिए एकसमान ग्रेडिंग प्रणाली शुरू करना वांछनीय है। इससे संस्थानों में छात्रों के भीतर और देशों में छात्रों की गतिशीलता की सुविधा होगी और संभावित नियोक्ताओं को छात्रों के प्रदर्शन का आकलन करने में सक्षम बनाया जाएगा। परीक्षाओं में विद्यार्थियों के प्रदर्शन के आधार पर संचयी ग्रेड बिंदु औसत (सीजीपीए) की गणना के लिए यूजीसी ने इन दिशानिर्देशों को तैयार किया है।

चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस)क्या है?

विकल्प आधारित क्रेडिट सिस्टम एक दृष्टिकोण प्रदान करता है जिसमें छात्र अपनी पसंद के पाठ्यक्रम, अपनी गति से सीख सकते हैं, अतिरिक्त पाठ्यक्रमों का पालन कर सकते हैं और अपेक्षित क्रेडिट से अधिक प्राप्त कर सकते हैं।

विश्वविद्यालय अनुदान आयोग ने चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) कार्यक्रम शुरू किया है जिसमें छात्रों को निर्धारित पाठ्यक्रमों का चयन करने का विकल्प है, जिन्हें कोर, वैकल्पिक या कौशल पाठ्यक्रम के रूप में संदर्भित किया जाता है और वे स्वयं से सीख सकते हैं गति और संपूर्ण मूल्यांकन क्रेडिट आधारित प्रणाली पर आधारित है। बुनियादी विचार छात्रों और छात्रों की जरूरतों को ध्यान में रखना है ताकि भारत और विदेशों में उच्च शिक्षा के विकास के लिए आधुनिकता बनाए रख सकें। शिक्षा में उदारीकरण और वैश्वीकरण के साथ पाठ्यक्रम बनाए रखने के लिए क्रेडिट के हस्तांतरण की सुविधा के साथ दुनिया भर में फैले विभिन्न शैक्षणिक संस्थानों के लिए गतिशीलता का एक आसान तरीका प्रदान करता है।

चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) की विशेषताएं

• ये सभी केंद्रीय और राज्य और अन्य मान्यताप्राप्त विश्वविद्यालयों के लिए एक समान सीबीसीएस है

•तीन मुख्य पाठ्यक्रम हैं: कोर, इलैक्टिव और फाउंडेशन।

• एकप्रभावी और संतुलित परिणाम प्रदान करने के लिए सभी तीन मुख्य पाठ्यक्रमों का मूल्यांकन और उपयोग किया जाएगा।

इसमें निम्नलिखित मूल तत्व हैं:

•सेमेस्टर:

मूल्यांकन सेमेस्टर के अनुसार किया जाता है । प्रत्येक सेमेस्टर में १५ से १८ सप्ताह के शैक्षणिक कार्य होंगे जो ९० शिक्षण दिवस के बराबर होगा। पाठ्यक्रम सामग्री बनाने और पाठ्यक्रम सामग्री और शिक्षण के घंटे के आधार पर पाठ्यक्रम तैयार करने में लचीलापन है।

•क्रेडिट प्रणाली:

प्रत्येक पाठ्यक्रम को एक निश्चित क्रेडिट सौंपा गया है। जब छात्र उस पाठ्यक्रम से गुजरता है, तो वह क्रेडिट प्राप्त करता है जो उस पाठ्यक्रम पर आधारित होता है। यदि कोई छात्र एक सेमेस्टर में एक कोर्स पास करता है, तो उसे बाद में उस कोर्स को दोहराना नहीं पड़ता है। छात्र अपनी गति के अनुसार क्रेडिट अर्जित कर सकते हैं।

•क्रेडिट हस्तांतरण:

यदि कुछ कारणों से, वह अध्ययन भार के साथ सामना नहीं कर सकता है या यदि वह बीमार हो जाता है, तो उसे कम पाठ्यक्रमों का अध्ययन करने और कम क्रेडिट अर्जित करने की आजादी है और वह अगले सेमेस्टर मे इसे भरपाई कर सकता है।

संचयी ग्रेड पॉइंट औसत (सीजीपीए):

यह सभी सेमेस्टर पर एक छात्र के समग्र संचयी प्रदर्शन का एक उपाय है। सीजीपीए सभी सेमेस्टर में विभिन्न पाठ्यक्रमों में एक छात्र द्वारा सभी क्रेडिट अंकों का अनुपात और सभी सेमेस्टर में सभी पाठ्यक्रमों के कुल क्रेडिट का योग है। इसे दो दशमलव स्थानों पर दिखाया गया है

सेमेस्टर ग्रेड पॉइंट औसत (एसजीपीए):

यह एक सेमेस्टर में किए गए काम का एक माप है यह एक सेमेस्टर में पंजीकृत विभिन्न
पाठ्यक्रमों में एक छात्र द्वारा सुरक्षित कुल क्रेडिट अंक का अनुपात और उस सेमेस्टर के दौरान लिया गया कुल कोर्स क्रेडिट है। इसे दो दशमलव स्थानों पर प्रदर्शित किया जाएगा

दुनिया भर में सभी प्रमुख उच्च शिक्षा संस्थान क्रेडिट की एक प्रणाली को लागू कर रहे हैं। उदाहरण के लिए, हमारे पास यूरोपियन यूनिवर्सिटी में यूरोपीय क्रेडिट ट्रांसफर सिस्टम (ईसीटीएस) है, जो ऑस्ट्रेलिया में 'राष्ट्रीय योग्यता ढांचा' है। यूनिवर्सिटी क्रेडिट के हस्तांतरण पर पैन–कैनेडियन प्रोटोकॉल है। यूके में, हमारे पास क्रेडिट संचय और स्थानांतरण प्रणाली (सीएटीएस) है। यहां तक कि यू.एस., जापान आदि में चल रहे सिस्टम क्रेडिट सिस्टम पर आधारित हैं।

<u>चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) प्रणाली के लाभ</u>

१. अध्यापक–केंद्रित से लेकर शिक्षार्थी–केंद्रित शिक्षा तक फोकस में बदलाव होता है ।
२. शिक्षार्थियों को अंतर–अनुशासनात्मक पाठ्यक्रमों को बदलने के लिए अनुमति देने के लिए अधिक लचीलापन प्रदान करता है
३. शिक्षा को अधिक व्यापक आधार बनाता है अद्वितीय संयोजनों के संयोजन से कोई क्रेडिट ले सकता है
४. एक छात्र अपनी खुद की सीखने की गति को धीमा, सामान्य या निर्णय लेने के विकल्प का उपयोग कर सकता है
५. शिक्षार्थि अपनी पसंद अनुक्रम, अवधि के माध्यम से चुनौतियों का सामना कर सकता ळे
६. क्रेडिट सिस्टम एक छात्र को अपने हितों के अनुसार अपने स्वयं के अनुक्रम में क्या पसंद करता है उसका अध्ययन करने की अनुमति देता है
७. शिक्षार्थि अपनी गति से सीख सकते हैं
८. शिक्षार्थि अतिरिक्त पाठ्यक्रमों का विकल्प चुन सकते हैं और आवश्यक क्रेडिट से अधिक प्राप्त कर सकते हैं।
९. देश और बाहर के भीतर अंतर कॉलेज / विश्वविद्यालय प्रवास क्रेडिट के हस्तांतरण के साथ आसान हो जाता है। इसका मतलब यह है कि विदेशी विश्वविद्यालयों में आने और भारत में पाठ्यक्रमों की पेशकश करना आसान होगा।
१०. एक संस्थान में पाठ्यक्रम के एक भाग के लिए और दूसरे संस्थान में दूसरे भाग के लिए विकल्प चुन सकते हैं। इससे अच्छे और बुरे कॉलेजों ध संस्थानों के बीच एक स्पष्ट विकल्प बनाने में मदद मिलेगी।
११. छात्रों को अपने कौशल और व्यवसायिक प्रशिक्षण, उद्यम प्रशिक्षण सहित उद्यमों और परियोजनाओं को लेने के अधिक अवसर बढ़ाने के लिए अधिक अवसर है।
१२. चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) छात्रों के रोजगार के अवसरों में सुधार करता है।

चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) के जिस प्रकार लाभ एवमं फायदे है उसी प्रकार से उसके कुछ नुकसान भी है।

<u>चॉइस बेस्ड क्रेडिट सिस्टम (सीबीसीएस) के नुकसान</u>

१. शिक्षक का काम का बोझ बढ़ सकता है
२. शिक्षा के सार्वभौम प्रसार के लिए उचित और अच्छे बुनियादी ढांचे की जरूरत पडती है।

३. अंक का अनुमान लगाने में बहुत आसान नहीं है

यूजीसी नीचे दिए गए निम्नलिखित पत्र ग्रेड के साथ १०—बिंदु ग्रेडिंग सिस्टम की सिफारिश करता है:

ग्रेड	और	ग्रेड अंक
O	(उत्कृष्ट)	१०
A+	(बढ़िया)	९
A	एक बहुत ही अच्छा)	८
B+	(अच्छा)	७
B	(औसत से ऊपर)	६
C	(औसत)	५
P	(पास)	४
F	(असफल)	०
AB	(अनुपस्थित)	०

चॉइस बेस्ड क्रेडिट सिस्टम मे प्रत्येक सेमेस्टर में कोर कोर्स हो सकता है
अनिवार्य रूप से एक छात्र की आवश्यकता को पूरा करने के लिए कोर आवश्यकता के रूप में अध्ययन किया जाता है

वैकल्पिक पाठ्यक्रम : —

वैकल्पिक पाठ्यक्रम एक ऐसा पाठ्यक्रम है जिसे कागजात के पूल से चुना जा सकता है। हो सकता है:
•अध्ययन के अनुशासन के लिए सहायक
•विस्तारित क्षेत्र प्रदान करना
•कुछ अन्य अनुशासन ध डोमेन के लिए एक एक्सपोजर को सक्षम करना
• छात्र की दक्षता ध कौशल को पोषण करना
एक वैकल्पिक ''जेनेरिक इलैक्टिव'' हो सकता है उन पाठ्यक्रमों पर ध्यान केंद्रित कर जो सामान्य जोड़ते हैं
छात्रों की प्रवीणता एक वैकल्पिक ''अनुशासन केंद्रित'' हो सकता है या एक से चुना जा सकता है
असंबंधित अनुशासन इसे ''ओपन इलैक्टिव'' कहा जा सकता है।

फाउंडेशन कोर्स : —

फाउंडेशन पाठ्यक्रम दो प्रकार के हो सकते हैं: अनिवार्य फाउंडेशन और इलैक्टिव **फाउंडेशन**
''अनिवार्य फाउंडेशन'' पाठ्यक्रम उस सामग्री पर आधारित पाठ्यक्रम हैं जो
ज्ञान वृद्धि की ओर जाता है वे सभी विषयों के लिए अनिवार्य हैं।
फाउंडेशन पाठ्यक्रम मूल्य—आधारित हैं और मानव—निर्माण शिक्षा के उद्देश्य हैं

सीबीसीएस सिस्टम न केवल पेशेवर और सामाजिक प्रदर्शन के बीच के अंतर को पुल करता है बल्कि समग्र शिक्षा प्रदान करता है। सीबीसीएस प्रणाली के कार्यान्वयन संस्थानों के लिए लाभकारी साबित हो सकता है। शिक्षा का छात्र—केंद्रित दृष्टिकोण अध्ययन के दायरे में रुचि और प्रयोज्यता पैदा करता है। हमारे समाधान शैक्षिक परिसरों में चॉइस आधारित क्रेडिट सिस्टम के आसान प्रबंधन को सक्षम बनाता है। मास्टरसाफ्ट ने उच्च शिक्षा के क्रेडिट पाठ्यक्रम को स्वचालित करने की बढ़ती जरूरत को ध्यान में रखते हुए इस समाधान को अनुकूलित किया है।

सीबीसीएस को ज्यादातर विश्वविद्यालयों में पीजी स्तर पर पेश किया गया है, और आईआईटी, आईआईएम, एनआईटी, कृषि और भारत में कुछ तकनीकी विश्वविद्यालयों में यूजी स्तर पर यह स्थान दिया गया है। भारत में सभी प्रकार के विश्वविद्यालयों और कॉलेजों में यूजी स्तर पर सीबीसीएस की शुरुआत अभी हुई है। हालांकि, कुछ विश्वविद्यालयों में अब देर हो रही है और यूजीसी ने इस संबंध में दिशानिर्देश जारी किए हैं। आने वाले वर्षों में, यूजीसी से मान्यता और वित्तीय सहायता प्राप्त करने के लिए सभी स्तरों पर सीबीसीएस का परिचय अनिवार्य हो जाएगा। इस संदर्भ में हमें यह जानना चाहिए कि यूरोप और अमेरिका के सभी शैक्षणिक संस्थानों और विश्वविद्यालयों में सीबीसीएस एक आम सुविधा है। यूजी कोर्स भारत में छह सेमेस्टर के साथ तीन साल का है।

प्रत्येक सत्र में लगभग २० क्रेडिट के साथ लगभग छह पाठ्यक्रम होंगे। उदाहरण के लिए प्रति सप्ताह सिद्धांत कक्षा के कमरे में शिक्षक घंटे के चार घंटे शिक्षक संपर्क घंटे चार क्रेडिट पाठ्यक्रम के रूप में माना जाता है। यदि यह दो घंटे का छात्र शिक्षक वर्ग संपर्क है तो यह दो क्रेडिट के बराबर है। यदि यह प्रयोगशाला है तो चार घंटे प्रयोगशाला दो क्रेडिट के बराबर है, इसी तरह चूंकि यूजी कोर्स तीन साल की अवधि के छह सेमीस्टर के साथ होता है, यदि प्रत्येक सेमेस्टर २० क्रेडिट होता है, तो एक छात्र कुल १२० क्रेडिट (६ सेमेस्टर • २० क्रेडिट = प्रत्येक १२० क्रेडिट) के लिए यूजी कोर्स का अध्ययन करेगा। लेकिन यूनिवर्सिटी सिस्टम के आधार पर कुल क्रेडिट अध्ययन ९ ० से १२० क्रेडिट के बीच भिन्न हो सकते हैं।

क्रेडिट को ग्रेड, ग्रेड अंक और क्रेडिट पॉइंट में परिवर्तित किया जाता है। इसके आधार पर, गणना एसजीपीए (सेमेस्टर ग्रेड पॉइंट औसत) और सीजीपीए (संचयी ग्रेड पॉइंट औसत) प्राप्त करने के लिए की जाती है। सीबीसीएस प्रणाली में एक छात्र एक या दो सेमेस्टर्स (४ या ८ क्रेडिट) के लिए एक शोध परियोजना का संचालन भी कर सकता है। यह भी संभव है कि एक छात्र भारत या विदेश में अन्य विश्वविद्यालय में जाकर वहां अध्ययन कर सकता है और एक सेमेस्टर अवधि के लिए कुछ क्रेडिट अर्जित कर

सकता है और अपने मूल विश्वविद्यालय में वापस आ सकता है।

विजन:

एक उच्च शिक्षा प्रणाली विकसित करने के लिए जो उपयुक्तता और ज्ञान के मूल्यों और कौशल अभ्यास के प्रावधान के साथ मिश्रित है, जहां हर छात्र अपनी रचनात्मकता का त्याग किए बिना सीखता है

भारत की ११ वीं पंचवर्षीय योजना के साथ—साथ राष्ट्रीय ज्ञान आयोग ने शैक्षणिक और प्रशासनिक सुधारों के माध्यम से उच्च शिक्षा को सुधारने की सिफारिश की है। यूजीसी ने अपनी ११ वीं योजना में विशेष रूप से इस तरह के सुधारों पर बल दिया है और इसके बाद भारतीय विश्वविद्यालयों की एसोसिएशन की सिफारिशें इसी तरह की गईं।

लक्ष्य:

अंतिम लक्ष्य उच्च शिक्षा में सुधार लाने के लिए है ताकि छात्रों को सोच और विश्लेषणात्मक क्षमता में वृद्धि करनी चाहिए, उन्हें अंततः आवश्यक कौशल से सुसज्जित किया जाता है, अंततः उन्हें रोजगार के लिए उपयुक्त बनाना और शिक्षा के साथ हमारे संस्कृति के मूल्यों को एकीकृत करना है।

इस प्रणाली का सबसे महत्वपूर्ण पहलू यह है कि शिक्षण और सीखने दोनों 'क्रेडिट आधारित' और 'समय आधारित' नहीं है

यह सीबीसीएस प्रणाली विश्वविद्यालय अनुदान आयोग (यूजीसी) की एक पहल हैय जो मौजूदा पारंपरिक उच्च शिक्षा मॉडल के शैक्षणिक उदारीकरण को बढ़ाता है और बढ़ावा देता है

निष्कर्ष

यह कहना बहुत मुश्कील है कि क्या सीबीसीएस सफल होगा या नहीं। यूजीसी ने भारत की उच्च शिक्षा प्रणाली में दक्षता और उत्कृष्टता लाने के लिए हमेशा कदम उठाए हैं। मूल उद्देश्य सभी पहलुओं में शैक्षिक गुणवत्ता का विस्तार करना है, पाठ्यक्रम से सीखने की शिक्षण प्रक्रिया में परीक्षा और मूल्यांकन प्रणाली के लिए। हालांकि, अब तक देश भर में विभिन्न विश्वविद्यालयों द्वारा परीक्षा, मूल्यांकन और ग्रेडिंग सिस्टम के लिए कई तरीकों का पालन किया जाता है। इस विविधता को ध्यान में रखते हुए, चुनाव आधारित क्रेडिट प्रणाली का क्रियान्वयन एक छात्र की समग्र प्रदर्शन का मूल्यांकन करने के लिए एक सिंगल ग्राडिंग सिस्टम के सार्वभौमिक तरीके से एक अच्छी प्रणाली है।

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Ensuring greater levels of quality in higher education institutions (HEIs) is an urgent need of the hour, but it is a stupendous task requiring serious attention. It is commendable that the HEIs in the advanced countries have achieved a much higher level of quality than their counterparts in the Less Developed Countries (LDCs). Of course, many LDCs have a few sporadic institutions of global repute which appear like oases in a desert. But, the overall quality profile of HEIs in LDCs is far from satisfactory. Whether it is their lack of perception of what quality actually is or a failure of the assurance systems is a debatable issue. Further, financial constraints, lack of will-power on the part of the authorities including the governments could be isolated as the stumbling blocks. 'Quality' could be equated with 'excellence' in all the parameters of educational institutions conforming to national and international standards. If 'quality' is the best and first-rate of all the desirable aspects of education, then its enhancement and sustenance should be the focal point of all policies related to education. "Quality is often considered to be a standard or norm with which to compare two similar things in order to assess the worth of the thing compared. It is a benchmark arrived at after reckoning the best features of the things compared…Quality is context and need-specific….Quality in higher education is a holistic concept."[1] Quality assurance bodies like the Internal Quality Assurance Cell and other institutional cells/centers/committees have a greater role to play in promoting and sustaining quality than the external quality assurance bodies , for instance, like the MHRD, MHRDC, UGC, NAAC, AICTE, University, etc., that play an important role in India.

How can Intra-Institutional Quality be assured in HEIs?

Intra-Institutional quality assurance of higher education can be realized only through genuine efforts with systematic, deliberate, strategic and continuous planning, proper implementation and frequent evaluations and rectifications. The areas for desirable changes have to be located, the weaknesses and strengths should be judiciously identified, and the opportunities for improvement should be explored. In order to ensure quality, various 'cells' or 'centers' must be established. The functioning of these 'cells' should be effectively monitored and frequently checked by the IQAC and the Head of the institution. Every area of quality improvement should be wisely identified for corrective measures whether or not they are related to teaching-learning-evaluation or infrastructure, or research or library, student support or whatever. It is the duty of the government or universities, or the private management to ensure that the 'quality assurance systems' function vigorously and effectively. Whenever and wherever laxity is noticed, interference from these external authorities by way of policy changes, occasional inspection, verification and corrective steps will go a long way in assuring quality. But the true quality assurance should come from within. All the stakeholders and particularly the teachers, students and the management should develop a culture of constant and steady striving to uplift the standard of the institution in the various parameters of higher education. The application of the concept of TQM is also a good way of ensuring quality in HEIs. There is no room for complacency in modern HEIs as far as quality status is concerned, since there is always stiff competition arising from various sources. Quality reflects in the qualifications obtained from the HEIs. "Quality assurance is fundamental to qualifications. Trust and transparency in

qualifications are a requisite for the comparability and recognition of qualifications at the national and international levels."[2]

The Areas and Processes of Quality Assurance in HEIs

From the very advertisement of the vacant teaching or non-teaching posts and the appointment of faculty and staff members, to their upward mobility in their profession, attention is to be paid to every minute detail by the authorities concerned. Only transparent, merit-based and equitable admission of students should be resorted to. An informative 'prospectus' and an 'annual calendar' help the students immensely. As for the faculty and the staff it is to be ensured that adequate advertisement is made in the local and national dailies or periodicals and also on the institutional web site so that brilliant candidates from all over the country can take part in the interview and the best of the lot can be selected. The power of selecting the candidates should be entirely vested with the committee of experts. Here 'private management' should not meddle with the matter for any pecuniary benefits other than voicing their right to have quality-candidates. Contrariwise, the members of the committee should be 'real' experts and not those 'mere' experts appointed through favoritism or nepotism or any such mal-practices. The university should play a very crucial role in offering the best panel of experts so that their selection of the candidates will be flawless. All the degrees and documents of the candidates must be from standard and reputed institutions/universities and should be carefully verified. Another option for ensuring quality at this level is to choose faculty candidates through a 'written test' conducted by the Public Service Commission of the country, and then subject them to a screening 'oral test' to check their communication and teaching skills as also personality traits. Those passing this practical test can be held to be the best candidates. If more candidates are selected 'a reserve pool' can also be made available to be appointed in future. Once this done, the next focus should be to update the teachers with the modern teaching methodologies and changing paradigm shifts – from 'teacher-oriented' to 'learner-centered' and from there to 'learning-oriented'. 'Blended-learning' at this level is an ideal option to fuse the 'online' with the 'face to face' teaching-learning experience. "Although blended learning design and implementation may be context-dependent, an institution-wide systematic consideration and strategic planning of blended learning may be necessary for all HEIs to bring about transformations in teaching and learning practices."[3] Similarly, the members of the staff should also be updated for honing their skills.

The next step in quality assurance is to ensure that real learning takes place in the classrooms which modifies the behavior of the learners so that they become productive members of the modern world and turn suitable for gainful employment. "Attitudes, abilities, knowledge and skills may be taken as four different pillars on which the higher education stands for empowering the youth for excellence."[4] Good learning elevates the learners to higher levels of 'critical' and 'independent' thinking powers. Real learning should be such that the candidates are properly guided to lead a 'meaningful life' and to be able to 'face the challenges of everyday of life'. Hence mere 'employability' is not enough but knowledge of values and diverse aspects of life duly imbibed to have a comprehensive view of life. This prepares them to be citizens of the world with a broader outlook and a better sensibility. This braces them for harmonious co-existence with the people of varied religions, cultures, races, languages and so on. Quality education leads to 'developed intellect' and 'noble character'. The syllabi should be comprehensive and need-based. Here the roles of the Board of Studies and Academic Councils are crucial. The eligibility criteria of these bodies should be foolproof. If this is guaranteed, the curricular aspects will be well-taken care of, and only their transactions should be made effective

in the institutions. To measure this, the learning outcomes can be checked, and if academic results are excellent, and if students have become properly developed personalities with high levels of self confidence, courage, preparedness to face real social situations, and have acquired good communication and soft-skills, then, one can be sure of a high level of quality achieved by them. Introduction of various 'career-oriented certificate/diploma courses' in the HEIs will be a blessing for students of humanities and social sciences. Various 'clubs' like the debate club, elocution club, and fine arts club, and literary or subject 'associations' can help improve co-curricular activities of the students. Both the 'content' of syllabus and 'teaching method' are critical. 'Continuous' and proper evaluation and timely 'feedback' to the learners are also necessary to encourage and facilitate the learning process. No malpractices like copying the answers should be allowed to ensure the learning outcome quality. CCTVs should be installed in examination halls.

Learners must eventually be transformed into 'autonomous learners' with developed 'meta-cognition' so that they could 'self-regulate their studies' and develop highly 'effective learning strategies'. 'Teacher-dependency' should be minimized and learners must be encouraged to pursue independently their knowledge-acquisition activity either by reading books and periodicals, or by gleaning information from the internet. Reading critically and analyzing carefully and then storing the final product or assimilating it is true learning. Guidance should be given in this regard by giving the students 'tasks' and 'assignments' and organizing occasional 'student seminars'. This goads them to read and browse for information. Excellent reading habits should be cultivated in the learners to develop 'learner autonomy' so that they become 'life-long learners'. Further, adequate lab, on-field, and internship experiences enhance the quality of the different types of learners depending on their fields of study. Well-equipped labs, well-developed language laboratories and a large library/knowledge resource centre with a good collection of book-volumes, periodicals, reference books, encyclopedias, soft copies, digital items, online books, the latest volumes of books, etc., are needed for quality learning as 'student support systems'. The better the library, the better is the learning facility. It should be finely ventilated, with comfortable seating arrangements, reprography and printers, and with research-rich materials. 'Interlibrary-Loan' and 'Book Bank Scheme' facilities also benefit a good number of learners. Learning resources should be optimally utilized. Periods should be set aside for library work to cultivate the reading habit. A 'Library Advisory Committee' should be appointed and it should operate actively. Its suggestions and observations should be perused over seriously.

Infrastructure of the HEIs should be good enough to pursue advanced learning in a comfortable and convenient manner. Imposing and majestic structures have a psychological advantage of stimulating awe and wonder in the learners' minds about higher education, and this prompts them to take study seriously. But, apart from this, adequate facilities to suit the needs of the students like IT-enabled, a/c classrooms, diverse teaching-learning aids including power point facility, or such similar high-tech facilities, internet-connectivity, interactive boards, the use of MOODLE (Modified Object-Oriented Dynamic Learning Environment) or MOOC, etc., plenty of computers/lap-tops, a swimming pool, a vast and well-beautified campus with gardens and greenery, botanical gardens, good drinking-water, vehicle parking, canteen, horse-riding facility, gymnasia, a vast playground for all sorts of games, athletic tracks and fields, indoor stadium, theatres, state-of-the-art conference halls, banking, stationery, co-operative stores, hostel facilities, solid waste management facilities, CCTVs, only a limited number of students in each classroom, and so on., are all a part of the standard HEIs. In all these areas innovations and state-of-the-art modifications are to be effected for quality enhancement.

An ideal HEI is one that encourages good research work. It is not in the 'quantity' of research work, but in its 'quality' there lies the real worth. 'Quality' in HEIs should not be equated with mere research. "While research productivity is critically important to quality higher education, any narrow conceptions of quality do not represent the range of knowledge, skills and competencies required of faculty today."[5] Excellent researches contribute to nation-building and human progress. As a quality assurance measure, 'Research Guidance Cells' must be established in the universities and HEIs. This can not only promote research but cultivate the research culture as well. The teaching community needs to be trained well in research methodology and process. The research problems of a novice research scholar should be addressed by the 'Research Guidance Cells' of the university by way of organizing courses in 'Research Methodology' and other issues related to research. Knowledge of the internationally reputed and recognized journals and book publishers should be made quite handy for the researchers. Knowledge of patents, citation index, impact factor, availability of funds, and so on should also be imparted to them. Considerable incentives should be given to the researchers. The higher education institutions should make all infrastructural facilities to the researchers and make easily available all the required research materials. Research should not become an unaffordable luxury to the brilliant and economically challenged scholars.

The duty of HEIs is not over after conducting the classes and awarding the students qualifying degrees. During the stay of the students in the HEIs or during their participation in the programs offered, it is to be ensured that students are well-taken care of by providing them with all sorts of 'support mechanisms' for their overall personality development and skills acquisitions. HEIs should closely watch the 'progression' of their students to higher education and gainful employment. In other words, facilities for post graduate studies, research pursuits at doctoral and post-doctoral levels should be offered with high quality centers and faculty. Further, making available to students diverse and useful programs to choose from is also a part of ensuring quality in 'student support and progression'. Students can also participate in quality assurance of the institution as is evidenced by the project proposal of NAAC on 'Student Participation in Quality Improvement' submitted to Asia Pacific Quality Network (APQN). NAAC has worked admirably on the international project group on 'Student Participation in Quality Assurance.'[6] Students should not only be empowered to get jobs in future but also inspired to play creative and productive roles in society and in the nation building process. Their societal engagement really matters.

Those running the HEIs should be imbued with a sense of mission and commitment. They should further have a noble vision for a better future of the society at large and a definite plan. Both 'short term' and 'perspective' plans have to be drafted and sincerely executed besides a 'Master Plan' of the institution. For all these the role played by the management and the type of governance undertaken are of paramount significance. A 'College Development Committee' is to be appointed, and it should function effectively and mandatorily. Quality assurance requires that the management be alert, energetic and imbued with enthusiasm. It is also essential that the policy adopted for governance is based on transparency, efficiency and decentralization. "Good quality assurance is transparent and builds capacity as it operates, and for this to be enabled good strategic leadership is necessary."[7] Efficient governance of the institution should be averse to 'centralization of power' in the hands of an individual or a few. Providing 'departmental autonomy' is essential in HEIs for 'decentralization of power'. The various heads of the

departments should be vested with enough power to run their departments efficiently. The democratic spirit of 'discussion' and the resultant synergy contributes to quality enhancement. Good management makes the stakeholders 'accountable to the public', or follows the principle of 'social accountability' or commitment. Efficient management ensures that the best faculty and staff join the institution, and also their abilities are optimally used for the benefit of the institution and the stakeholders. The administration or governance should also make sure that all activities are fully 'computerized' and 'automated'. Everything has to be 'well-documented'. 'Collaborations' with several HEIs, reputed institutions and companies, 'signing of MOUs' with them and 'interface with the industries' are all necessary for the betterment of the institution and also the students. "Industry involvement in all stages of the qualification process and quality assurance process is critical for strengthening the fitness for the purpose of qualifications and the validation of and confidence in the outcomes."[8]

HEIs need 'benchmarking' and also identifying of a good number of 'best practices'. Since 'benchmarking' implies setting standards against which things may be compared, the quality aspiring institutions should be on the lookout for models of excellence from various top quality institutions for emulation. NAAC in India, for instance, offers 'criterion statements' to be used as 'best practices benchmarks'. "Under ideal conditions, the practices we can expect an ideal institution to adopt are identified as *criterion statements*. They serve as best practices benchmarks."[9] Besides, 'innovative practices' can generate certain practices in the institution out of which some may be chosen to highlight the unique practices of the institution which make it distinct. In addition, a proper consideration of an objectively made 'SWOT analysis' gives plenty of insights to improve the quality profile of the institution. Every bit of important information related to the institution must be show-cased on the institutional web-site, which itself needs to be periodically updated.

The Role of the Internal Quality Assurance Cell:

For all the overall planning, evaluation and implementation of the numerous schemes and programs of the institution, the IQAC is singularly responsible. `In the words of NAAC, "The IQAC has to ensure continuous improvement in all the operational aspects of an institution and also assure its stakeholders of the accountability of the institution for its own quality."[10] It serves as an 'umbrella cell' under which there can be so many' sub-cells' for effective functioning. Its chairperson, the Head of the institution, and the IQAC co-coordinator are the key persons of the cell. The members chosen from various walks of life and representing the student, parent and professional communities also play important roles in assuring quality in the institution. The cell helps the institution to prepare itself properly to face its assessment and accreditation. Frequent meetings, discussions, judicious planning, proper implementation and occasional evaluation, adequate documentation, development of a strong digital data base, organization of workshops and seminars on quality related themes, helping the internalization and institutionalization of quality, and finally the timely adoption of effective corrective steps are the important functions of the IQAC, which assures the enhancement and sustenance of quality in an institution. One of the important agents for quality assurance in India, for example, is the 'peer team' sent by the NAAC for on-site evaluation of quality and validation of the SSR. It makes valuable recommendations in the 'peer team report' (PTR) soon after their site-visit. This, in its turn, must be implemented faithfully for scaling greater heights in quality. But the 'capacity' of assessors

should be built properly for the authentic assessment of HEIs. 'Feed-backs' must be taken from all the stakeholders regarding the quality of teaching, teachers and the institutional support. Further, various types of 'audits' can also stimulate greater quality. 'Academic', 'administrative' and 'environmental' audits are more important than others. 'Academic audit' is essential for quality enhancement in an educational institution. It "reviews the processes or procedures that faculty members use to provide quality education in their departments/ schools."[11]

Conclusion

Quality assurance is a subtle and complex process. It can be brought about only by the cumulative work and proper co-ordination of the external quality assurance bodies and the internal or intra-institutional bodies. All the parameters and criteria of higher education should be duly considered and the IQAC should plan, evaluate, implement the feasible action plan and the sub-cells under it should work in unison to quench the institutional thirst for quality enhancement and in realizing the institutional vision and objectives. The Head of the institution and the coordinator should always be vigilant and enthusiastic for materializing high quality-related aspirations. The teaching-learning-evaluation activity, curriculum, infrastructure, library, management, research, student support, best practices – all should be fulfilling the quality norms and catering to the student needs, not to mention the needs of the industry.

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Theme: Role of NAAC

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Role of IQAC in Ensuring Quality Enhancement of Higher Education

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Abstract— As per the outcome of the recommendations of the National Policy in Education, to maintain quality education in universities, affiliated colleges and institutes, Central Government of India established National Assessment and Accreditation Council (NAAC) in 1994 and gave freedom to such body to take necessary steps to improve the quality of Higher education.

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

Quality education has become a very important need as well as a matter of concern in the last some decade. The uneasiness prevails among the various stakeholder of education viz parent, employer, government and many other are becoming just as concerned. In recent time the number of institution are engage in providing higher education in India and number of students are enrolled for the same but now the "Quality in education" in comparision to the "Quantity" has become the defining elements in the 21st centure.

Keyword : Higher Education Institution; NAAC; IQAC; Quality Education

INTRODUCTION

Knowledge is at the core of all developmental efforts in advancing economic and social wellbeing in an emerging nation like India. Education is the key to creating, adapting and spreading knowledge in all disciplines and subjects. Higher education is a powerful tool to build knowledge for an information based society. Universities thus in twenty first century have to serve a multiple role; produce new knowledge; acquire capability to decipher; adapt knowledge produced elsewhere; and create an intelligent human power; at all levels through challenging teaching and research activities which would balance both need (quality) and demand (quantity). 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.

Quality in higher education has become the prime agenda of countries worldwide. In the changing context marked by expansion of higher education and globalization of economic activities, education has become a national concern with an international dimension. To cope up

with this changing context, countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard.

Higher education as we see today is a complex system facilitating teaching, extension and international cooperation and understanding.

The main focus of the study is the role NAAC in quality assurance in higher education. With respect to quality, it is the buzz word in today's world of education. It has become an important ideology of education.

Role of Internal Quality Assurance Cell (IQAC)

For performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards the realization of the goals of quality enhancement and sustenance. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

The work of IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution.

Need and Significance of the study

Educational system in any country cannot flourish without quality and higher education is no exception to it. With the mushroom 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 upliftment and 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.

Statement of the Problem

Quality of Higher Education plays a vital role in the students' career and employability. The present state of affairs with respect to quality in Higher Education is Pathetic and deteriorating. Thus this study is undertaken, to ascertain the Role of NAAC in Ensuring quality in Higher Education.

Object of Study

1) To understand the role of NAAC for quality assurance in higher
2) To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution .
3) To promote measures for institutional functioning towards quality enhancement through Internalization of quality culture and institutionalization of the best practice

IQAC Strategies

1) Ensuring timely, efficient and progressive performance of academic, administrative
2) The relevance and quality of academic and research programmes.
3) Equitable access to and affordability of academic programmes for various sections of society.
4) Optimization and integration of modern method of teaching and learning
5) The credibility of evaluation procedures.
6) Ensuring the adequacy, maintenance and proper allocation of support structure and service.
7) Sharing of research finding and networking with other institutions in India and abroad

Function of IQAC

1) Development and application of quality benchmarks/parameters for the various academic and administrative activities of the Colleges;
2) Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
3) Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes
4) Dissemination of information on the various quality parameters of higher education.
5) Organization ofinter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
6) Documentation of the various programmes/activities of the College, leading to quality improvement
7) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
8) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
9) Development of Quality Culture in the institution;
10) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits of IQAC

1) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement;
2) Ensure internalization of the quality culture;
3) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
4) Provide a sound basis for decision-making to improve institutional functioning;
5) Act as a dynamic system for quality changes in HEIs;
6) Build an organised methodology of documentation and internal communication.

Conclusion

NAAC is triggering a 'Quality Culture' among the various constituents of the HEI, as well as enhancing the awareness of Institutional Quality Assurance with all stakeholders. The role of IQAC for the quality enhancement in higher education is distinct and important as it works towards improving and maintaining the quality. The work of the IQAC is the step towards internalization and institutionalization of quality enhancement initiatives. Its success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. Quality and excellence are results of team work leaded by the leaders like Principal and Coordinator of IQAC. However the leader should work on the guideline of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved in the management and maintaining the quality of education. Thus IQAC of an importance and effective and efficient coordination and monitoring mechanism and enhance quality like the "Quality Circles" in industries

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NAAC Accreditation for establishment of Quality Culture in Higher Educational Institutes-A case of Sardar Patel Mahavidyalaya, Chandrapur

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The universe and Quantum of knowledge is continuously expanding and everything which expands gets diluted. The Higher Education Institutes are the source of knowledge and due to unmanageable growth the quality of these HEIs are at risk. Glittering is a quality of Gold but there are some other metals which have their temporary shining. The gold remains glittering for years and attracts us forever. Same is true for educational institutions. NAAC PEER team visited our college recently for the reaccreditation and assessment for third cycle and awarded our college with grade A with 3.05 CGPA. Chairman of the team mentioned about mushroom growth of colleges in urban as well as in rural area. When thought about quality culture among Higher Education Institutes (HEIs) the picture is discouraging and HEIs are found to be compromising with the quality of higher education. Quality enhancement is a continuous process and IQAC at College level and NAAC is playing vital role in restoring quality culture among HEIs. We see now there is a cutthroat competition at taluka places for their survival. Darwin's Law of "Natural Selection" applies and only the fittest survive and the rest meet the fate of dinosaur.

Chandrapur is surrounded by the industrial projects like cement, power, coal, paper etc. Gondwana University recently carved out from Rashtrasant Tukadoji Maharaj University; Nagpur has affiliated colleges of Gadchiroli and Chandrapur district. Gadchiroli is naxal affected forest area with hundred percent rural background. Chandrapur has ninety percent rural background with predominance of backward and tribal denizens. They are still educationally, economically, socially backward from the rest of Maharashtra. On this background colleges have to play their role to achieve excellence and maintain its future.

Internal Quality Assurance Cell popularly known as IQAC is the brain child of NAAC. As the name suggest it assures of high quality in the educational institutions. Achieving excellence is a continuous process. It needs clear vision great determination and strong will on the part of administration and management.

The role of university is by and large limited to design the curriculum and conducting examinations. Colleges have to play a crucial role of shaping students personality and career besides teaching and conducting examinations. Colleges must prepare the stakeholders to face the stark realities of life. Here comes the role of dynamic leadership and clear vision. One must say farewell to the rotten and traditional approach. Sardar Patel College has began many

innovative ideas and practice apart from effective teaching which have given a new lease of life to the students through guidance and suggestions of IQAC.

When NAAC Peer Team visits any institution, it submits a report with some suggestions, these, suggestion are valuable in maintaining quality culture of the institutions. In general to establish the quality in private HEIs following things are required.

1) *Management or governing body should extend full cooperation to all stake holders*
2) *Principal should work with full devotion and proper leadership to direct institute in proper way.*
3) *Teacher should have passion for their subject & unconditional love for their students.*
4) *Student should possess thirst for the knowledge.*
5) *Employees' should have satisfaction of about their duties.*

Our purpose is to introduce some of the ideas for application at other Institutes. If applied with strong will any institution can achieve moral cultural social awareness among students apart from academic excellence.

At the beginning of the session principal interacts with newly admitted students along with teachers. For better contact this interaction is arranged faculty wise which includes Arts, Commerce, Science, Computer and Home science. Each faculty is different from other. He talks about the infrastructure, available facilities, discipline, co-curricular activities. He speaks about his expectations from them too. This enables students to be familiar will the colleges and removes fear and doubts if any in their mind.

This is followed by the "Parent Meet", Interaction with parents at the beginning of session assures them of their wards bright future. Parent's suggestions are welcomed and implemented. It strengthens their bond with the institution.

The Principal holds faculty wise teachers meeting and discusses with them about the syllabus, teaching plan and its meticulous implementation. He listens to problems if any and assures to solve them. The teaching plan is informed to the students and they are made aware of their unit tests, assignments and viva voce and various teaching aids. A separate arrangement is made to note down an engagement of each period and absent teacher's period are assign to another one.

The college has its well known Smt. Ramadevi Onkarnath Sharma Central Library with over seventy five thousand books. Library is a mirror of the institute. There are separate libraries for the department of computer science. Every subject lead has a separate reference library in his department with adequate collection. Library has an access to Inflibnet resources and M-OPAC app facility where students can find the available books. Post graduate students are issued two books on their BT card. Library is accessed by Alumni also. All these libraries have tests books, reference books, magazines, periodicals and journals. The central library has internet facility in well-equipped reading room for students and teachers. Teachers can also avail internet facility in their departments. This enhances their efficiency and students are also well informed. For promoting reading habit the college awards two prizes one is for students and another is for teachers. Students reading maximum books both text books and reference books, use of reading rooms internet is awarded ***"Granthmitra Puraskar"*** and the teacher is awarded ***"Granth Guru Puraskar*** *"* both carry cash prizes of Rs. 3000. A committee especially constituted for this purpose assesses them by applying credit based system.

The college has ***"Vachan Sankruti Mandal"*** for developing reading skills among students and keeping them well versed in new publications and it is identified as one of the Best Practices.. The club has 150 students as members who are provided with separate identity cards.

The students are given title of the books and they are asked to read and express their views on the books. This has generated interest for reading books among students and their intimacy with books as amazingly increased.

Health Committee and Department of Zoology along with ***NCC*** and ***NSS*** conducts ***Blood detection, Hemoglobin checking, Sickle cell anemia detection*** camps every year. Blood donation camps are organized on Saturdays and the college preserves it in Blood collection centre of the college and supplied to the District Civil Hospital. Blood Group detection of first year students is done every year and its record along with contact number is maintained in NCC department and one can rely upon it in emergency. Girls must know the percentage of Hemoglobin in their blood. A special counseling camp is organized for girl students. Experts and gynecologists are invited for this purpose.

The college has instituted two cash prizes of ₹ 5000 and ₹ 3000 for the students scoring highest marks in PG. All students standing in university Merit list are felicitated with the cash prize of ₹ 2000 and certificate of appreciation. All head of departments of all faculties and subject and some teacher sponsor cash prize of ₹ 1000 for students standing first in his or her subject in college in the university examinations of Final year. This motivates students as the list of sponsorers is included in the prospectus and displayed in the college centre library.

Research is the back bone of higher education. The quality of a teacher is judged by the research work he or she has conducted. At present ***70 percent teachers are Ph.D. holders 20 percent have registered*** and 10 percent are awaiting their degree. ***13 Minor Research Projects*** have been completed and there are 03 ongoing minor search project and one Major research project The college Research and Publication Committee is doing an admirable work in the field of Research. We publish National and International level research annual magazine for teachers all over nation. The magazine is known as ***SPM-JAR with ISSN*** and students' journal for P.G. students under the research guide. These magazines are highly acclaimed in the academic world. Scholars are eager to publish their articles in the journal. This has greatly motivated to the future scholars.

Research model competition is conducted every year. Models and Charts prepared are adjudged best by the experts. Winners are felicitated in the function. Some models chosen best have participated in the university and state level Research Competition and brought laurels to college.

The college has established latest English Laboratory for students for effective English communication as per recommendation of PTR with a capacity of 20 students. Maintaining the daily teaching report in Daily Diary is a practice to record annual and daily teaching for efficient teaching. Apart from regular teaching, the college runs UGC sponsored short term courses like Fashion Designing, Travel & Tourism and Maintenance of Home Appliances as an additional qualification which will be very useful for seeking employment. There are seven well equipped computer laboratories and 300 computers with latest software installed and latest NMEICT broadband facility with 10 mbps speed is also available and the college is connected for internet communication. An electronic interactive Smart Board is installed at Late Shri Shalikgram Gawalpanchi Hall.

Annual sports and cultural week is a special feature of the college. Song and Dance competition on the given theme fascinate students and give opportunity to exhibit their hidden talents, Prizes of over ₹ 75,000 in the form of cash and mementos, trophies, blazers are

distributed among the winners, there is a emotionally charged atmosphere throughout the week. These extracurricular activities help students to stand them in future life. Two students have been selected for Marathi TV serials in Mumbai and they have earned name also.

The College has active and Registered Alumni Association. Some eminent citizens are the Alumni and they have taken keen interest in the college development. ***Shri. Sudhir Mungantiwar,*** BJP President of Maharashtra is alumni of our college. Our Alumni Association has visited to the Rashtrapati Bhavan and Anadman and Nikobar Island. Alumni Association regularly conducts guest lectures, counsellling camps, and health camps as a social commitment. They have sponsored some cash prizes and felicitate the achievers every year.This has brighten the college image in Chandrapur and its surrounding area.

Above referred are some of the best practices and there some more to be quoted like Students cooperative store, ***Yashwantrao Chavhan Open University centre***, ***Career guidance centre,*** English language laboratory, free of charge ***spoken English classes,Book Bank Scheme,Students Aid Fund*** monetary help in fees for poor and needy students, Placement cell for providing job opportunity,students are being selected for reputed companies like TCS. Annual magazine, Shabdgandha. Recently around 250 students were awarded with cash scholarship of ₹ 12.5 lakh by

Hindustan Petroleum limited under ISR scheme and ACC has also given scholarship to some students. Guidance of various competitive examination resulted in selection of students in IITs for dual degree programme through JAM examination.

This list is not final but many more facilities and innumerable activities are there to generate interest among students and teachers. Sarvodaya Shikshan Mandal's Chairman, Ex-Union Minister of State for Finance ***Shri. Shantaram Potdukhe*** is a great visionary and he is ably supported by the rest of members. The mandal is committed to achieve excellence in the academic and remain personally present on almost all the occasions to motivate, guide and bless us. IQAC has thus premier role to play in the process of establishment of quality culture in higher education institute.

Table 1: Academic and Other Development post accreditation.

ITEMS	**NAAC 2004**	**NAAC 2010**	**NAAC 2016**
No. of courses	41	47	44
No. of teaching Staff	56+53 CHB	53+75CHB	49+76CHB
No. of Ph.D.	3	17	26
No. of M.Phil.	15	14	12
No. of NET/SET passed	12	17	19
No. of non teaching staff	57	46	34

No. of students	4426	4751	5176
No. of women teachers (permanent)	16	18	17
No. of MRP	01	22	4
UGC Grant	2200000/-	6950000/-	14122121/-
No.of committees	13	21	23
Awards won by Staff	2	09	15
No. of News letter	---	02	02
No. of Conference / Workshop Organised.	12	49	174
No. of Conference / Workshop attended.	128	278	678
No. of Books Published	7	56	133
No. of Paper Presented/Published	23	159	375
No.of Guides for Ph.D.	2	11	15
No.of Teachers on FIP	Nil	2	-
No. of Labs	7	9	10
No. of Books Library	50000	65240	76560
No. of Computer	125	274	312
No. of LCD Projector	1	03	14
Capacity of Hostel	80	115	115
No. of Research Centre	-	-	12

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Role of NAAC for Development of Higher Education in India

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Abstract:
India is world'ssecond largest country in providing higher education. Quality higher education is need of the hour to sustain in this competitive era. Higher education is key to get success at international level. Education plays an important role in the societal and economical development of any country. Higher education of any country is the power of it. Because it is machinery from which the country can produce able and potentially sound human resources etc. The institution is having the very aggressive role to create good academic environment for the enrichment. The education represent the backbone of a nation as it produce the human energy which play the most determining in advancement of nation and also in development of society. 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 initiative. The higher education is considered as an significant tool for bringing about economic, social, technological and political progress.
Keywords :-Higher Education, NAAC, ICT, IQAC

Introduction:

Higher education responsible for the achievement of lifelong learning and education development. In order to achieve the higher education level universities and colleges has played role in improvement. With respect to thisthe National Assessment and Accreditation Council NAAC is an educational organization that assesses and accredits higher education Institutions in India. It is an autonomous body founded by University Grants Commission of Government of India. Its Headquarter in Bangalore. NAAC was established in 1994 in response to recommendations of National Policy in Education, 1986. This policy was to "address the issues of deterioration in quality of education", and the Plan of Action (POA-1992) laid out strategic plans for the policies including the establishment of an independent national accreditation body.The NAAC was established with the vision "to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiative."

Objectivies of this study :-

1. The role of NAAC makes the Improvement in Higher Eduction in India.
2. To know the importance of Higher Education.
3. To know the advantages of NAAC assessment for the department.
4. To Introduce ICT in Higher Education to create interest in teaching-learning process.

Methods of Study :-

This Study is derived from online data. It is depend on secondary sources and from some recognized articles

What is Higher Education: In a society full of diversity, ideologies and opinions, higher education means different things to different people. The pluralism of views is quite inevitable and some would opine it should be like that only. However, as we intend to discuss and learn more about quality in higher education, we should ask ourselves, what is higher in higher education? You, as a teacher/stakeholder of higher education, will agree that it is not just about the higher level of educational structure in the country. There is more to it. In terms of the level, higher education includes college and university teaching-learning towards which students' progress to attain higher educational qualification. Higher education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life (subject domains). It is about knowing more and more about less and less. It develops the student's ability to question and seek truth and makes him/her competent to critique on contemporary issues. It broadens the intellectual powers of the individual within a narrow specialization, but also gives him/her a wider perspective of the world around.

Role of NAAC for Development of Higher Education:

The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Taking cognizance of these developments and the role of higher education in society, NAAC has developed five core values: contributing to national development, fostering global competencies among students, inculcating a value system in students, promoting the use of technology and quest for excellence.

Role of internal quality Assurance cell: In India, NAAC proposes that every accredited institution should establish the Internal Quality Assurance Cell (IQAC) to continuously improve quality as 'enhancement' and sustain the good work of the institution. IQAC will facilitate the process of internalization of the quality and play a catalytic role in performance improvement of the institution. All the accredited institutions with IQAC are expected to submit annual quality assurance reports to NAAC as self-reviewed progress reports. IQAC will create internal awareness on quality issues and also establish credibility for the external quality evaluation. the prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of institution.

Use of ICT:

Despite huge efforts to position information and communication technology (ICT) as a central tenet of university teaching and learning, the fact remains that many university students and faculty make only limited formal academic use of computer technology. Today's world called is technological world. Many technological software are helpful to make the teaching and learning process easy and comprehensive.The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning

environments, ICT can be considered as a subfield of Educational Technology. ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; academic research; administrative support, student enrolment etc.

Advantages of NAAC assessment for the department:

There are many benefit of NAAC for the department. The department and faculty can identify their strength, weakness, opportunities. It's very useful to estimate of academic environment. to fulfill academic moto and objective of institution as well as to foster the departmental excellence. NAAC motivate the faculty for research and curricular activities which can make contribution in creation of quality. It connect al the stakeholder to the institution and tries to bring balance in the management of the institution. The NAAC appreciate internal bondage and institutional collaboration so it makes scope to build the relationship bond between departmental institution. The alumni play vital role to develop the departmental value and its integral part of department and institution throughout it reflects the impression of department. Parent association play vital role in NAAC assessment.

Conclusion:

In this module, we discussed various issues related to understanding of quality assurance in higher education. Higher education is at the cross roads. At one end there is high demand for access to higher education, and at the other the quality is questioned. In order to survive in the competitive world of globalization, all higher education institutions should pay special attention to quality in higher education. NAAC has taken a number of steps to promote the quality of Indian higher education. To this effect, it undertakes assessment exercises through self-assessment, peer review and site visits. This module also intends to prepare better-trained individuals on quality in higher education.

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Role of NAAC in the Development of Higher Education in India

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Abstract:
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. 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.
Keywords: Higher Education, NAAC Accreditation.

NTRODUCTION

India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) were established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the

President of GC (NAAC). The Director is the academic and administrative head of NAAC and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities NAAC is advised by the advisory and consultative committees constituted from time to time.

HIGHER EDUCATION

In a society full of diversity, ideologies and opinions, higher education means different things to different people. According to Ronald Barnett there are four predominant concepts of higher education:

I. Higher education as the production of qualified human resources.
II. Higher education as training for a research career.
III. Higher education as the efficient management of teaching provision.
IV. Higher education as a matter of extending life chances.

QUALITY IN HIGHER EDUCATION

Approaches to quality in higher education in most countries have started with an assumption that, for various reasons, the quality of higher education needs monitoring. At root, governments around the world are looking for higher education to be more responsive, including:

- Making higher education more relevant to social and economic needs;
- Widening access to higher education
- Expanding numbers, usually in the face of decreasing unit cost
- Ensuring comparability of provision and procedures, within and between institutions, including international comparisons.

Quality has been used as a tool to ensure some compliance with these concerns. Thus approaches to quality are predominantly about establishing quality monitoring procedures.

NAAC AND HIGHER EDUCATION

The performance of the colleges affiliated with universities, autonomous colleges and universities is assessed after every five years. The programme of assessing an institution is based on international practices and experiences which the academicians, intellectuals and officials connected with the NAAC receive. It inspects the infrastructure, facilities and also assesses the performance and academic excellence of the teachers of an institution. It gives grades on the basis of performance and prospects of an institution.

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 initiatives.

The mission statements of the NAAC aim at translating the NAAC’s vision into action plans and define NAAC’s engagement and endeavour 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 higher education institutions in the country.

The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution along with external peer assessment organized by NAAC

CORE VALUES

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the QA process of NAAC is grounded within a value framework which is suitable and appropriate to the National context.

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

I. **CONTRIBUTING TO NATIONAL DEVELOPMENT**

The HEIs have a significant role in human resource development to cater to the needs of the economy, society and the country as a whole, thereby contributing to the development of the Nation. It is therefore appropriate that the Assessment and Accreditation process of the NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

II. **FOSTERING GLOBAL COMPETENCIES AMONG STUDENTS**

With liberalization and globalization of economic activities, the demand for internationally acceptable standards in higher education has grown. Therefore, the accreditation process of the

NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies (innovative and creative) to face the global requirements successfully.

III. INCULCATING VALUE SYSTEM AMONG STUDENTS

The HEIs have to shoulder the responsibility of inculcating the desirable value systems (values commensurate with social, cultural, spiritual, moral etc.) amongst the students. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students by the HEIs.

IV. PROMOTING USE OF TECHNOLOGY:

To keep pace with the developments in other spheres of human endeavour, the HEIs have to enrich the learning experiences of their wards by providing them with the state-of-the-art educational technologies.

V. QUEST FOR EXCELLENCE:

Excellence in all that the institutions do will contribute to the overall development of the system of higher education of the country as a whole. This 'Quest for Excellence' could start with the preparation of the SAR of an institution. Another step in this direction could be the identification of the institution's strengths and weaknesses in various spheres/criteria.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by the NAAC.

ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

CRITERIA AND PROCESSES FOR ACCREDITATION

Since the accreditation framework of the NAAC is expected to assess the institution's contributions towards the five core values mentioned above, the NAAC has integrated these into the seven criteria identified for Assessment and Accreditation, which 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.

THE ASSESSMENT OUTCOME

The final result of the Assessment and Accreditation exercise will be an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This will be compiled as a document comprising three parts.

PART I - Peer Team Report

- Section 1: Gives the General Information of the institution and its context.
- Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive assessment report based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion
- Section 3: Presents an Overall Analysis which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.
- Section 4: Records Recommendations for Quality Enhancement of the Institution (not more than 10 major ones).

PART II - Graphical representation based on Quantitative Metrics (QnM)

This part will be a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features would be reflected through synthesis of quantifiable indicators.

PART III - Institutional Grade Sheet

Contains the Institutional Grade Sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

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. In order to qualify for any Grade (C to A++) institution needs to score at least 1.51 CGPA aggregated score (quantitative and qualitative) in each criterion.

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 metrics includes 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 Institutional Grades and Accreditation Status

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.51 – 4.00	**A++**	**Accredited**
3.26-3.50	**A+**	**Accredited**
3.01-3.25	**A**	**Accredited**
2.76-3.00	**B++**	**Accredited**
2.51-2.75	**B+**	**Accredited**
2.01 – 2.50	**B**	**Accredited**
1.51-2.00	**C**	**Accredited**
≤ 1.50	**D**	**Unsatisfactory Not accredited**

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade "D". Such unqualified institutions will also be intimated and notified by NAAC as "Assessed and Found not qualified for Accreditation".

SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation remains the same. However, due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or fourth cycle accreditation.

Institutions intending to be assessed to continue their accreditation need to apply in the window opened for submission of A&A application during the last six months of their validity period.

It may be noted that institutions under the third cycle of A&A which have obtained the highest grade for two consecutive cycles and have retained their grade in the third cycle also, will have their accreditation valid for 7 years instead of 5 years. Highest grade would refer to A++ and A+ , that is, CGPA of 3.51 and above out of 4 in the currently enforced seven point scale or on the earlier used nine point scale a grade of A and above (institutional score of 85-100).

BENEFITS OF ACCREDITATION

- Helps the institution to know its strengths, weaknesses, opportunities and challenges through an informed review
- Categorizes internal areas of planning and resource allocation
- Enhances collegiality on the campus
- Outcome of the process provides the funding agencies with objective and systematic database for performance based funding
- Initiates institution into innovative and modern methods of pedagogy
- Gives the institution a new sense of direction and identity
- Provides the society with reliable information on the quality of education offered by the institution
- Gives employers access to information on standards in recruitment
- Promotes intra-institutional and inter - institutional interactions.

IMPACT OF NAAC

- Created better understanding of Quality Assurance among the HEIs
- Generated keen interest and concerns about Quality Assurance among the stakeholders
- Helped in creation of institutional database of the accredited institutions
- Encouraged the institutions to get more funds from the funding agencies
- Facilitated regulatory agencies to make use of accreditation for funding
- Triggered Quality Assurance activities in many of the HEIs
- Activated a 'Quality Culture' among the various constituents of the institution.

CONCULSION

There is a growing concern that quality monitoring has to be about improving what is delivered to stakeholders, even where this requires some substantial reconsideration of the higher education. Accountability still remains a priority in many systems and there is a concern that credibility through accountability has to be established first and then improvement will follow. Real enhancement is internally driven. If enhancement is also intended to develop the transformative ability of students, then quality monitoring needs to adopt a transformative framework, rather than simplified operationalisations such as fitness for purpose. Only if external

quality monitoring is clearly linked to an internal culture of continuous quality improvement that focuses on identifying stakeholder requirements in an open, responsive manner will it be effective in the long run. Quality monitoring is in need of a `paradigm shift' that turns it from an accountability tool to a fundamental support in the development of a culture of continuous improvement of the transformative process. Hope NAAC will act upon this.

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Importance of NAAC in Quality Assurance of Higher Education

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Introduction: The National Assessment and Accreditation Council (NAAC) is an autonomous body established by the University Grand Commission (UGC) of India to access and accredit institution of higher education in the country. It is an outcome of the recommendations of the national policy in Education (1986) and the plan of action advocated the established of an independent national accreditation body. Consequently the NAAC was established in 1994 with it's headquarters at Bangalore. Now as per recent decision, NAAC will function as an autonomous and independent body and will directly to the HRD Ministry.

Abstract:
Higher education responsible for the achievement of lifelong learning and education development. In order to achieve the higher education level universities and colleges has played a role in improvement. Higher education is the backbone of any society. It is the quality of higher education that decides the quality of human resources in a country. Higher education, as we see today, is a complex system facilitating teaching, research, extension and international cooperation and understanding. The core values of NAAC for higher education system in India envisage: national development, fostering global competitiveness, including ethical values, promote use of technology and create an atmosphere and quest for excellence. The NAAC is an established with 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". The present research paper deals with what role play to improve quality in higher education in India and what kinds of benefits get from the NAAC to colleges and universities. The main focus of the study is the role NAAC in quality assurance in higher education.
Objective: To understand the role of NAAC for quality assurance in higher education.

Keywords: Higher Education Institution; NAAC; IQAC; Quality Assurance, Quality movement.

Significance of the Study:
Accreditation has become a powerful weapon in the battle for talent. Competition among higher education institute is reflected in the rising significance and popularity of accreditation that attempt to measure the talent catching capacity. Now a day's every institution is very much conscious about the dimension and quality of education which keeps on changing with time, also quality cannot be assessed by a single yardstick. In this context NAAC has developed certain measures for continuous improvement of their quality of higher education. For better visibility social reorganization, market acceptability and for better competence, accreditation becomes a better option.

Quality Movement of Higher Education :

The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for "the determination and maintenance of standards of teaching, examinations and research in universities". To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has established national research facilities, and Academic Staff Colleges to re-orient teachers and provide refresher courses in subject areas. The UGC also conducts the National Eligibility Test for setting high standards of teaching. Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. The concept of autonomous colleges as recommended by Kothari Commission (1964-66) has its roots in the concept of quality improvement. Since the adoption of the National Policy on Education (1968), there has been a tremendous expansion of educational opportunities at all levels, particularly in higher education. With the expansion of educational institutions, came the concern for quality. The constitutional amendment in 1976 brought education to the concurrent list making the central government more responsible for quality improvement.

Reason of Quality Movement in Higher Education

The British Standard Institution defines quality as "the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs" . The following reasons are to provide quality in higher education.

- We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. In order to survive in such a situation, educational institutions need to worry about their quality.
- Students, parents or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights or getting value for their money and time spent.
- As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.
- Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it.
- Our concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities
- Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/ grants from philanthropists/ funding agencies and higher employer interest for easy placement of graduates.

Role of Internal Quality Assurance Cell (IQAC)**:** For performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards the realization of the goals of quality

enhancement and sustenance. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions.

Role of NAAC for Development of Higher Education:The Indian higher education system is in a constant state of change and flux due to the increasing needs of expanding access to higher education, impact of technology on the delivery of education, increasing private participation and the impact of globalization. Taking cognizance of these developments and the role of higher education in society, NAAC has developed five core values: contributing to national development, fostering global competencies among students, inculcating a value system in students, promoting the use of technology and quest for excellence.

Advantage of NAAC assessment for the department:There are many benefit of NAAC for the department. The department and faculty can identify their strength, weakness, opportunities. It's very useful to estimate of academic environment. to fulfill academic aim and objective of institution well as to foster the departmental excellence. NAAC motivate the faculty for research and curricular activities which can make contribution in creation of quality.

Conclusion:

The main focus of the study is the role of NAAC in quality assurance in higher education. While considering the response through interview schedule and questionnaire, it has been founded that the college's academic environment and campuses changed drastically since accreditation. Quality makes education more relevant of its social transformative and individual development role,

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Quality Education of NAAC Accreditation

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National Assessment & Accreditation Council has been revising the assessment and accreditation framework periodically since inception. The NAAC manual provides excellent guidelines for building up quality institutions. The contributions made by NAAC in ushering quality and relevance have no parallel.

We are an emerging country with significant regional and sub-regional defence in socil-economic and educational development, we do not have uniformity in higher education system. It differs from university to university or state to state. Diversity is visible even within the university or state. In term of location, some of the colleges are in metros, urban, semi-urban, urban slums, rural or tribal areas. Some of them have access little access. Some are well managed and other are not. The medium instruction may differ. While the medium of infastruction in metros and major cities in English, it is state longwise in rural and tribal areas. Some cater to well to do student and other to those who have very poor fee-paying capacity. Leaning capabilities of student too differ.eith such diversity among institution, the learning outcomes will also differ .this is reflected in great NAAC accredited institution. Just about 15 per cent are in A great . A few year ago, its was less than 10 per cent .almost 2/3rd are in B great and the remaining in C great. Recently, UGC and state government have made accreditation mandatory. Yet almost 20 percent if institutution have not come forward for accreditation, largely because of the shortcoming in their institutional setup and functioning.

In the past accreditation used to be carried out 100 per cent by peer teams appointment by NAAC. The approach has always been to motive student, teachers management by encotaging them to stretched the strengths and weaken the weakness.

EDUCATION ACCREDITATION

is type of quality assurance process under with service and operation of educational institutions or programs are aqualuated by an external body to determine if application standards are net if stand olds are net if standards are not aqredlm granted by the appropriate gamey.

Organisation that issue credentials or certify third parties against official standards are themselves formally accredited by sacralisation bodies hence they are sometime know accreditial certification bodies.

AIM & OBJECT

This deal with introduction of certificate and diploma course it is easier said than done. That restriction on teacher appointment and regular work pressure of teacher may come in the way talking up additional 'unofficial' work by teachers.

- Soft skill development with Indian ethics and culture should be compulsorily, the ingredient of our education system.
- Faculty empowerment strategies should be implement in every HELs.
- IQAC (Internal Quality Assurance Cell) should not work for the name sake; it should have a significant important in bringing the quality of education in HEIs, for that full time dedicated cell should be made who can take care of day to day basic working of the year , as quality in itself is elaborated as a continuous process.

Teaching and learning education

This relates to student from other states admitted in the college. More than half of affiliating college in india are located in rural/tribal/slum area. Majority of this college ue respective regional language as the medium of instruction and examination. Traditional arts/commerce college are not like professional college to attract out of state /country student s. Even urban areas, there's there may be hardly any out of state student seeking admission in arts/science/commerce college.it is the treatment of children of maifates including employees on transfer, whose mother tounge is other than state language.

1. This related to full time teachers and carries this is critical problem in most of the states with virtual ban and recruitment of teachers and non-teaching staff why almost all state govt. In india this is a true of self-financing segment in arts/science and commerce across in the country.
2. The related ambition differently abled student carring in wastage it is mandatory of college reseat different able student as per state police.
3. (i)Student centric method (ii) average percentage of teacher using ICT, E learning resources, and (iii) innovation and creativity in teaching learning the answer to these indicators in almost overlapping. These indicators could have been property edited to make them mutually exclusive.

Research Innovation and Extension

The two important contribution made by NAAC during the last two decades are the development infrastructure and the creation of awareness among teachers about importance of researcher, even in undergraduate college. Large number of teacher has taken up research in a big way particular in arts and science faculties. Teachers have become research guide, departments got recognized for research and number of teachers guide department got recognized for research, and number of teachers with Ph.D. has gone up impacting teaching – learning in most of the accredited college. Large number of teachers has taken advantage of UGS's faculty development program across the country. There are significant changes in this criterion. The weightages was reduced from 150to 120. While one can justify dropping of consultancy at UG colleges it is difficult to understand the rationale of dropping of promotion of resurch and infrastructure of research.

Curricular Aspects

1) Some universities in India have not provided for representation in BOS/AC to undergraduate colleges.
2) Colleges permitted by the state government on self-financing basis appoint techers on temporary /ad hoc or as guest faculty. Their appoints are not invariably reported to or approved by universities such teachers are not eligible to be on the BOS/AC of universities. This is also true of teachers appointed on unaided basis for college even affiliating colleges.
3) In some states, common curriculum is prescription by the state concile of higher education for all tha state and university /college giving very little scope for the BOS/AC to contribute to the development of curriculum.

There is yet another issue relating to 1.1.3: we have come across a high profile teacher in a college who a member of five academic bodies of universities and autonomous college. The NAAC manual is silent about whether he be counted one or five for the purpose of quantitative.

The new Framework

Earlier we had letter of intention (LOI). This is replaced by Instituonal Information for Quality Assessment (IIQA) . In the past SSR was to be submitted to NAAC only after LOI and or Institutional Eligiblity for quality assement (IEQA) were accepted by NAAC. Framework ENVISAGES THE ISTITUTIONS TO SUBMIT ON LINE IIQA were accepted by NAAC. What happen if modification in IIQA call forth modification in the SSR wich i already submitted along with IIQA? It could have been odeal if the SSR is to be submit only after acceptance of IIQA. This is particular importance in the context of payment and refund of accreditation fees.

It well know that ICT system and networking in undergraduate colleges, particularly in rural areas are very poor and mostly nonfictional, there may not be even competent teachers or other personal to efficiently handle the system electricity connectivity too is poor. There may not be electricity for hours and days together. Earlier it was possible to submit thought out the year.

A Few Suggetions

It appears that NAAC followed AICTE framework of online accreditation, without realizing that arst –sci-commerce college located in similar areas.

It is importance for the HEI download the relevanst manual guidlines and study each of the assessment indicators, weightage/instruction care fully. Collect all the data and do appropriate calcukation to ensure proper data validation and verification (DVV) to get the maximum weightd score.

There is a need to doubale check the data and value before filling the online respective quantitative formats. No flexcibale with respect to quantirative Data/ metrics. While fillig online formate instruction which might come up from time to time may be folled technical /system issues may come up during online data /entry submission ; train a few faculty members to overcome such issues for smooth umloading.

We have an apprehension that most of the averages college specialy iocated in under developed areas may not be able to cope up with the technology driven information and

document management system newly envisages by NAAC, some of the issues raised above need to get accredited will be lose to the disadvantages student community.

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Role of Library Extension Services in NAAC Accreditation

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Abstract :-

As per the changing scenario of the current education system and the modern of trends of using the new types of technologies in colleges, institutions and universities, NAAC Accreditation is necessary to upgrade the library facilities of colleges. in the college premises library has been playing an important role for developing not only the students but also the faculties library has providing quality education to researchers and external users. So for achieving our goal and for increasing the academic level of college. It is essential to face the NAAC Accreditation by college library.

Keywords:-
Library extension services, User education, College Prospectus, User Orientation Employment and Career Guidance, Newspaper Clipping, Best user Award, User feedback, Suggestion Box.

Introduction :-

NAAC (National Assessment and Accreditation Council) is playing an important role for increasing the high grade or value of Higher Education. Accreditation of every colleges is must to improve the qualitative grade of particular college. It has been making a tremendous impact to change the scenario of modern Education system in university and colleges .For achieving a good academic goal libraries of college play a vital role to increase an interest in students as well as teachers. Accreditation of libraries of colleges give current touch by receiving new kinds of books and magazines from various internet and online sources. NAAC in every Institute try to thinks about the prior and essential facilities. The principal, Lecturers, Librarian, staff and even the students get a positive changes. Because of that positive changes which are done by accreditation made a drastic positive attitude in all trades of institution. Because of this we can see a positive result not only in students but also in the society.

Role of Library in NAAC Accreditation :-

Library of any institution plays significant role in NAAC accreditation. It is considered as heart of the college. So it must be well organized because library provided required books to not only students but also staffs and any external users so, that it must contain required and necessary

books and information. For that purpose library provides verity of facilities and varies kinds of books as per the convenience of students and other users.

Library is being considered as a centre of information in college.Its true goal is to realize the current educational system of modern era. The of college library not only stimulates reading but also providing various research articles and introducing open access system by providing long utilize hours. The resources of library are in systematic arrangement and it creates innovative techniques in intellectual student and also encourages research of faculties. It is very helpful not only to faculty but also student and due to this reason college's academic activities flourished. The college and information resource centre acts as a vehicle for disseminating information and the related computer through best practices for utilization by its community of users and also for the exchange of information among students.

Library extension services :-

The college provides many different types of facilities. in which extension plays an important role at the time of NAAC accreditation . The extension services are always provides by the library but all the records cannot be maintained due to the absence of advance technology. The use of technology becomes very essential in the library. If the advanced technology facilities would be used in library for maintaining all records definitely it will increase the level of library which not get even after providing all the facilities because no record has been kept.

Some eminent extension services and its benefits at the time of NAAC accreditation.

a) **User education :-**
   Nowadays in the cut –throat competition in modern times the readers have a dire need of information about any subject to change routine. So to know about readers' need of information we should organize information literacy program through which we can judge their knowledge and awareness about the library.

b) **College Prospectus :-**
   Information regarding library collection and revises maintained in college prospectus which is also updated every year.

c) **User Orientation :-**
   Every year orientation program is going to orient fresher about the facilities and services providing by the library to optimum use. Time to time library organized training program for all student and staff to introduce about existing services as well as added in library create awareness regarding to this. Library resources and their usage for assignment project reports etc. in our college. Its program also imported through lectures, library tour, PPT etc.

d) **Book Bank scheme :-**
   In every college library a book bank scheme should be arranged other that only distribution of books to students. For fulfilling the need of reading of students the types of schedule must be arranged the book bank scheme provides books to the poor but needy and interested students.

e) **Book Exhibition:-**

College library can be arranging a book exhibition or new books in college library and also yearly book exhibition or old book because of which student will know about all the materials available in college library.

f) Employment and Career Guidance :-

Various advertisement and brochures of various competitive examination like staff selection commission, railways, Bank, Police , CET/NET/ SET etc were displays to aware the student about career and employment.

g) Newspaper clipping:-

We are providing this facilities every day new article about employment, personality development, motivation articles and many more were display on the notice board and ask the student to read and give their views in the article view register the impact of this facilities is student ware aware about the new things happing around us.

h) Best User Award :-

Broad statistics but issue- return statistics of every user should be maintained. At the end of the year by analyzing the statistics best user of the library can be chooses this user may be declared as best college library user of the year and a book of his / her subject or interest shall be present him/ her the role of college librarian motivated the user of college libraries.

i) User Feedback :-

Questionnaire feed is taken at the end of every year to collect use inputs about library services and collection. It will help in collection development and improve the library services.

j) Suggestion box :-

A separate suggestion be should be maintained for library of the college. This will be helpful to get feedback. We get complaints & suggestion from the users regarding services of the college library. The information library is much more helpful to improve library services.

To know the curiosity of student, competitive examination should be organized by the library. The library can be provided this kinds of extension services to students as well as faculty so that colleges NAAC accreditation quality increase through the valuable library services.

Conclusion:-

For increasing level of college as well as for the development of student as per the requirement of modern scenario of education system in the competitive word. It is necessary to provide all about mentioned facilities by the college library to staff as well as students. It is essential for college library department to face the NAAC by giving best practices in library. All the extension services, extra exams, facilities given to the readers researchers and students are must shown to the NAAC Committee. It the library department fulfill all the needs and required collection to the readers and researcher, it will help the NAAC to give a proper Accreditation and grade to the college . Because of

which the library will get a different place, different value among the student, researchers and also in society without any doubt.

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"Role of Audio Visual Aids in Teaching and Learning with New Accreditation Process."

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Abstract :

Using audio-visual aids became mandatory now a days in all types of education. It became necessary to use from primary education till higher education. AV aids in teaching is a skill but till 21st century Indians are not enough mature to use it properly. The present research paper focuses on how AV aids are important in higher education and proper use. Every higher educational institute must have basic AV aids. It is broadly says that AV aids are most necessary at primary and secondary level but present research paper focuses that every age AV aids are important if one really believes in teaching and learning process. Aids must be use with their standards as higher education requires. It is misused concept that learner who crossed his/her age sixteen, for those AV aids are not effective. The following observations proves that AV aids are also useful for higher education so far.

Main Research Paper:-

"AV aids are those sensory objects or images which initiate or stimulate and reinforce learning". (Burton). This definition by Burton gives exact importance of AV aids. The main principle to use those aids they should suit the age level, grade level and other characteristics of the learners. Selected aids should be interesting and motivating. "AV aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight." Goods dictionary of education.

"AV aids are those devices by the use of which communications of ideas between persons and groups in various teaching and situations is helped. These are also termed as sensory materials"(Edgar Dale).Following are the most useful AV aids in teaching and learning process. They are broadly divided into two types ,those are projected aids and non projected aids. Projected aids are film, film strips, over head projector etc. Non projected aids are such as Radio, Television, recordings, charts, cartoons, diagrams, flash cards, cards, pictures, posters, models, black board, bulletin, boards, demonstration, experimentation etc.

Advantages of AV aids:-

There are many advantages of AV aids. Present research paper emphasis to improve English language through AV aids. Basically there are four skills of learning or improving any language of the world. Those are LSRW (Learning, Speaking, Reading, and Writing). To improve listening skill learner can listen the recorded literature of concern language to improve

listening skill. He/she can improve language by listening his/her own voice or recorded voice. Meanwhile teacher can interrupt students to give instructions or teacher is a main console in this process. Next step in learning a language is to speak that particular language means 'speaking', this suppose to be very important skill among. To study or learn this skill AV aids will help much to speak desired language. I quote here a simple example to motivate students or to built confidence among them is to show them video clips of concern language. I took a small research on my students, selected twenty students and showed them English movie 'Pygmalion'. And selected twenty students who were not seen the movie. Next day forty Students sat in the same class , the students who were seen the movie they were so enthusiastic to learn English language in compare to the students who were not seen the movie. In this way one should create awareness of spoken skill of particular language among students with the help of Av aids.

Teacher is a main console to provide Av aids to his students. So, he/she should be well trained in using those aids. As Av aids help to language learner in listening and speaking skills as usual they help to improve reading and writing skills too. Reading also an important skill of language, to improve it initially teacher must differentiate types of reading skimming and scanning. Teacher must set the time to computers in language laboratories as per the reading intended as skimming or scanning. Writing is a most crucial skill of learning a language so, this comes at last stage but not least. To improve writing skill, pronunciation CD's are available. Lerner can use such material to improve language. While writing on PC grammatical mistakes are shown by computer automatically. To improve writing skill ones grammar should be good, to learn grammar there are many programmes in language laboratories to help learner.

Above is my own experience with my students with AV aids while teaching and learning. Same can be used with other subjects accordingly. And new accreditation of NAAC much emphasis on such teaching and learning with AV aids this carries much weight age 350 points out of 1000. This research paper intent to help all academicians and students to guide to use AV aids in their respective subjects and make teaching and learning interesting one.

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Revised Accreditation Framework: Opportunities and Challenges in Higher Education

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Abstract

Now it's a high time to initiate the process of accreditation and assessment in many of the colleges throughout the country which are still far away from the functioning of NAAC. NAAC possesses vital quality parameters which can head any Higher Education Institute to the path of success irrespective of its background and geographical location. In Revised Accreditation Framework (RAF), the main focus has been placed to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and ICT enabled. The revised A&A framework includes many new concepts like Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR), Data Validation and Verification (DVV) and Pre-qualifier Score and the Grading Pattern – Introduction of Grade Qualifiers etc. Hence this revised framework has put forward many new opportunities and challenges before every academician. This paper is an attempt to incorporate some opportunities and challenges in the direction of quality improvement and sustenance in higher education.

Key Words: Higher education, ICT, assessment and accreditation, opportunities, challenges.

One of the Mission statements of NAAC is '*To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects'*.

Striving to achieve its goals as guided by its mission statement, NAAC primarily focuses on periodic assessment and accreditation of the higher education institutions in the country that volunteer for the process, through an internationally accepted methodology. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution and external peer assessment by NAAC. With every passing day, the competition in the field of higher education is increasing with such a rapid field that NAAC has to develop newer methodologies for Quality Assurance, as a result of which in the recent past, NAAC has brought a new and revised accreditation framework for the higher education institutions.

Revised Methodology in 2017

As per the recent notifications of NAAC addressed to all the universities have issued strict notifications to all the affiliated institutions which have not faced NAAC so far. The institutions busy in enjoying deep sleep awakened all of a sudden and preparing themselves for NAAC. NAAC have accepted the proposals of accreditation from all those institutions which have submitted their Self-Study Report (SSR) till the end of March 2017. Those institutions which are going to be accredited by NAAC, they have to follow the Revised Assessment and Accreditation (A&A) Framework which has been launched in July 2017. It represents an explicit paradigm shift making it ICT enabled, objective, transparent, scalable and robust.

New Shift in A&A Framework:

- from qualitative peer judgement 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
- in providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- in revising several metrics to bring in enhanced participation of students and alumni in the assessment process.

The Process:

- **Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR)**

In the earlier process, the institution had the liberty to send the AQAR to NAAC throughout the year. But now, as per Revised Accreditation Framework (RAF), two specific windows shall be open to submit their IIQA. The first window will be from May–June and the second window will be from November-December. On acceptance of the IIQA, institutions can submit their data / information online in the formats provided as Manuals for Self Study Report (SSR). In the revised A&A, there would be no requirement for submission of hard copies of the SSR.

- **Data Validation and Verification (DVV) and Pre-qualifier Score**

At the second level, data / information submitted in the SSR will be subjected to an online assessment mechanism / process with Data Validation and Verification (DVV) process after an online evaluation generating a pre-qualifier score. Institutions securing 30% on the quantitative metrics will qualify for onsite peer review / assessment.

As per the new A&A format, one of the important stakeholder i.e. students are given significant importance by evaluating their online response to the questionnaire which would be generated by NAAC. The Students Satisfaction Survey (SSS) play a vital role in determining Quantitative Matrix (QnM). The SSR evaluation by DVV together with SSS shall determine the total Quantitative Matrix (QnM) of the institution. The third and final level of A&A includes two subprocesses viz. Onsite assessment by visiting Peer Teams and generation of results by the NAAC.

a.) an Onsite assessment of the qualitative components of the SSR by a visiting team resulting in generation of a qualitative report of the institution identifying the

strengths, weaknesses, opportunities and challenges (SWOC) and assigning scores as per the performance on each of the qualitative metric.

b.) On completion of onsite evaluation NAAC will combine the scores assigned by the teams, the pre-qualifier scores and the SSS to arrive at overall Criterion wise Grade Point Averages (CrGPA). In the revised A&A framework, the number of days and experts for onsite visit may vary from 2-3 days with 2-5 expert reviewers visiting the institutions depending on the size and scope of academic offerings at the HEIs. There will be no pre-disclose the details of the visiting teams and HEIs will not be responsible for Logistics for the Visiting Teams now. NAAC will make necessary logistics.

c.) The final outcome will be placed for approval of Executive council of NAAC before declaring the Accreditation status and the institutional Grade.

- **The Grading Pattern – Introduction of Grade Qualifiers**

The revised framework will be more ICTintensive and 'outcome based '. The current grading pattern of NAAC (A++, A+, A, B++, B+, B, C, D) would be continued for accreditation.

Opportunities and Challenges: In the light of revised A&A, the HEIs may face the following opportunities and challenges.

- *Healthy Academic Competitions among the HEIs*: As per the earlier format of A&A, the peer team was deciding the evaluation of HEIs completely during its onsite visit; hence there have been scope of partiality from institution to institution. But in the revised A&A, there seems to be least chances of occurrence of such malpractices. On this background, HEIs have wide scope in extending and enhancing their quality in the form of academic competition among the institutions.
- *Making Revised A&A ICT Enabled*: Wide use of ICT in Teaching & Learning as per revised A&A made the work of Teaching and Learning more robust, objective and transparent. Now it has become responsibility of every HEI to enrich and well-equipped with the latest technological components of ICT to undergo the successive cycle of A&A.
- *Importance of Students Satisfaction Survey (SSS):* Students in HEI are its main stakeholder. As per revised A&A, NAAC shall randomly select students for the survey to be responded online to the questionnaire of the NAAC. On the basis of the report of SSS, the institution can be pre-qualifier for peer team visit. On this background, it is the responsibility of HEI to execute and exhibit the transparency of academic and extra-curricular activities in the institution. Now the problem before HEI is whether the random selection of students by NAAC involves the group of regular students in the institution? It is the serious matter since the score of SSS will affect overall CrGPA.
- *Control on Deterioration in Quality of Education*: Nowadays, the mushrooming of private institutions has become a matter of concern among the society since the quality of education therein is certainly doubtful as these commercialized private institutions are highly profit-oriented. These institutions do not bother about undergoing the process of A&A. On the contrary, the HEIs undergoing A&A

shall definitely concern about the quality of education and therefore this will control on deterioration in quality of education.

As we discussed above, the revised process adopted recently, wherein 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 ICT enabled. Walking hand in hand with the latest technology, the entire revision of A&A is technology enabled and user friendly too. This paper wants to focus on some of the challenges and opportunities on the back drop of revised R&A. I hope that the present discussion in this paper enables us to prepare a road map of growth and development of higher education which will assure integration and modernity of new knowledge era to focus on quality of education.

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नॅकमुल्यमापनातग्रंथालयाचीभूमिका

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प्रस्तावना:

देशात उच्च शिक्षणाचा दर्जा सुधारावा यासाठी पूर्वीपासून प्रयत्न होत आले आहेत. त्यासाठी नवनवीन पध्दतीने प्रयत्न होत आहेत. आजच्या माहीती तंत्रज्ञानाच्या युगात इंटरनेटच्या जाळयामुळे जग हे ग्लोबल व्हिलेज झाले आहे.या जागतिकीकरण्याच्या स्पर्धेत आपल्याला टिकून राहण्यासाठी गुणवत्तेला महत्व दिले आहे. त्याकरिता एखादी समिती असावी अशी गरज भासली. त्यातूनच युजीसीने कर्नाटक राज्याच्या कायद्यानुसार नॅक राष्टीय मूल्यमापन या संस्थेची स्थापना १६ संप्टेंबर १९९४ रोजी बेंगलुर येथे करण्यात आली. नॅक राश्टीय मुल्यमापन ठरवितांना महाविद्यालयाची सोयी सुविधा, शैक्षणिक प्रगती व प्रशाासन या आधारावर महाविद्यालयाचे मूल्यमापन केले जाते. अस म्हणतात की ग्रंथालय हे महाविद्यालयाचा आत्मा आहे. नॅक मूल्याकंनात महाविद्यालयीन ग्रंथालयाची भूमिका फार महत्वाची आहे. सुसज्य ग्रंथालय, वाचनसामुग्री, दृकश्राव्य साधनांनी युक्त असावे. प्राध्यापक, विदयार्थ्यांना व अभ्यागतांना आवश्यक असलेले वाचन साहित्य त्यांना उपलब्ध करुन देता आले पाहिजे. त्याकरिता विविध सेवा प्रदान केल्या जातात. माहिती तंत्रज्ञानाच्या युगात प्रत्येक ग्रंथालय हे संगणकीकरण असणे गरजेचे आहे. ग्रंथालय व्यवस्थापन करीता ग्रंथालय सॉफ्टवेअर आवश्यक आहे. त्यांचा उपयोग करुन ग्रंथालय हे संगणकीकृत करुन स्वंयमचलित करता येईल. त्या आधारावर ग्रंथालय अधिक संग्रह संपन्न करणे नॅक मूल्यमापन करिता आवश्यक आहे.

नॅक ची उदिष्टे:

- शैक्षणिक संस्थांमधील शैक्षणिक गुणवत्तेची तपासणी करुन त्याचे काटेकोरपणे मूल्यमापन करणे.
- उच्च शिक्षणसंस्थांच्या कार्याचे व त्यांच्या अभ्यासक्रमाचे मूल्यमापन करणे.
- महाविद्यालयामध्ये शैक्षणिक वातावरण निर्माण करणे
- तेथील अध्यापन व संशोधन यांच्या गुणवत्तावृध्दीला चालना देणे.
- महाविद्यालयातील व्यवस्थापन प्रशासन, दैनदिन कार्य यांच्या गुणवत्तावृध्दीसाठी त्यांना मार्गदर्शन करणे.
- महाविद्यालयामध्ये शैक्षणिक कार्यसंस्कृती निर्माण करणे.

ग्रंथालयात आवश्यक वाचनसाहित्य:

महाविद्यालयाच्या ग्रंथालयात उपयुक्त व पुरेशी ग्रंथसंख्या असावी. त्यामध्ये संदर्भ ग्रंथ, पाठयपुस्तके व अवांतर ग्रंथ असावीत. संदर्भ ग्रंथामध्ये ज्ञानकोश, शब्दकोश, संस्कृतिकोश असे दर्जेदार घेणे आवश्यक आहे. तसेच दृकश्राव्य साधने, सीडी, डीव्हीडी, नकाशे यांसारखे साहित्य असावे. विदयार्थी व शिक्षकांकरिता स्वंत्र वाचन कक्ष असावे. त्यांना अनेक उपयुक्त ग्रंथ, नियतकालीके ऑफ लाईन/ऑन लाईन उपलब्ध करुन द्यावे.

ग्रंथालयाने नॅक करिता करावयाची कार्य:

- ग्रंथालयाची स्वंतत्र इमारत
- ग्रंथालयाकरिता सल्लागार समिती
- ग्रंथालयात एकूण किती ग्रंथ, नियतकालीके, व दैनिक वर्तमानपत्रे आणि त्यांच्या किमंती किती आहे.
- ग्रंथालयाचे वर्गीकरण व तालीकीकरण करणे.
- ग्रंथालयाचे संगणकीकरण करणे.
- ग्रंथालयातून कोणकोणत्या सेवा सुविधा दिल्या जातात.
- ग्रंथालयात ग्रंथपेढी उपलब्ध करुन द्यावी.
- आंतर ग्रंथालयील देवाणधेवाण.

- ग्रंथालय स्वयंचलीत आहे का?
- ग्रंथालयाचे उत्पन्न स्त्रोत काय आहे.
- विदर्यार्थ्यांची वाचन कक्षाची आसन क्षमता.

ग्रंथालय विस्तार सेवा:

महाविद्यालयीन ग्रंथालयात उपलब्ध वाचन साहित्याची माहिती विदयार्थ्यांना व्हावी. त्यांना उपलब्ध असलेल्या ज्ञान साधनांचा वापर कसा करावा या करिता उपभोक्ता प्रशिक्षण कार्यक्रमाचे आयोजन करण्यात येते. त्याचसोबत त्यांना वाचनाची आवड निर्माण व्हावी व त्यांना वेगवेगळया ग्रंथाची ओळख व्हावी म्हणून ग्रंथप्रदर्शनीचे आयोजन करण्यात येते. ग्रंथालयामध्ये वेगवेगळे उपक्रम घेण्यात येते त्यामध्ये ग्रंथालयशास्त्राचे जनक डॉ. शियाली रामामृत रंगनाथन यांची जयंती साजरी करण्यात येते तसेच डॉ. ए.पी.जे. अब्दुल कलाम यांच्या जयंती निमित्त वाचन प्रेरणा दिवस साजरा करण्यात येतो.विदयार्थ्यांचा बौध्दिक कल जाणून घेण्याकरिता विविध स्पर्धा परिक्षांचे आयोजन ग्रंथालयामार्फत केल्या जावे.

ग्रंथालयामध्ये आधुनिक तंत्रज्ञानाचा वापर करण्याची आज नितांत आवश्यकता आहे. तेव्हा प्रत्येकच ग्रंथालयात आधुनिक तंत्रज्ञान उपलब्ध असणे ही काळाची गरज आहे. ग्रंथालयात संगणक जाळे निर्माण करुन अभ्यागतांना डिजीटल सेवा देता येईल व ग्रंथालयाचा विकास करता येईल.

मूल्यमापन:

महाविद्यालयीन ग्रंथालयाची कामगिरी उंचावण्यासाठी निश्चित आकडेवारी गोळा करावी.

- दररोज ग्रंथ नेणे व परत करणाऱ्या विदयार्थ्यांची सरासरी
- दररोज वाचन कक्षात बसणाऱ्या विदयार्थ्यांची सरासरी
- संदर्भ ग्रंथ व नियतकालीके अभ्यासनाऱ्या विदयार्थ्यांची सरासरी
- ग्रंथालयातील ऑनलाईन सेवेचा लाभ घेणाऱ्या विदयार्थ्यांची सरासरी

ही आकडेवारी सादर करुन महाविद्यालयीन ग्रंथालयाचा विकास करता येईल.

निष्कर्श:

महाविद्याालयाचा दर्जा उंचावण्यासाठी ग्रंथालयाचे फार मोठे योगदान आहे. ग्रंथालय व माहितीसेवा देऊन शैक्षणिक व संशोधनात्मक वातावरण निर्माण करते. ग्रंथालय व माहिती सेवा यांचा विस्तार करण्याकरिता ग्रंथालय अंदाजपत्रकात वाढ करणे.

संदर्भ ग्रंथ:

www.naac.in

ज्ञानगंगोत्री यशवंतराव चव्हान मुक्त विद्याापीठ, नाशिक.

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Plotting the Development Graph of the Libraries with NAAC

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Abstract:
The Principal intention of the creation of NAAC is to assess and accredit institutions of higher education in the country. It was considered that accent of the quality of higher education in India is to be maintained by in course of NAAC. To determine to enhance the quality in higher education, the National Policy on Education (1986) and the Plan of Action (POA-1992) strongly suggested to the establishment of an independent national accreditation body. Accordingly, the NAAC was established in 1994 with its headquarters at Bangalore.
Keywords: NAAC, UGC, Accreditation

Introduction:
According to recommendations of National Policy in Education 1986,University Grants Commission of India has been constituted a autonomous body named as National Assessment and Accreditation Council. The principal intention of the creation of NAAC is to assess and accredit institutions of higher education in the country. It was considered that accent of the quality of higher education in India is to be maintained by in course of NAAC. To determine to enhance the quality in higher education, the National Policy on Education (1986) and the Plan of Action (POA-1992) strongly suggested to the establishment of an independent national accreditation body. Accordingly, the NAAC was established in 1994 with its headquarters at Bangalore. Pragmatically, the NAAC appeared with a vision and some missions for the enrichment of higher education in India. The vision and missions of the NAAC are needed to be taken into an account.

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 of NAAC:

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programs 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 programs;
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Intellectually taking the reviews of the role of the NAAC in the progress of the academic institutions as well the libraries and information centers in seems to be a paradox. The questions might to arise Why paradox? Seeking an answer to the question about the role of NAAC in

respect of libraries and information centers, there are some lacunas in the process of assessment and evaluations.

Assessing the role of NAAC:

Academic institutions and the universities have an obligation to face the NAAC and get accredited. In the process of accreditation the institutions have to prepare the early self-study report, the said report has to be send to the NAAC. The NAAC studies and get informed about an institution. Thereafter, an actual visit is been made to the institution. According to the SSR and actual visit the gradation is to be given to an institution. However, the grants like university with potential excellence or college with potential excellence is made available to the institutions. Actually, assessing the college or a university, the expert team members are of some specific and limited areas of specialization. In fact, the college or a university are having different subject and specialized areas. AS well, the team members are very few in numbers and the time period for assessment is of three to seven days only which is very less.

As per the opinion of an author, the NAAc should not visit the college in prefixed given period of time. The NAAC team should visit each department of the college or university within a span of time of one year haphazardly. The expert member should be the subject expert of that department or subject to which the visit is to be made. The NAAC doesn't make any comment over the syllabus frame by the universities. The Indian scenario of higher education is that no single university is ranking in the world top universities.

Role of UGC in research:

UGC provides financial assistance to teachers teaching in Universities and Colleges to promote excellence in teaching and research. Research project may be undertaken by an individual teacher or a group of teachers. The UGC has supported as many as 987 Major Research Projects and 7501Minor Research Projects and incurred an expenditure of 61.86 crore in XI plan period. Owing to this fact the UGC is absolutely careless about the quality of research is being done. The incentives are offered to the teacher's community for doing Ph. Ds. As for as the authors opinion is concerned the incentives or the benefits are to be given to the qualitative, fundamental and application oriented research work and not only the Ph. Ds.

The academic librarians are considered as a key post in the institution having equal cadre of teaching facilities. Nevertheless, the discrimination is made by the UGC itself while providing the major and minor research projects. The same thing is happened in the XI and XII plan of UGC.

Finally, one can reach to the inference that the role of UGC as well as NAAC is quit fanciful and paradox.

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Role of NAAC in the development of the Higher Education Institutions

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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. 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 colleges And Higher Education institution and advocates the Best practices, benchmarking approach for quality enhancement in Higher Education.

Need and Significance of the study Educational system in any country cannot flourish without quality and higher education is no exception to it. With the mushroom 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 upliftment and 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.

Key words: NAAC Accreditation, Higher Education, efficiency

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.

The Higher education in India is the second largest system in the world. IT has witnessed many fold increase in its institutional capacity since independence – from 1950 to 2012, the number of universities from 20 to about 431, colleges from 500 to 20,677 and teachers from 15 to 5.05 Lakhs with student enrolment from 1.00 lakh to over 116.12 Lakhs. Today, there has been a great increasing the number of Universities and Colleges in India. To check, protect and assess the quality of these institutions, an autonomous and independents organization called The National Assessment and Accreditation Council (NAAC) was established by the University Grants Commission (UGC) of India in 1994. Its job is to assess and accredit the colleges and institutions of higher education in India. The NAAC has been instilling a momentum of quality consciousness amongst Colleges and Institutions, through a process of assessing their strengths and weaknesses and motivating them for continuous quality improvement.

Under the new methodology introduced by NAAC w.e.f. 1st April, 2007 the higher education institutions are assessed and accredited by a two-step approach. In the first step, the institution is required to seek 'Institutional Eligibility for Quality Assessment (IEQA)' and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' for accredited institutions; and 'D' for those which are not accredited. NAAC has identified seven criteria as the basis for its assessment procedure.

Criteria for Assessment:

- Curricular Aspects
- Teaching-learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance and leadership
- Innovative Practices

Process for Assessment and Accreditation:

1. Preparation of the self-study Report 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 this report by three to four members peer team consisting of Vice-Chancellors, Principals, Deans and senior teachers, state. Based on the detailed criterion-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 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 the due date.

New Initiatives:

1. Quality sustenance and promotion by sensitizing institutions to concepts such as credit transfer, student mobility, mutual recognition.
2. Networking among accredited institutions in order to promote exchange of best practices.
3. Formation of Quality circles for follow-up of an accreditation outcomes-
4. State-wise analysis of accreditation results for policy initiatives.
5. Promoting the concept of lead colleges and cluster of colleges for quality initiatives.
6. Project grants for accredited institutions for quality innovations.
7. Financial support to accredited institution for conducting seminars/conferences/workshops on quality issues in Higher Education.
8. Developing international linkages for mutual recognitions.
9. Collaborating with other national professional bodies for accreditation of specialized subjects.
10. Interaction with other agencies to develop a National Qualifications framework.
11. Development of Date-base expertise and Infrastructure.
12. Training programs for quality promotion and excellence in Higher Education.
13. Post-Accreditation Review and Quality Sustenance in Accredited Institutions.

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 and identity.
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. Promote intra-institutional and inter-institutional interactions.

Role of NAAC in changing Scenario:

Role of NAAC in the changing scenario of higher education needs to be redefined with respect to recognition cum accreditation, program accreditation, national level ranking of universities, preparation of national benchmarks, national and international database, research and development center, developing reports and policy papers to Government of India, accreditation of multiple accreditation agencies, recognition of regional/state level accreditation bodies etc.

Assessment and Accreditation by NAAC may be made mandatory for all higher education institutions of the country.

- NAAC may start program accreditation.

- Ranking of institutions may not be very much relevant when compared to grading.
- All accreditation agencies including NAAC are to be accredited once in three years.
- While NAAC could be accredited by recognized international accreditation bodies, NAAC could perform this function for all the multiple accreditation agencies getting recognized by Government of India.
- NAAC grading and duration of accreditation may be lined and longer period for accreditation may be considered for the third cycle of institutional accreditation.
- NAAC needs to continue to be an Apex Assessment and Accreditation body for higher education institution, in the country providing vision and leadership.

Challenges ahead in higher education:

The recent developments mainly globalization of education and the extensive use of educational technology have made the issue of quality measurement even more complex. The quality assurance systems have to constantly modify their procedure to address a growing variety of open and distance learning opportunities, which is stimulated by the use of information technologies. The review procedures developed for conventional system are hardly sufficient for electronic delivery methods, which has a wider reach.

A large number of institutions are offering distance education programs. They use multimedia strategies, enroll higher number of students of heterogeneous backgrounds and differ considerably in their capacities to use electronic media and delivery infrastructure. The development has serious implications for quality assurance agencies.

The emergence of private higher education institution is also a greater concern to maintain quality and standard. Privatization creates little problem but the commercialization of self-financing institutions create lot of problems for maintaining quality as making profit is their main concern. They run the institution without well qualified staff, needed infrastructure, student facilities, research etc. In such type of institutions, the relationship between the capacity to offer quality programs and the scale of delivery of services is hard to establish. Because of the internationalization of education, the solution to the major issues and problems concerning quality assurance should be sought through cooperation among institutions and countries. Therefore, global effort is needed to deal with the challenge to quality assurance.

Suggestions:

The following suggestions might help in improving further the role of NAAC in ensuring quality in Higher Education

- Students must be encouraged to climb the ladder of Higher Education from U.G to P.G, P.G to M.Phil. M.Phil. to Ph. D

- Some of the institutions take up NAAC Accreditation only for the sake of grade, and accordingly records are developed. This issue has to be addressed

- Parents and students are to be sensitized about the awareness of NAAC Accreditation and quality Higher Education

- Most of the libraries still lack the updated books and the latest journals and magazines, this has to be addressed seriously to ensure quality in Higher Education

- The institutions should design the curriculum in collaboration with industry experts to enhance employability
- To wrap-up the subjects the industry expert has to be appointed.

Conclusion:

An Internal Quality Assurance Cell has to play crucial role in protecting the quality of education service in Indi. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational Institutions, NAAC, AICTE, UGC and state and central governments has to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. Now everybody has realized the importance of quality deliverables in this sector to protect the local institutions from the foreign institutions which has already entered into the country and received prominent response from the prospective students'. If our higher education institutions and regulatory bodies failed to maintain quality aspects in delivering the quality education service; those institutions definitely will disappear from the education map of India. Therefore sustaining quality in this crucial sector which will mound the future of our upcoming generations is a prime responsibility of our education system which will be possible only though continuous monitoring with the support of Internal Quality Assurance Cell of every Higher Education Institution.

To conclude I would say that NAAC accreditation is playing a major role in Ensuring Quality in Higher Educational Institutions and colleges with 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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Theme: Digital Education

Advantages and Limitations of Digital Education in Rural India

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Introducation

In the modern era technology is playing an important role in the education.It has a significant place in the education sectors.In the modern days if we want to live in the world of cut- throat compitition,we should change oursleves as per the changing scenario of today's education systems.

Nowadays digital education has entered in education field and it is become an unavaidable part of our education system.Digital education gives good advantages to learners as well as teachers.It also can help student and teacher with the interesting activities that provide in the websites.The effectiveness of that kind of activities give teachers ideas of teaching,so that students can enjoy their learnig lesson.As a result students can become more interesting in study.

As we see in India digital education is not only important in urban area or metropolitan cities but also in rural India.Because most of the Indian population are living in rural community.According to Mahatma Ganndhi, "India lives in villages"

Digital system has been making the tremendeous changes in the rural India also and that changes can not be denied by anyone.Techonology has changed the way on how universities teach and how the students learn.The advancement and pervasiveness of ICT in the 21st century and in the digital world means that many nations have been relying on technology to handle and address many arising challenges faced in education field.

Advantages of Digital Education in Rural India

Digitalization in the rural area has created new path of learnig in higher education.

Advantages of technology integration in the education sphere.The teaching strategies based on educational technology can be described as ethical practices that facilitate the students' learning and boost their capacity, productivity, and performance.This kind of progress can be found in rural students.Technology integration in education inspiring positive changes in teaching methods on the international level.

Digital education makes teaching easy and it create new interest in the students that is why learning will not become monotonous.You simply cannot discover a way of presenting tough concepts and digitlization makes the concept clear for each and every student in the class. Technology has that power! Students are exactly understanding concepts through audio- visual presentation.You can use projectors and computer presentations to deliver any type of lesson or instruction and improve the level of comprehension within the class. You are no longer limited to a plain-old diary and notes about every student. That would only get you confused. Today, you can rely on platforms and tools that enable you to keep track of the individual achievements of your students.It also created good environmet of learning

Thus, in digital education students enjoy learning. We can find more collaboration between students and teacher. But there are some limitations in rural Indian education system.

Limitation of Digital Education in Rural India

Digital education needs good infrastructural and lot of villages deal with infrastructural lacunae related to electricity and potable water, apart from unavailable fundamental health and hygiene requirements. The teacher-student ratio in rural colleges is appalling, where classrooms are crammed with more than 100 students of different age groups. With no or negligible access to the internet, the education provided in rural colleges lacks any sort of relevance. While urban classrooms are upgraded with modern technology such as digital classes, the lack of fundamental infrastructure prevents meritorious rural students from availing themselves of such facilities that will broaden their horizons.

The unavailability of trained teachers and their willingness are also an important drawback of digital education in India .Considering the fact that many of these rural areas are either prone to natural disasters or are hubs of violent political activities, it is difficult to transfer skilled educationists to these areas.

Lack of electricity is another important limit digital education in rural community. In India most of the rural colleges are facing the problems of elecricity. The ectric power is important to operate electronics devices and all digital equipments have need of power.But sufficient power supply can not be seen in rural areas.

Though digital education rural India is a campaign of Indian government but there are yet, there some prominent hurdles like Digital Literacy & Infrastructure. The majority of the Indian population still does not have the required internet bandwidth and many are illiterate in digital terminologies and devices.

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Digital Education: Challenges and Remedies

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Abstract:

It is worth acknowledged that over the year Indian education system has been deeply strengthened and has been able to empower and transform the lives of its people. India has realised that it is only through a strong mechanism of higher education, a substantial degree of confidence and competence could be generated among Indian students. Therefore the Indian government has adopted the way of ICT in higher education. Digital education is key component and lifelong learning. It extends learning beyond formal classroom setting and provides practice with self-directed investigation. Digital education has instrumental in addressing the demand supply gap for quality education. It is making its way into the education system of India. The best quality education is available all through the digital education with high quality learning resources.The purpose of this paper is to explore the advantages and challenges of digital education.

Key words: digital education, higher education, learning resources, information and communication technology.

Introduction:

Higher education plays essential role in nation building and it is one of the powerful means to develop knowledge based society. India had universities like Nalanda and Takhshila which were the centres of excellence for different faculties. But with the passage of time, India lost the glory in higher education and higher education is facing challenges in higher education in terms of Access, Equity and quality. The Indian government has taken initiatives during 11^{th} and 12^{th} five year plan periods by adapting networking state specific, strategies, enhancing the relevance of higher education through curriculum reforms, vocational programme.

Digital Education : A Positive Interaction and Its Advantages

Digital education can expand access to learning, improve quality and ensure inclusion. It can contribute to universal access to education and equity in education. Digital education increases efficiencies and reduce costs. It can also prepare students for lifelong learning and train them for a globally competitive work culture.

School across Maharashtra are using technology seamlessly to engage with students and achieve desired result through well planned methods. Most of school, including Zillah Parishad schools, utilize digital tools such as smart boards, screens, audio-visual videos, digital recording of older lectures to teach students difficult as well as easy concepts. Moreover the role of teacher has always been to impart knowledge to students and become facilitator using digital tools. In future the student will learn on their own with the help of computers while the teacher being a mere facilitator.

In the present time, wide reach of internet and smart gadgets for digital access to leaning resources to the learners. The use of digital learning technology increases student engagement in

course, barrier free access to learning material. The use of adaptive technology in digital content shows definite improvement in their performance.

Online access to similar learning resources offers the biggest advantage of all time access to all irrespective of their location, race, religion etc. It is barrier free and of same quality for all. It results in availability of learning opportunity to every human being in the country without any discrimination and every society, community can march towards knowledge. Also the different learners with different learning capability can access the learning resources as per their capability and limitations.

Digital learning is quite affordable as the major cost is usually incurred in the initial phase of setting up of digital learning platform. The use of technology in digital learning has been attractive in earning education.

Uniform availability of digital learning resources creates ample opportunities for collaboration and networking amongst different learners and teachers even without meeting physically.

Digital learning resources facilitate those with the quest to learn at any span of their age and build their career suitably as per the change in society requirements. Digital learning platforms integrated with certificate based on testing through learning. Assessment tools have potential of being used for both formal and informal type of education.

Teacher too found it convenient to prepare their learning plans well aided by technology. Teaching becomes a smoother experience with a perfect management of personalized gratification and elaborates audio visual effects.

Digital education makes classroom teaching more fun and interactive. Students pay more attention towards online presentation or practical sessions in educational contexts. Active screen time helps students develop language skill. Digital education enables a student to learn at his own pace. One more advantage of digital education is that it is user friendly.

Challenges in digital education:

There is a long way to go to digital education to gain momentum in India. A few of roadblocks faced are infrastructure issues and digital literacy. The lack of proper infrastructure is impeding digital growth.

The majority of Indian population still does not have the required intent bandwidth and many are illiterate in digital terminologies and devices. The course content is not available on any single vendor platform.

With the ever increasing teacher student ratio,it becomes very unrealistic for a teacher to give complete attention to his students. We are in the process of digitalization. The main problem in Maharashtra is lack of fund. Hence certain colleges are able to digitalize their teaching and a few others are not able to do so.

Digital education requires much better management and rigid schedules whereas in traditional classroom training, everything is as per a fixed schedule.

Getting all answers on net easily also reduces the students own creative abilities.

The digital education may led to poor study habit and can develop in students a lazy attitude. Digital education can make student forget the basic way of studying. Last but not the least, going online does not mean that student is only looking for study materials. There are many things which a student might come across that are not good for them.

Remedies:

Despite the aforementioned challenges, India is booming urban and rural areas and providing an excellent opportunity for digitalization of educational services.

To make the impressive implementation of digital education such tools requires specific training in the application of curriculum in digitally formats and in other related tasks like evaluation, per feedback, group project work and so on. College professors have been more laconic towards using digital tools for conducting classes.

The UGC should release funds to implement these digital services. Government of India has initiatives like NOFN (National Optical Fiber Network) connecting 500000 villages via broadband till 2017, 25 cities by wi-fi by the end of 2015 and it is a significant step in this direction. But a lot of needs to be done in mobile wireless internet and setting up skill centres especially in rural areas. Innovations should also be poured into making digital education more interactive and robust**.**

Almost 85% of the Indian population does not speak or write English. Creation of a Hindi internet to tap the urban or rural market potential can prove to be a key element to penetrate deeper. Affordable internet access, data enabled device and appropriate internet plans can play a significant role in tapping market.

Special concentration must be laid on security features like examine verification, plagiarism etc. to uphold the independence and integrity education of education system. Active campaigning, informative sessions, technical workshops and multi pronged approach by all stakeholders is needed to bring about digital awareness and changes trends like distance education to digital education.

Conclusion:

Digital education in India has been evolving over the last few years, changing the way students are learning concept of digital education in school. In traditional chalk and talk method has covered the way for more interactive teaching methods. Various schools are adopting digital solutions to keep themselves update with the technological changes. The innovative teaching methods using teaching technologies raise the participation of students. To fulfil the school students' needs, education providers have been coming up with interactive software to aid teachers in classroom teaching. Howe ever, usage of digital technologies in institutes of higher education is still in its emerging stages. To increase the quality of education with the latest digital technological, majority of schools and universities are trying to keep journey with the digital changes by implementing them. Thus by empowering educators, digital technology holds the key to India's educational challenges.

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Digital Education in India: Scope and Challenges

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Abstract:
Education plays important role in overall development of individuals thereby contributing immensely to the overall development of a nation. Education globally is one of the important sectors to witness revolutionary changes in recent times. This happens primarily because of digital revolution taken place all across the globe. The typical Indian classroom was once characterized by students sitting through hour-long session, teacher used to discuss the things without any visual presentation. Now, thanks to digital technology, it is making life easier for both students and educators. Digital education is fun learning for all cadres and particularly effective for child learning as the innovative audio-video feature boosts the cognitive elements in a child's brain. Schools are increasingly adopting digital teaching solutions in their academic, and trying to make the classroom environment more inclusive and participatory. The INFO-TAINMENT combination involved in digital education makes it more practical, applicable and relatable to our life and surroundings in an interesting manner. In India, from last few years there has been a considerable rise in Digital and Live Virtual Classrooms at different levels of learning. With evolution of technologies such as cloud, virtual data centers and virtualization there is huge potential for technology to be integrated with the Education Industry. The purpose of this research is to give overview of digital education, components of digital education, benefits of digital education in India, the future scope and possible challenges of an Indian society for moving towards digital education.

Keywords: Digital education, Cloud Computing, Virtualization, INFO-TAINMENT.

I. INTRODUCTION:

Digital education means digital learning. It is a type of learning that is supported by digital technology or by instructional practice that makes effective use of digital technology. Digital learning occurs across all learning areas and domains. Digital education gives win-win opportunities for all, at one side School, colleges and other institution finds the rapid rise in enrolments and added revenue because of digital education, and on other side students view this as a flexible and alternate option allowing them to study as per their convenient time and pace. Teachers and professors too find it convenient to prepare their teaching plans aided by digital technology. Teaching and learning becomes a smoother experience as it includes animations,

gamification and audio-visual effects. Over the last few years digital education in India is evolving at faster pace. It is changing the way students learn different concepts and theory in school and colleges. The traditional chalk and talk method in school and colleges has been slowly changing with more interactive teaching methods as schools and colleges are increasingly adopting digital solutions. Digital learning guarantees more participation from students as the current generation of students is well-versed with laptops, I-pads, and smartphones. There are different private players in the field of digital education like Educomp, Tata Class Edge, Pearson, and TeachNext who are continuously engage and developing different interactive software to help teachers in classroom teaching.

Component of Digital Education: Primarily Digital Education has 3 components:

1. The content
2. The technology platforms
3. The delivery infrastructure

To understand in better way let's take an example of BYJU's, one of premier organisation offering digital education for school sections, college sections and various competitive exams. They claim they will make teaching a fun experience for your child. They are offering good content for each section covering all the academic details. All the portions are loaded in digital tablet by Samsung or Lenovo. They are having good delivery infrastructures, once you have placed ordered as per your requirement, the product will be delivered at your place and thereafter they will give online demo to use the same.

II. BENEFIT OF DIGITAL EDUCATION

1. **Benefits to Academic Institution:**
   Academic institution can easily manage their activities with the help of digital education. Some of the important benefits are:
   i. Time and money of the Institution will be saved.
   ii. They can easily plan to conduct online exam and publish the exam results quickly.
   iii. It makes knowledge to transfer easily and equally from teacher to each and every student with the help of effective and advanced technology-based teaching tools.
   iv. It helps in creating interest among student which will help them in learning many concepts through interactive- audio-visual teaching contents.
   v. Advantages over other schools and colleges which cannot provide such integrated feature-based learning and management system.
   vi. Easy communication between Institution and parents for student related academic activities.

2. **Benefits to Students:**
   As all the study contents will be taught in the classroom through multimedia slides, it creates interest and enthusiasm among the students. Learning will be fun for them. They are able to memorize many concepts through interactive audio-visual teaching contents. Some other benefits to them are:
   i. They can easily view their daily time-table, class assignments, any events planned in school etc. from home.
   ii. They are able to prepare projects and presentation online.
   iii. They can give online exam and view their results.

iv. They can easily collect teaching contents of missed lecture online.
v. They can access library online.

3. Benefits to Parents:

In today's world, it is difficult for parents to visit the school or colleges because of their busy work schedule. Digital education helps the parents to view all the information of their ward from comfort of their home or office. Some of the other benefits are:

i. The web facility of digital education helps the parents to view their child's attendance record, progress in syllabus, timetable, etc.
ii. They can easily check the subject taught in school, homework given to their ward, any future assignments and projects and guide the ward accordingly to participate and practice.
iii. Easily view internal and semester exam schedule and results.
iv. They can easily pay the school fees and other activity charges.
v. They can get information on various school events, notices, holidays and can track the presence of ward in the classroom /outside the class.

4. Benefits to Teachers:

Digital in education also creates interest among teachers. It helps them to make teaching interaction among students very effectively. Some other benefits are:

i. It helps the teacher to manage their class time and teaching content effectively.
ii. They can easily avail the school as well as class related information through web.
iii. They can check daily time-table, assignments, teaching history, events and holiday list, self as well as student attendance etc.
iv. It will help in explaining the difficult content easily and in effectively.

5. Benefits to Principals:

Some of the important benefits to principle are:

i. Easy to manage all the school/college activities.
ii. In case if the he is on leave, he will be able to access all the school information online and manage the school easily.
iii. He can view teachers' teaching progress and students' performance.
iv. It will help him in allocation of class and subject to a teacher according to his/her interest and experience.
v. He can assign tasks to other staff members and give remarks for their works.

III. SCOPE OF DIGITAL EDUCATION IN INDIA

Globally India holds an important place in the field of education. There are more than 1.4 million schools all over the country having over 227 million students enrolled across different fields and more than 36,000 higher education institutes. India has become the second largest market for digital education after the US. However, there is still a lot of scope for further development in the field of digital education. There are some major investment and developments that have been taken place to promote the digital education in India. Some of them are:

1. NIIT, which is pioneer in Training and skills development is planning to offer online courses from leading international universities to about 5 lakh people over the next three years with US-based edX.
2. A digital education start-up, Byju's, has raised US$ 50 million from the Chan Zuckerberg Initiative, founded by Facebook founder Mark Zuckerberg for the development of digital education in India.
3. Online and classroom-based certification courses offered by Neev Knowledge Management Pvt. Ltd under the brand name EduPristine has raised US$ 10 million from Kaizen Management Advisors and DeVry Inc for the development of digital education in 15 cities across the country.
4. Intel Corporation, a US based multinational technology firm is planning to provide optimised learning solutions and extended computing technologies to students and schools across the country.
5. In the field of information technology, the Cisco Systems plans to invest US$ 100 million in India over the next 2 years for the development of digital education which will include opening of six new innovation labs, which will help to train around 250,000 students by 2020.
6. Tata Trusts which is the part of the Tata Group and Khan Academy are starting web based free learning portal to provide free digital education in India.
7. Ignis Careers and SEED, Hyderabad-based education start-ups are working to provide low-cost school education with the help of digital technology.

IV. CHALLENGES OF DIGITAL EDUCATION

Some of the major challenges for digital education in India are:

1. **Resource and internet connectivity related challenges:**
   One of the main challenges for digital education in India is poor internet connectivity in rural areas and some part of urban areas. Majority of population across India has still no access to internet and a large population in rural areas is still illiterate in the field of digital technology. More Innovations required to make the digital education more interactive and robust.

2. **Shortage of trained teachers:**
   A major obstacle in the use of digital education in rural area is the lack of knowledge and skills. There is a shortage of teachers, formally trained on digital technology. In some of the academic institution in rural areas, school teacher and college professors are not interested in using digital tools for conducting classes. They feel that a lot of information is explained to the students at one go through the digital medium and they prefer traditional teaching methods of chalk and blackboard. In rural areas, primary teachers and senior teachers are reluctant to get trained and adopt digital technologies for digital education in school because they are in view that these disruptive technologies are out to replace them permanently.

3. **Language and content related Challenge:**
   Languages is one of the main barriers for the development of digital education in India, there are several different languages in different state have been spoken all across

country, pushing all the digital content in all these regional languages some time becomes difficult for the agencies.

4. **Poor maintenance and upgradation of digital equipment:**
In rural areas maintenance and upgradation of digital equipment is one of the major challenge. This is largely due to budgetary constraints by government. The digital education projects in rural schools are not self-sustainable. At initial stage various projects have been launched by government for the development of digital education, but later, they have not been taken due care for the maintenance of digital equipment which is affecting the digital education development in rural areas.

5. **Insufficient funds:**
Digital education involves effective and efficient usage of appropriate and latest hardware and software technology available in the market. In developing countries like India, digital technology implementation into education systems is a difficult task as it requires huge funds and infrastructure. Through Digital India programme, the government has promised availability of funds for technology implementation but lack or insufficiency of finances leads to redundant and obsolete infrastructure and equipment's in rural schools.

V.CONCLUSION

Education sector in India has seen a series of rapid expansion in last couple of years which helped to transform the country into a knowledge haven. The study clearly points that development of education infrastructure is required for the development of digital education across the country. This will lead to considerable increase in infrastructure investment in the education sector. Democratic governance, English speaking tech-educated talent and a strong legal and intellectual property protection framework are required for the development of digital education in Indian society. Government of India has also taken major Initiatives for the development of digital education in India like opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. As per the Union Budget 2016-17, 10 public and 10 private educational institutions to be made world-class, Digital Repository for all school leaving certificates and diplomas. Rs 1,700 crore (US$ 250 million) allocated for 1500 multi-skill development centres.62 new Jawahar Navodaya Vidyalaya's (JNV) to provide quality digital education. Digital literacy scheme to be launched for covering six crore additional rural households. The Government of India has further announced plans to digitise academic records such as degrees, diplomas, mark sheets, migration certificate, skill certificate, etc. from secondary to tertiary-level institutions into a National Academic Depository (NAD). The study highlighted the different challenges of digital education in India. Government of India needs to take the required measures to overcome these challenges for the development of digital education in India.

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MOOC: A Retrospective Analysis for Prospective Synthesis

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Abstract:

The paper discusses about the rationale behind MOOCs and the emergence of open courses. It also tries to look how and why the MOOCs are slowly but steadily evolving as a learning platform. The paper also analyses the various criticisms of MOOC and the road ahead. The paper highlights the cost benefit analysis of MOOC along with the bottlenecks of its implementation.

Keywords: MOOC, Accreditation, Assessment, Pedagogy, Strategy, Analysis

MOOC: A Retrospective Analysis for Prospective Synthesis

Thinking that MOOCs have not yet received the attention they perhaps deserve, one would wonder what all MOOCs achieved? Although the benefits of MOOCs were quite obvious from their first appearance back in 2008 [8], on the other hand, they have also received extensive critique. However, how can we still doubt about MOOCs when the number of unique registered learners raised from 3.6 million in 2015 to more than 9.7 million in 2017 [5]. The truth is that there is nothing wrong with MOOCs; it is just a series of issues that come into our minds, making us a bit reluctant to accept them as alternative methods of online learning. Defining MOOCs, by default raises some points to consider. Therefore, before starting the discussion following should be analysed:

MASSIVE

1. ***Number of attendees.***

   Massive implies that MOOCs address to many concurrent learners; but how many? Is there a limit and what the potential consequences of this limit might be? The truth is that this is a great benefit, as MOOCs can reach a large number of learners. The target audience can extend beyond the corporate training environment or the academic campus. This, however, raises a number of issues with respect to course management, registration, tracking of learners' progress, among others. Therefore, the critical question is not whether the institution wants to enter the MOOC ecosystem, but rather whether the institution has the resources to handle such a big project.

2. ***Instructional strategy to be used.***

   It is generally true that the larger the audience, the more heterogeneous it is; as a consequence, it becomes increasingly difficult to address to the particular needs of your learners, limiting MOOC developers to a one-size-fit-all approach. Alternative is to create

different versions of the same MOOC content, in different contexts for instance, addressing to different target audiences; but doesn't this go against the entire MOOC concept?

3. ***Assessment type.***
   Speaking of large number of learners, assessment is a very critical factor that has a direct impact on completion criteria for the MOOC course. Although there are alternative forms of assessment for social learning, such peer group evaluations, etc., due to the large number of enrollments involved in MOOCs, it is highly recommended to automatically grade closed-ended self-assessment.

OPEN

Neither this part is clear enough. Does it refer to open content, open registration, or does it simply mean that they are free of charge?

1. ***Open content / Open registration.***
   It is true that online courses, available to all on a 24/7 basis, and above all, in their majority free of charge, is something that cannot be easily ignored. MOOCs seem to be the answer to the 21st century challenge of lifelong learning. When properly designed, they become participatory learning events, the real benefit of which is that they give learners the opportunity to engage with each other and the online material and interchange opinions about a particular topic.

2. ***Free of Charge.***
   Of course, this is great advantage from the learner's point of view, but why MOOC providers are so willing to invest time, money and resources if there is no profit involved. MOOC course development involves a significant investment one should not underestimate. One should not forget that MOOC is also a business; a new "product" for private companies and academic institutions with potential to produce huge revenue if marketed correctly, as it has been estimated that there are more 2 billion potential learners worldwide [1].

ONLINE

1. ***Synchronous.***
   One thing for sure is that it refers to the nature of the MOOC courses, that is certainly web-based, without however clarifying further whether these courses will be synchronous or asynchronous. Although the majority of MOOCs are usually asynchronous, there are cases that they may also include synchronous features, such as interactive whiteboards, live chats and webinars.

2. ***Asynchronous.***
   Due to the fact that they are addressing to a large audience, most of MOOCs are mainly based on asynchronous learning methods. The MOOC content usually involves uploading of online content of various types, ranging from plain HTML pages to interactive flashed-based presentations. Some providers also give MOOC developers the opportunity to upload their own video files, or even recording them within the MOOC platform. Uploading recorded lectures is typical of the type of videos that may be used for MOOCs. Blogs, wikis, online discussions, personal and group e-portfolios are other types of collaborative learning methods that may be employed.

COURSES

1. ***The pedagogy behind MOOCs.***
   Of course, it implies that as online courses they will have a start and end date, but, most importantly, that there should be a valid pedagogy behind MOOCs. Will they be offered for self-study or they will be instructor-led, and if you opt for the second, what will be instructor's role? Above all, what would be the most appropriate instructional design for such a huge audience? In education, the one-size-fits-all approach rarely yields the best results, and I strongly believe that this is their weakest point, combined with lack of qualitative standards for comparing MOOC courses.
2. ***Accreditation.***
   When the assessment issue is resolved, the next consideration should be whether the MOOC course will also be offered for accreditation or not. However, up to present, there is no system of credit recognition among different MOOC platforms.
3. ***Course Management and Tracking Issues.***
   Last but not least, MOOC providers should be able to offer a reliable registration and tracking system. Analytics should be offered in order for MOOC facilitators to be able to keep track of learners' performance and interfere accordingly. This information serves as invaluable data that will help them make decisions about the MOOC content and proceed to updates, improvements and other changes, as necessary.

All these are issues that one need to take into consideration when designing the MOOC strategy.

Critiques MOOCs Have Received

Despite many benefits, MOOCs have received extensive critique. Some believe that they have weak points that cannot be easily surpassed. Let's examine the basic arguments against MOOCs.

1. ***Very low completion rates.***
   This is the strongest argument against MOOCs, as there is supporting evidence to prove this. Research has shown that MOOCs completion rates can be as low as 7% [6], as learners' participation seems to start dropping even from the very first week of attendance. Many attribute these low completion rates to lack of interaction [3] or to the fact that completion is not important, as learners usually enter to look for a specific piece of information they need [4]; however, this finding is attributed on the fact that MOOCs are offered to the public for free. The fact that MOOCs are given for free, may attract learners who want to give them a try, but does not necessarily imply that these people were initially interested in the subject matter or committed to complete the MOOC course. As a matter of fact, there are other studies mentioning that learners who were asked to pay a small fee had shown higher completion rates [2]. Therefore, it's safe to conclude that low completion rates have nothing to do with the quality of MOOC courses, nor with the degree of satisfaction online learners may experience.

2. ***Low motivation.***
   It is generally true that self-study requires commitment and self-discipline. In most cases, especially for asynchronous MOOC courses, learners may not be motivated enough to keep up with their online content. In synchronous eLearning, however, this is part of the duties of the facilitator of the MOOC course.

3. ***Low perceived value compared to University Degrees.***
   Another major reason why MOOCs are not so widely spread yet is because they are considered to be "competitive" to university attendance. MOOCs give everyone the opportunity to access academic material and even acquire an online degree, which raises a series of questions, such as the future of instructor-led classroom, physical or virtual, the real value of university degrees earned online compared those earned at a college or university campus. Again, seeing MOOCs under the concept of lifelong learning and advertising them as such, may be the answer to this issue.

4. ***Competition among MOOC providers and smaller academic institutions.***
   The decision to offer MOOC programs or not, also affects the way actual universities and colleges operate. Are MOOCs the new face of academic institutions for the 21st century they cannot do without? How does the private sector enter the game? Are small colleges willing to buy MOOC material from other universities, or even, private companies, or they will try to build their own MOOC material? Can they afford to do so? Isn't this a typical example of unequal opportunities? From an instructor's and organizational point of view, it requires extensive time, money, effort and devotion to build a new MOOC course, and smaller colleges certainly neither do they possess the resources to develop them, nor the worldwide reputation to "market" them accordingly in order to promote their work.

5. ***Education perceived as a product.***
   Talking about promotion, by default converts education into a product. Imagine the following scenario: MOOC is a new product to be marketed and launched ONLY by academic institutions which can afford to develop and advertise it worldwide. An innovative way to increase their revenue, which is generated by selling the MOOC content they are developing to those who cannot afford to build their own learning material. By no means, it is to show that this is unethical; on the contrary, it is an innovative new business opportunity. And as such, its aim should be to generate profit. However, as a learner, one would expect a quality "product" of educational nature from the corporate sector, such as an IT or a Project Management Certification, for instance, but a more "non-profit" approach from educational institutions.

6. ***Localization issues.***
   Without any doubt, MOOCs have reached a great potential in the US. The biggest challenge, however, seems to be to extend this phenomenon globally. The only way do this is by localizing original MOOC courseware, in order to be offered also in languages other than English. The trend also involves the gradual appearance of non-US MOOC providers, such as the Spanish-speaking *MirandaX*, with over 1 million registered users [7].

Strong Points About MOOCs eLearning Professionals Should Consider

By no means MOOCs have only disadvantages. Despite the extensive critique they have received they still consist one of the best choice to extend the limited horizons of online class and help address to a bigger audience. Apart from the obvious benefits of open content, open free of charge registration already covered, I'll discuss with two additional points, why should we still consider developing MOOCs.

1. ***They are cost-effective.***
   MOOCs may prove to be a very cost-effective way to create eLearning. They may just be the alternative eLearning professionals seriously need to take into account, instead of building their own eLearning platform. MOOC courses are easy to create, and they may prove to be a less expensive solution in case you do not have many customization requirements.

2. ***MOOCs can serve as a great recruitment tool.***
   Last but not least, MOOCs have proved to be great recruitment tools in the corporate sector. Observing the attendance list of MOOC courses has recently become a habit for many HR departments, as it is perceived as a good indicator that a candidate or a new employee is self-motivated, and willing to achieve self-development and personal growth.

Conclusion:

MOOC is an emerging technology, which if blended into traditional ways of teaching can do wonders. The landscape remains much the same; MOOC is a technology with potentially revolutionary implications for education, but without a precise plan for realizing that potential. One way of getting there could be for the educational leaders to look more closely at old methods, from when education was less massive, less open, and entirely offline.

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IssuesandChallengesinBringingICTEnabledEducationtoRuralIndia

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Abstract:

Population of India on 2011 was 1.23 billion and out of that around three-quarter of India's people live in the rural areas. 30 percent of the total population is below the age of 15 years is in the formative years of educational institutions. About one - third of rural India is still illiterate. The enrollment and attendance in in the rural educational institutions rural educational institutions has improved over the past years. In this Scenario, ICT enabled education in rural areas can prove an innovative method to fill the gaps and help in up gradation of the teaching-learning process. ICT has a huge potential to tap human resources. In the process of introduction of ICT enabled education to the rural section many issues and challenges may be faced by rural educational institutions. This study explores the challenges and suggests strategies for enabling smooth implementation of ICTs in rural education scenario for maximum impact and utilization ofresources.

Keywords: ICT, information and communication technology, education, rural, educational institutions

1.INTRODUCTION

National and international policy debated are occupied by innovation, productivity, knowledge, technology and value creation. The countries across globe are now focusing on improvement of knowledge creation and its sharing. This situation demands recognition, implementation and adoption of ICT at different levels, which will contribute to increase in productivity and efficiency. The introduction of ICT in all spheres and regions in inevitable.

The enormous potential of ICT in sharing of information across different sections of society for providing valuable inputs and information will enhance the development. It will prove as a tool to share information from unheard people. The potential of ICT cannot be undermined. Appropriate use of ICT in Education, digital literacy, development of resources, healthcare, e-governance, finance, Business and industrial production, agriculture, research and development and poverty alleviation can be done. ICT can play a very crucial role in education. Therefore, it can bring positive changes in the community. Usage of ICT in educational institutions can add to creation of information, knowledge production and sharing of the same in educational community. This has also been assertedbyAl-Ansari(2006);Manduku,KosgeyandSang(2010)andSarkar(2012). The compulsory usage of ICT in educational institution has helped developed nations a lot. But the same model may not hold true for developing countries. The implementation and usage of ICT and acquiring ICT skills is essential for an informed nation. The demographic scene urge for an increase in demand of education: 30 percent of India's population is below 15 years of age, 75 per cent of which resides in the rural part of India, the literacy rate is around 74 per cent, and a linguistic break-up of over 20 different major languages. The demand for education in India cannot be completely full filled by the conventional system, thus providing an alternative approach of use of ICT in education. The government ofIndia has formulated the national policy on ICT enabled higher education. This National Policy on InformationandCommunicationTechnology(ICT)inHigherEducation"aimsatpreparingyouth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and global competitiveness". India launched ICT in educational institutions in December 2004 and revised it in 2010 to provide opportunities to secondary stage students for building capacity on ICT skills and direct students towards computer aided learning process. ICT in educational institutions have been included under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The scheme is a major catalyst to bridge the digital divide amongst students of various socio-economic and other geographical barriers. The scheme also provides support to States and Union Territories to establish computer labs on sustainable basis. Rashtriya Uchattar Shiksha Abhiyan (RUSA) also emphasizes the use of ICT in higher education. The growth in economy of a country can be accelerated by use of ICT is evident from research. The role of ICT is multidimensional. Although ICT infrastructure itself, may not contribute to a country's economy, but it can facilitate in the overall economic growth.

ICT can strengthen the economy in specific sectors or in specific processes that lead to economic growth. Hence, it can be a tool for economic growth but it cannot be an end in itself. Academicians, industrialists and policy makers accept a direct correlation between use of ICT and positive macroeconomic growth. The connection of rural economy with the outside world for information exchange can be achieved by suitable use of ICT. The vital role of ICT cannot be denied in this perspective. The usage of ICT will certainly demolish geographical boundaries and it will lead to bringing of rural communities closer. Thus it will result in global economy. This study has included seven sections. The present section introduction which is followed by the definition and meaning of ICT in section 2. Section 3 includes the discussion on need for ICT in educationand section 4 highlights the benefits and advantages of usage of ICT in educational institutions. Section 5 discuss about the challenges faced in the implementation of ICT enabled education in rural educationalinstitutions. Section 6 elaborates different ICT initiatives taken in rural education in India. Section 6 is followed

bytheconcludingsection,whichmakessuitablesuggestionsforimprovement inICTenablededucationin ruralIndia.

2. DEFINITION AND MEANING OFICT

The United Nations Development Programme **(UNDP)** defines Information and Communication Technologies:"*ICTsarebasicallyinformation-handlingtools-avariedsetofgoods,applications and services that are used to produce, store, process, distribute and exchange information. They include the old ICTs of radio, television and telephone, and the new ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our networked world, a massive infrastructure of inter-connected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of theglobe"*.
MichielsandVanCrowder(2001)havedefinedInformationandCommunicationTechnologiesor 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 conventionalmedia".
Now, the devices can be connected to other devices by means of a network to share and exchange information, thus can be used in such a way that they can also be categorized as ICTs. The books are also incorporated into ICTs either through their potential for informal web publishing or more formal digital book publishing with designated readers or e-books. ICTs. Thus, expansion of technologiesthatcanbeusedtocollect,storeandshareinformationbetweenpeopleusingmultiple devices and multiplemedia are also termed as ICT's.

3. NEED FOR ICT INEDUCATION

ICTisa combinationofcomputer,communicationandcontenttechnologies.Academia, business communities and government are using innovative ways of ICT. Every nation need a highly skilled and educatedworkforce to compete in global competitive environment. ICT is powerful tool for extension of both formal and informal educational opportunities to unreached, scattered and rural population, which were traditionally excluded fromeducation due to reasons: such as culturalorsocial differences, gender bias, specially ability of person and others due to cost of education or because of time constraints of educational institutions. The goal of Inclusive education in educational institutions can be achieved and catalyzed by the effective use of ICT. Superiority of student's achievement using ICTs in the education field, in developed and in developing countries is not proved by any conclusive research yet. However, Academicians have a general consensus that effective usage and implementation of ICTs in education has a positive impact on teaching learning process. The potential in students can be uplifted and made innovative, enriched, motivated and engaged with the effective usage of ICTs. It also helps educational institutions experience good work practices and bring in fruitful changes in strengths for creation of economic viability. [Lemke and Coughlin (1998); Davis and Tearle (1999)].
In diverse socio-economic and cultural contexts, ICTs can be successfully engaged to involve greater number of students, including those to whom education was earlier not accessible, and

help in encouraging learning, along with enabling students with technical skills required for many occupations. Other benefits of ICT in education are:

1. It has the potential to improve education system of thenation.
2. It can transform the nature and quality of education as awhole.
3. Ithelpstoenhancethequalityofeducationbyfacilitatingnewformsofinteractionbetween students, teachers, education employees and thecommunity.
4. It acts as and provides students and teachers with new tools that enable improved learning and teaching and adds to skill formation
5. It improves the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basicskills
6. It makes education more accessible for all, bringing education to the doorstep of children living in remote rural locations by means of enabling distancelearning
7. It provides access to a vast treasure of educational resources and content for improving literacy
8. Itleadstointegrationoftechnologieswithtraditionaleducationalactivitiesalthoughitcan never replace the conventional teacher-student relationship that is so crucial to the developmentprocess
9. It offers more challenging and engaging learning environment for students of allages
10. It enables a knowledge network forstudents
11. It provides greater flexibility and individualized learning facilities tolearners
12. It enhances the overall teaching-learningprocess
13. Itavailshighspeeddeliveryofuniformqualitycontentatreducedcostbringingthecostof education from very high to verylow
14. It can serve multiple teaching functions and diverseaudiences.
15. It facilitates in enhancing the efficiency and effectiveness of educational administration and policy by improving the quality of administrative activities andprocesses.

Technologyisjust one of thetools, thesuccessofICTsinimprovingthedeliveryofquality educationtotheneeded,withoutwideningthegap,willdependlargelyonpolicies that are directed toward how ICTs must be deployed in educational institutions. In India, various ICTs have been employed over the years to promote primary and secondary education in educational institutions. However, there have been enormous geographic and demographic disparities in their use. Some states and regions in the country currently have an enabling environment in place that allows for a greater use of ICT for education, whereas others lack such anenvironment.Asperthe2011census,nearlythree-fourthoftheIndianpopulationlivesinrural areascoveringover6lakhvillages.ThestateofruraleducationinIndiaisthoughverypoor.There are very few government educational institutions in most villages while private educational institutions are largely concentrated in the urban areas. Children have to travel far away distances to avail basic education facilities, not to mention the acquiring of ICT skill sets and facilities. In fact, majority educational institutions in rural areas do not provide computer education at all. The NationalPolicyonEducation2016[NPE]providesfortheschemeofICTforallruraleducational institutions in India. Measures have also been taken to reduce and remove rural-urban disparities and promote diversified and better employment opportunities in rural areas. In the rural context, the main focus of NPE is the implementation of schemes and programs, such that predominantly

addresstheeducationalneedsofruralareasincludingtechnicaleducation.ASER(2014)statesthat for six years now ever since the turn of the century, more than 96 percent of children (in the age group 6- 14 years) are enrolled in educational institutions in rural India. 71 percent of enrolled children are attending educational institutions during the winter days. With growing and visible progress from year to year, increasing figures of enrollment and attendance in rural educational
institutions,itbecomespertinenttofocusondeliveringqualityICTeducationtothissectionofthe population towards creating a learned and skilled human resource for furthering economic growth and development.

4. BENEFITS OF ICT IN EDUCATIONALINSTITUTIONS

ICTisimportantineducationalinstitutionsandeducationalinstitutionsasitassistsincarryingout their activities and functions such as record keeping, research work, instructional uses, presentations, financial analysis, examination results management, communication, supervision, MIS, teaching-learning activities, and general educational institution managementfunctions. According to Peeraer and Petergem (2011), ICT benefits educational institutions in severalways:

1. Enhancing learning inclassroom;
2. Improving educational institution management and related tasks;
3. Improving accountability, efficiency and effectiveness in educationalinstitution activities;
4. Introducing usage of Power Point presentations andinternet.

Keengwe and Onchwari (2011) support the view that ICT in educational institutions can lead to high quality teaching and learning. Others who confirm to this view are Jhuree (2005), Yusuf (2005), Dzidonu (2010), Higgins and Moseley (2011), and Rebecca and Marshall (2012). Nisar, Munir and Shafqat (2011) found that availability and usage of ICT improves the knowledge and learningskillsofstudents.Hence,itcompelspolicyformulationfortheeducationsector.Literature reveals that when well-utilized, ICT in educational institutions has the potential to improve the teaching-learning process in many ways. ICT is learner centric and hence brings about active involvement of students in the learning process. Students get motivated when learning activities are challenging, authentic, multi-sensorial and multi-disciplinary. Educational institutions tend to witness a higher attendance, motivation levels, academic accomplishments and effective communication as an outcome of ICT programs and projects. Teachers too gain as a result ofICT initiatives. They find ICT to be useful for teaching as well as for personal and professional work. Application of ICT in teaching makes teaching more innovative, interesting, interactive, easy and effective. It complements the traditional teaching-learning process. While imparting knowledge withtheaidofICT,educatorsfindthatstudentsaremorereceptiveandresponsive.Also,ICTcan help to impart more information and knowledge to students in a shorter time, enabling maximum utilization of resources and time. Against this background, the study explores the issuesand challenges associated with the implementation of ICT in rural educational institutions in India. The study also makes suggestions for improving ICT assisted education in Indian educational institutions. In India, ASER (2014) reports a small increase in the availability of computers in

the rural educational institutions visited. Computer availability has increased from 15.8 percent in 2010 to 19.6 percent in 2014. Several states stand out in this regard. In Gujarat, 81.3 percent of educational institutions visited had computers; Kerala witnessed a record of 89.8 percent educationalinstitutionswithcomputerfacilities;Maharashtrawith46.3percentcomputer-enabled educational institutions and 62.4 percent educational institutions in TamilNadu.

5. CHALLENGES IN IMPLEMENTATION OF ICT ENABLED EDUCATION INRURAL EDUCATIONALINSTITUTIONS

Although ICT has the potential to improve education system of a country to a great extent, yet it is not the case in the developing countries. There are multiple issues and challenges confronting the implementation of ICT education in educational institutions. The problems are much more augmented in case of the educational institutions which are located in remote and rural areas. For rural educational institutions in specific, the introductionofICTfaceshindrancesintheformofinternalandexternalbarriers.Internalbarriers to ICT implementation in educational institutions in rural locations include:

1. Lack of trainedteachers.
   A major obstacle in the use of ICT in rural education is the lack of knowledge and skills.
   ThereisdearthofdynamicteachersformallytrainedinICT.Moreover,thereishardlyany quality training imparted on a regular basis to teachers involved in ICTeducation.
2. Unfavorable organizational culture and poor attitude andbeliefs.
   Often in developing nations, the educational organizations and educational institutions managementfailtoperceivetheimportanceandseriousnessoftheroleofICTineducation enhancement.Also,theteacher'sattitudesandbeliefsareoutdatedandorthodox.Theyare unawareandrigidandnotwillingtoadapttothechange.TheyfosterfalsebeliefsthatICT is intended basically for the youngsters and are very doubtful about the efficacy, usefulness and convenience of ICTs in educationalinstitutions.
3. Shortage of time.
   In educational institutions, teachers are usually burdened with multiple tasks other than teaching. Moreover, they have to teach all types of subjects along with ICT. They do not have time to design, develop and incorporate technology into teaching and learning. The teacher needs time to collaborate with other teachers as well as learn how to use hardware and software and at the same time keep oneself updated with the latest technology. Issues of maintenance and upgrading of equipment.
4. Maintenance and upgrading.
   SupplyofICTequipmentinruraleducationalinstitutionissubjecttotheirlimitedfinancial resources. Largely, the government initiatives are restricted by budgetary constraints. The ICT projects in rural educational institutions are not self-sustainable. When the projects launched by government or private sector phases out, the maintenance of equipment need to be borne by the students. The students often with weak economic backgrounds are unable to fund the maintenance and computing facilitiesexpenses.
5. Insufficientfunds.
   Appropriate and latest hardware and software facility availability determines the effective andefficientusageoftechnology.Indevelopingcountries,implementation of technology into educational systems is a very difficult task as it requires a large funds, infrastructure and support facilities. Lack or insufficiency of finances leads to

redundant and obsolete infrastructure and equipment in rural educational institutions leaving a huge lacuna in the process of enabling ICT skills and imparting ICT education; thereby rendering the entire ICT experiencemeaningless.

6. Challenge of language andcontent.
   English is a language in which amostoftheeducationalsoftwaresproduced and majority of online content which is available in English. In developing countries, English language proficiency is not high, especially outside the urban areas which becomes a serious barrier to maximizing the educational benefits ofICT.

Major external barriers in the implementation of ICT in rural educational institutions are:

7. Shortage of equipment.
   There is lack of computers and computer-related resources such as printers, projectors, scanners, etc. in government educational institutions in rural areas. The ratio of computers per student is insufficient. The option of private educational institutes is very few or missing in these regions. There is a mismatch between the complementing resources and inappropriate combination of ICT resources result into reduced diffusion of technology as well as poor ICT understanding in these educational institutions.
8. Unreliability ofequipment.
   Even the basic ICT equipment and computers possessed by rural educational institutions areunreliableandundependable.Theeducationalinstitutionslackup-to-datehardwareand software availability. Old and obsolete equipment are major hindrances to ICT adoption andapplication.
9. Lack of technicalsupport.
   Rural educational institutions face issues related to technical know-how, absence of ICT service centers, shortage of trained technical personnel. Whether provided by in-educational institution staff or external service providers, or both, technical support specialists are essential to the continued viability of ICT use in a given educational institution. Without the technical support, time and money may be lost due to technicalbreakdowns.Oneofthemajorobstacletooptimizingcomputeruseineducational institutions has been the lack of timely technicalsupport.
10. Resource related issues andinternet.
    Rural educational institutions usually face trouble with respect to the availability of ICT related resources such as supporting infrastructure, uninterrupted electricity, supplementary resources like multimedia, projectors, scanners, smart boards, and so on. Despite being an integral component of the ICT, internet is lacking in most rural educational institutions. Most educational institutions cannot afford the high fees charged byinternetprovidersandevenwherethereisinternet,sloworerraticconnectivitydestroys the very essence and impact ofICT.

Other external factors hindering the usage of ICT in rural educational institutions are social and cultural factors inherent to these regions, lack of initiative by community leaders, corruption and burglary.

6. ICT INITIATIVES IN RURAL EDUCATION ININDIA

ThegovernmentofIndiahasdeclared2010-2020asthedecadeofinnovationwithspecialfocus on the

ICT enabled education and development 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:

1. Computer literacy projects for teachers andstudents.
2. Mobile classrooms through ITbuses.
3. E-Learning centers and kiosks for enhancing online education for social and economic change in rural society; community telecentres to meet the needs of ICT learning outside formal educational institutionsetting.
4. Bicycle-based connectivity in ruralareas.
5. National award for teachers using ICT in educational institutions in the teaching learning process.
6. Development of ITcurriculum.
   Innovative Rural Reach Program by Infosys for imparting first hand ICT knowledge to children of grades 5-10 in villages.
7. Higher education ICT initiatives such as E-Gyankosh, Gyan Darshan, Gyan Vani and various other distance educationprograms.

7.CONCLUSION AND SUGGESTIONS

Revolution in information and communication technologies has reduced national boundaries to meaningless lines drawn on maps. In this scenario, education has been identified as one of the services which need to be opened up for free flow of trade between countries. India is developing as a knowledge economy and it cannot function without the support of ICT. The gap between demand and supply of education has necessitated the government and institutions to formulate policies for more beneficial use of ICT. In order to bridge the gap, it is necessary to evolve cooperation between public and private stakeholders. There is a need to focus on improving four aspects of ICT - access, usage, economic impact and social impact.
The study proposes the following suggestions for improving and facilitating ICT education in rural India:

1. There is a need for public-private partnership for resource mobilization for funding ICT educationinruralareastoprovideneed-basedICTEducationinruralareasspecifictotheir skill sets
2. To formulate policies to promote broad access to skills and competencies for learning and adopting ICT Provision of broad-based formal education ofICT
3. To create awareness on ICT Education by giving incentives to firms and individuals for encouraging involvement in continuous training in ICT Develop supportive infrastructure facilities such as electricity, internet, etc. Government should actively promote the usage of alternate sources of power to ensure a steady power supply to educational institution in rural areas Computer recycling can be an ecologically sound alternative to the problem of computershortage.
4. Enlargecommunityparticipationforself-sustainabilityinICTapplicationGovernmentand national education authorities should ensure availability of high quality internet access to educationalinstitutions.
5. Government should ensure joint efforts by software companies and teachers for

preparing quality content to support the curriculum and languagediversities.

6. TomakeICTseffectiveandintegraltoolsofeducation,monitoringandevaluationmustbe apriority.
7. The urban-rural divide in terms of access, equity, and resources will continue to be the main issues that Indian educators will have to address as the needs of the learning community willchange.
8. Migration of rural Indians to urban areas is not the solution to the bothering gap between the two regions. Rather, with health, education, a bit of infrastructure and livelihood opportunity, life in rural India may become better and more welcoming than that in urban areas.

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Knowledge and Information Security Management of E-Resources

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Abstract

User's knowledge of information security is one of the important factor in information security management as 70-80% security incidents occurred due to negligence or unawareness of users. In this paper we have analyzed the utility of knowledge management tools to rapidly capture, store, share and disseminate the information security related knowledge with the view that it should be effectively applied by the information system users. We found that the knowledge management tool can be used to enhance the information security

Keywords: Information Security, Knowledge management, Security management, integrated management

Introduction

Owing to fast pace of change in IT technology and its important applications, new security threats revolves around it. New and smart methods of information security are also devised by researchers to mitigate the risk occurred due to these threats. In the last decade process based information security management system (ISMS) such as ISO27001 and COBIT have emerged. since then many organizations have adopted such ISMS. Another management discipline enterprises employ, Knowledge Management (KM) with aim to foster a more effective management of knowledge.

Current methods for information security management is not appropriate for the concept of integrated management of the security. due to their universality, or too specific focus. Mostly, based on experience that is more empirical in nature. The current level of knowledge also offers new approaches for information security management. In the processing issues may be safety mathematization, security classification schemes, optimization methods are increasingly knowledge-based approach used. In this contribution I will focus on clarifying the design methodologies, which will be suitable for the design and evaluation of information security. The proposed methodology respects the concept of integrated safety management. This methodology may become an appropriate tool for security management personnel.

Organizations sometimes spend substantially on firewall, proxy, antivirus, intrusion detection mechanism, digital signatures, special network devices and protocols etc., assuming that security of information can somehow be ensured by procuring these technology solutions from the

market. This is a wrong notion because security management is more of managing an end-to-end system rather than just installing technical solutions. As like any other full-fledged system, this has many components including people, policies, procedures, processes, standards and technology.

Information Security Challenge:

Information security is a significant boardroom issue. In today's world, companies rely on their internal computer systems and the Internet to conduct business and cannot afford to have disruptions to their operations. A security incident can have a wide-ranging negative impact on a company's revenue streams, customer confidence, and public relations. This dilemma makes information security an essential component to an effective overall business strategy. Establishing an information security program that addresses the risks that your business faces should be a high priority.

Six Significant Information Security Challenges

Executives need to understand and address six significant challenges, which are listed here and reviewed in detail in the following sections:

■ E-commerce requirements

■ Information security attacks

■ Immature information security market

■ Information security staff shortage

■ Government legislation and industry regulations

■ Mobile workforce and wireless computing

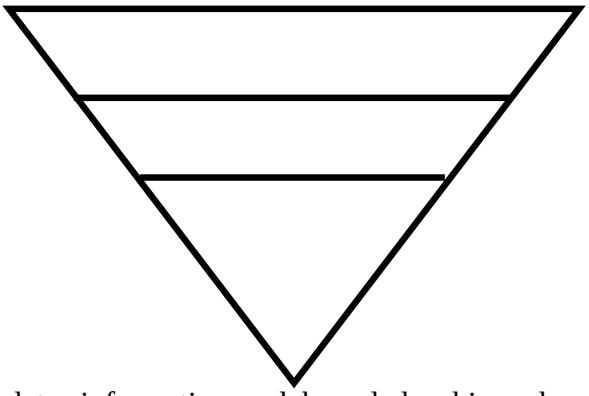
Major Information Security Incidents.

Name	Date	Impact
Morris Worm	1988	Stopped 10% of computers connected to Internet
Melissa Virus	May 1999	100,000 computers in one week $1.5 billion impact
Klez	2002	$750 million impact
Bug Bear	2002	$500 million impact
My Doom Worm	Jan 2004	Fastest spreading mass-mailer worm to date 100,000 instances of the worm intercepted per hour More than $4.0 billion impact
Witty Worm	March 2004	First widely propagated worm to carry a destructive payload

Role of Knowledge Management

In order to understand knowledge management we must first understand what knowledge is. Different authors have proposed different definitions of knowledge. We will quote two sources and develop a common ground for our discussion. According to Liebowitz and Beckman (1998), "Knowledge is applied information that actively guides task execution, problem solving and decision making." Nonaka and Takeuchi (1995) has defined knowledge by comparing it with information. According to this definition, "Knowledge, unlike information, is about beliefs and commitment. Knowledge is a function of a particular stance, perspective, or intention. Knowledge, unlike information, is about action. It is always knowledge "to some end." Knowledge, like information, is about meaning. It is context specific and relational." Both definitions emphasize the applied nature of knowledge, i.e., it must serve some organizational goal. Both suggest that knowledge is created out of information. Nonaka and Takeuchi (1995) emphasizes the person specificity of knowledge by linking it with the beliefs and commitment of its holder. Thus, what is knowledge for one person may not be knowledge for another person. A similar viewpoint has been expressed in Alavi and Leidner (1999).

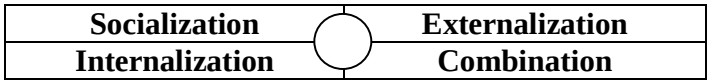
The Knowledge Triangle



In a figure depicts the data, information and knowledge hierarchy. The inverted knowledge triangle represents the fact that information carries more meaning compared to data, and knowledge carries most meaning. Data is converted into information by adding context to it. Information is converted into knowledge when a person interprets it based on his/her existing knowledge. Knowledge, therefore, is not only context sensitive but also person specific. To summarize, information is meaningful data, and knowledge is information interpreted and/or assimilated by a person using his/her prior knowledge.

Knowledge may be categorized into two types: tacit and explicit (Nonaka and Takeuchi, 1995). Tacit knowledge resides in the head of individuals. It is difficult to formalize and communicate such knowledge to others. Explicit knowledge is codifiable. It can be expressed using a formal language. Examples of such knowledge are process descriptions, office procedures, best practices, etc. Knowledge management deals with the creation, distribution, and sharing of knowledge within the organization. Personalization and codification are two dominant knowledge management strategies (Hansen et al., 1999). A personalization strategy puts emphasis on transfer of tacit knowledge from one person to another, whereas a codification strategy relies on reuse of explicit knowledge.

Figure of Knowledge Creation Process



Knowledge creation takes place through the transformation of tacit knowledge to explicit knowledge and back to tacit knowledge through the four processes described in Figure 2, thus creating the knowledge spiral (Nonaka and Takeuchi, 1995). Tacit knowledge may be transferred from one individual to others through socialization. Examples of such knowledge transfer are apprenticeship and on-the-job training. Tacit knowledge is transformed into explicit knowledge through externalization. Examples of this process are writing, oral communication, knowledge acquisition processes used in expert system development, etc. Combination involves creating new explicit knowledge by combining different bodies of explicit knowledge. For example, new insights may be gained from operational data through the use of data mining technology. Internalization is the process by which a person absorbs external knowledge by forming his/her own mental model or technical know-how. An example of this process is when you study a concept from a book and learn it by understanding it yourself. While knowledge creation is an important activity in an organization, distribution and sharing of explicit knowledge is also a critical knowledge management task. It enhances the productivity of knowledge workers through knowledge reuse. Effective management of explicit knowledge requires such knowledge to be extracted, codified and stored in the organizational knowledge base. Search and retrieval functions are provided to access the right knowledge at the right time. As we will see in the following section, IT plays a key role in facilitating knowledge creation as well as distribution and sharing.

Application of KM Tools for Information Security:

In order to design successful tools for knowledge sharing, a strategy needs to be chosen. Hansen et al. distinguish two main knowledge management strategies: codification and personalization. Codification is the people-to documents strategy. Here the effort is to load intranets and databases with best practices, case studies and how-to guides to help people in their day-to-day work. Personalization is the people-to-people strategy. Here the effort is to link people with other people and to grow networks and community of practices. Emphasis is on informal-knowledge sharing.

Following KM tools may be used for improving information security:

1. Content Management

2. Knowledge Taxonomies

3. Groupware

4. Online Communities of Practice

5. Enterprise Portal

6. Social Network Analysis and Design

1. Content Management: A well designed content platform must be able to handle multiple content types, sources and access patterns. Theses content sources include security related libraries, activities and personnel directories. Content can be structured or unstructured. Some of it is generated online during various knowledge activities (e.g. on line brain storming).

Organizations may use content management system for information security best practices, lesson learned, security case studies etc.. Content teams, Meta data, knowledge maps, and a workflow contextualization can ensure effective reuse of the content. Advanced content management system include features for seamless exploration, authoring templates, maintaining integrity of web pages and links, periodic review, archiving, metadata, version control, rule setting, indexing, audits, authorized access, administration alerts, and flexible repurposing for multiple platforms and formats.

2. Knowledge Taxonomies: Taxonomy is the practice and science of classification according to natural relationships. The info-glut or "digital sprawl" on corporate intranets has led to users not being able to find relevant information in time and numerous taxonomy development tools are coming to the rescue. It must reflect the needs, behaviors, tasks and vocabulary of the users, and be able to provide multiple paths and points of view. Taxonomy should be easy to maintain and users should find it easy to understand, navigate and contribute. It will help the users to easily locate specific information security knowledge.

3. Groupware: Desirable features for collaboration in the context of KM include affinity building, knowledge mapping, threading, polling, group document creation, rating, anonymity and access management. A notable trend in tools for collaboration between networked employees is the convergence between asynchronous (e.g. collaborative document management) and synchronous (e.g. instant messaging) service. It is an important tool for knowledge sharing among the peer groups. It is an important tool to disseminate information security information instantly to a group like information regarding new virus attacks.

4. Online Communities of Practice: Online communities constitute a growing part of the organizational landscape of 21st century global players, but businesses are still at the early stages of individual and organizational optimization of web based communities. Online CoPs are emerging as powerful tool for knowledge exchange and retention. Participation levels in CoPs can be segmented into core, active, and peripheral. Success levels can be diagnosed via the application of knowledge. in the form of interviews anecdotes and employee survey. Expertise directories are a useful way for connecting knowledge worker in such forming communities, but they must connect people and not just resumes. CoPs are particularly useful in discussing current security related problems and come out with solutions.

5. Enterprise Portal: Portals help create the "on demand" workplace, customized to individual employee needs. A well-designed portal can serve as a delivery channel for KM applications any time, any place, and on any device. Knowledge portals are the single point of interaction and coordination for collaboration. General user may reach the portal for getting their solutions of security related problems and current security scenario.

Conclusion:

We see that to deal with the ever changing nature of information technology and the newer security threats coming up at a very fast pace that we need some technique to educate the users in an effective manner. KM tools is useful to evolve newer, economical and faster methods to deal with information security issues. KM tools like content management is useful to create content and update information security knowledge like information security standards for best practices, taxonomies to easily understand and locate the right and required information, as CoPs for consulting with each other and giving a feeling of belongingness to share the knowledge.

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Use of ICT in Higher Education for Quality Enhancement

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ABSTRACT: -

Quality is the defining element of education. Changes in the economic and social Fundamentals call for transformation in the skills, capabilities and attitudes of the masses. This requires a shift in the delivery and pedagogy used in the current education system. Quality Education has traditionally been associated with strong teachers having high degrees of personal contact with learners. Quality assurance in the Education Sector is one of the major initiatives of learning. We are proud of our associations with the national assessment and accreditation council (NAAC) of India in recent years, which has built capacity in quality assurance at all levels of council. In all core values of NAAC, promoting the use of technology is mostly effective for quality enhancement. While the advantages of using modern tools and technical innovations in the day to day life are well recognized, the corresponding changes in the use of new technologies for teaching, learning and E-Governance of HEIs, leaves much to be desired. The Use of ICT in education lends itself to more student centered learning Settings and often this creates some tension for teachers and students. This paper highlights the benefits that ICT integration in education can provide and role of ICT in transforming teaching and learning process leading to quality enhancement in Higher education.

KEY WORDS:- Information and communication Technology, ICT Tools, Educational Administration, E-Learning, E- Library, main stakeholders, etc.

INTRODUCTION:-

ICT integration in Education can help in facilitating collaboration and Knowledge sharing among geographically distributed students. ICT increases the Flexibility of Delivery of education so that learners can access knowledge anytime and from anywhere. It can Influence the way students are taught and how they learn as now the processes are learner driven and not by teachers. There is turn would better prepare the learners for Lifelong learning as Well as contribute to the Industry. It can improve the quality of learning and thus contribute to Industry. It provides several tangible and intangible benefits for all the stakeholders involved in the Economic growth of the country. ICT can be used as a tool in the process of education in the following ways:

Informative tool:- It provides vast amount of date in various formats such as audio, video, Documents.

Situating tool:- It creates situations, which the students experiences in real life. Thus, Simulation and virtual reality is possible.

Constructive tool:- To manipulate the date and generate analysis.

Communicative tool:- It can be used to remove communication barriers such as that of space and time.

The various areas where ICT is integrated in the educational system are presented below.

INTEGRATION OF ICT IN EDUCATION ADMINISTRATION:-

Technology has changed the face of higher education. At present, ICT has become an Indispensible tool for Education Administration. It is mainly intended to improve education Access, so as to provide education to all. Some of the major benefits of ICT-based education System includes the following:-

ICT helps in integrating all the activities of an education institution which includes Admission, registration, payments, hospital, library, human resource management. ICT facilitates usage by multiple and heterogeneous set of people to disseminate and accumulate information. ICT thrives to achieve transparency in the entire system and also provides reliable and relevant information irrespective of geographical barriers. Education Administration includes both teaching-learning process and also the various administrative tasks pertaining to this process.

VIRTUAL LEARNING (E-LEARNING) :-

It is a transition from the traditional mode of learning to virtual learning environment, enabling reduction in the barriers of knowledge acquisition. In an e-learning scenario, the pace of learning can be tuned to the individual's needs. The content can be accessed irrespective of time or location. Another benefit of e-learning is the standardization in the delivery of course content. The delivery of knowledge can be efficiently done across widely distributed locations. The evaluation for the quality of online teaching methods for a particular course of entire curriculum includes the following: Interactivity, modularity, collaboration, learning styles, faculty involvement, support services, libraries, student's services, assessment of learning etc. It also improves quality of education by facilitating learning by doing, real time conversation, delayed time conversation, direct instruction, self-learning, problem solving, information seeking and analysis, and critical thinking, as well as ability to communicate, collaborate and learn.

VIRTUAL LIBRARY:-

In this era of information explosion, newer challenges are faced in having access to vast Information that is widely distributed. This has led to the development of Virtual Library or E-Library. It is a transition from the traditional mode of laborious searching and gathering of Information to a quick on-line access to storehouses of knowledge. This has been facilitated by the development of technology for obtaining information in a networked environment. The key benefits of a virtual Library (e-Library) include availability of access to books irrespective of location or time.

USE OF ICT IN TEACHING-LEARNING PROCESS:-

ICT-based teaching-learning process was mainly introduced to enhance the delivery of contents and to improve the skills of learners and prepare them for the global economy and information society. Teaching-learning is a life-long process which can be significantly enhanced through the appropriate use of emerging ICTs. ICT-enabled education has the potential to promote the development of students decision-making and problem solving skills, data processing skills, and communication capabilities.ICT plays a major role for dealing with information and its transformation in to knowledge, which is basic requirement for citizens to become effective participants in this new scenario.ICT based learning encourages a wider range of learning styles through visual and kinesthetic approaches to learning thereby facilitating personalized learning and assessment. Educational problems seem to be responsive to technological innovation, faculty role and organizational arrangements that facilitate adoption to

new technologies and maximize impact. ICT can be integrated in to various activities of Knowledge delivery, Knowledge accumulation and evaluation. Some of the areas of ICT integration include the following. Using Power point slides for delivery of lectures, Clarification of queries of students through e-mail, Usage of computers for explaining better in classroom. Usage of technology for increasing creativity in teaching, Encouragement to students to send their doubts by e-mail or post in discussion boards, conduct of on-line tests and on-line quizzes, Electronic processing of results and performance analysis of students, and Internet browsing to supplement book information. To summarize, the following table shows the main benefits of using ICT in education to the various stakeholders:

Benefits of ICT in education to the main stakeholders:-

Stakeholder Benefits :-

- Students :-1)Increased access, 2) Flexibility of content and delivery, 3) Combination of work and education, 4) Learner-centered approach, 5) Higher quality of education and new ways of interaction.
- Employers:- 1) High quality, cost effective professional development in the workplace, 2) Upgrading of employee skills, increased productivity, 3) Development of a new learning culture, 4) Sharing of costs and of training, time with the employees, 5) Increased portability of training.
- Governments:- 1) Increase the capacity and cost effectiveness of education and training systems, 2) To reach target group with limited access to condensational education and training , 3) To support and enhance the quality and relevance and of existing educational structures, 4) To ensure the connection of education institutions and curricula to the emerging networks and information resources.

CONCLUSION:-

Changes in the curriculum do support fundamental economic and social transformation in the society. Such transformations require new kinds of skills, capabilities and attitudes, which can be developed by integrating ICT in education.. Similarly, there needs to be an ICT plan, support and training to all the stakeholders involved in the integration. There needs to be shared vision among the various stakeholders and a collaborative approach should be adopted. Care should be taken to influence the attitudes and beliefs of all the stakeholders. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time in geographical barriers. It can influence the way students are taught and how they can learn. It would enable development of collaborative skills as well as knowledge creation skills. This in turn would better prepare the learners for lifelong learning as well as to join the industry. It can improve quality of learning and thus contribute to the economy. Similarly wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching.. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning. ICT enabled education will ultimately leading to the quality enhancement and democratization of education.

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‘Shagun’ – A Web-Portal under Sarva Shiksha Abhiyan for Promoting Girl Child Education in India

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ABSTRACT
Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India to attain Universal Elementary Education (UEE), covering the entire country in a mission mode. SSA has been launched in 2001-2002 in partnership with the State Governments and Local Self Governments. The programme aim to provide useful and relevant, elementary education to all children in the 6 to 14 age group. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and a process based, time bound implementation strategy. In, January 18, 2017, the Union HRD minister of India has launched a new web portal namely ‘ShaGun’. The name was taken from two words ‘Shaala’ and ‘Gunvatta’. Shaala which means school or institute and the later depicts the quality. This web portal will be an integral part of Sarva Shiksha Abhiyan which is aiming to concentrate on elementary education. Also this scheme will bring training for teachers and faculties who are serving children with special requirements. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. Its objectives bring out the programme’s intent to increase coverage of girls and bridge gender gaps in respect of enrollment, retention, completion and learning achievements. This study aims to study the role of SS and ‘ShaGun’ in Girl Child Education.

Key Words: Sarva Shiksha Abhiyan (SSA), ShaGun, Girl Child Education, Universal Elementary Education (UEE).

INTRODUCTION

In a country like India, the democratisation of education is very essential in order to achieve the welfare for the country. The government has also felt a need to universalise education for all on mandatory basis. Unlike other programmes for retaining universalisation of elementary education, as a comprehensive approach Sarva Shiksha Abhiyan (SSA) has made such an attempt that covers all the aspects of school functioning and has tried to provide education for all irrespective of caste, creed, sex, religion etc. ‘Sarva Shiksha Abhiyan’ (SSA) is a programme for universalisation of Elementary Education covering the entire country. It was started in 2001. The programme aims to provide useful & relevant free & compulsory elementary Education for all children in the age group 6 to 14 yr under Right to Education (RTE) Act 2009. For protecting, promoting and fulfilling the basic rights of education so as to realize the 86th amendment of the Indian Constitution, which made education a fundamental right, SSA has aimed at achieving the universal retention in a holistic and convergent way within the mission period.

KEY WORDS

- **Sarva Shiksha Abhiyan (SSA):**Sarva Shiksha Abhiyan has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning.
- **ShaGun:**ShaGun (Shala Gunvatta) is a web-portal for the online monitoring of the Sarva Shiksha Abhiyan (SSA) and a Repository of best practices.
- **Girl Child Education**: Girl Child Education is an important tool that enables women and **girls** to participate in decisions that affect their lives and in improving their social status
- **Universal Elementary Education**: Universalisation of elementary education means universal access to enrolment, retention and qualitative education up to the age of 14.

LITERATURE REVIEW

- **Tejaswini Adhikari**, in a research paper**, "Study of five NMMC schools in Navi Mumbai" (2001)**, identified the gaps in the existing services and needs of students and teachers in the context of quality education. The survey included five schools, under Navi Mumbai Municipal Corporation (NMMC). The study revealed that the infrastructure of schools was in a very poor state. There is a need to strengthen teachers on aspects of motivation, pro-children attitudes and creative teaching learning process. Appointment of suitable staff is also recommended in order to lessen the burden on teachers.
- **Sunita Aggarwal, and Chugh,** in their research paper, **"Learning achievement of slum children in Delhi. New Delhi (2003)"**, highlighted that basic education is a fundamental right and recently 86th Constitutional Amendment was enacted so that all children can receive good quality basic education. The main objective of the study was to identify the social, economic and organizational factors that are associated with education and achievement level of the learner in slums. The performance of the slum children was much below the expected levels in both the subjects and in both the grades.
- **Prasanta Kumar Acharya and Manoranjan Behera**, in their research paper, **"Functioning of Sarva Shiksha Abhiyan Programme in Orissa" (2004)**, pointed out that that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level.

OBJECTIVES

- To study the role Sarva Shiksha Abhiyan in promoting Elementary Education.
- To study the role Sarva Shiksha Abhiyan in promoting Girl child education.
- To explore 'ShaGun', a web portal, as part of Sarva Shiksha Abhiyan.

RESEARCH METHODOLOGY

The study is based on secondary data. Relevant data are availed from various sources of information such as Research Papers, Books, and websites etc.

LIMITATIONS OF THE STUDY

- The study is undertaken by the use of secondary data collected by other sources which may have some deficiencies.
- Due to the limitation of time, the researcher was unable to develop a detail insight into the topic.

MAIN CHARACTERISTICS OFSARVA SHIKSHA ABHIYAN(SSA)

- A Programme with a clear time frame for universal elementary Education.
- Thrust on quality & making education relevant.
- A main streaming Gender approach.
- Focus on the educational participation of children from the SC/ST, religious & linguistic minorities, etc.
- An opportunity for promoting social justice through basic education.
- A partnership between the Central, State & Local Govt.
- An effort at effectively involving a Panchayti Raj Institution, School Management committees, Village & Urban Slum level committees, Parents-Teachers associations, Mother-Teacher associations, Tribal Autonomous councils & other grass-root level structures in the management of Elementary Schools.
- An opportunity for states to develop their own vision of Elementary Education.
- Community ownership of school based interventions through effective decentralization.

SARVA SHIKSHA ABHIYAN INTERVENTIONS IN THE PROVISION OF THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE – RIGHT TO EDUCATION) ACT, 2009

- **Special Training for Out of School Children:** Section 4 of the RTE Act makes specific provision for Special Training for age appropriate admission for out - of- school children. A majority of out of school children belong to disadvantaged communities like scheduled caste, scheduled tribes, migrants children with special needs, urban deprived children, working children, children in other difficult circumstances, for example, those living in difficult terrain, children from displaced families, and areas affected by civil strife, etc.
- **Neighbourhood Schools:** Section 6 of the RTE Act mandates the establishment of a school by the appropriate government or local authority within the prescribed area or limits of the neighbhood with in the period of three years from the commencement of the Act to ensure that every child in the 6-14 age group pursues and completes elementary education.
- **Bridging Gender and Social Categories Gaps:** The RTE Act in different sections makes reference to gender and social inclusion both explicitly and implicitly. Some of the relevant provisions are; no discrimination against children from disadvantaged groups and weaker sections on any grounds, inclusion of women in school monitoring committees, provision of good quality education that includes equity issues, curriculum development in conformity with constitutional stipulations, training, enrolment in age appropriate classes.
- **Interventions for children with special needs:** In the case of Children with Special Needs (CWSN), the key priority areas are strengthening the identification system of CWSN,

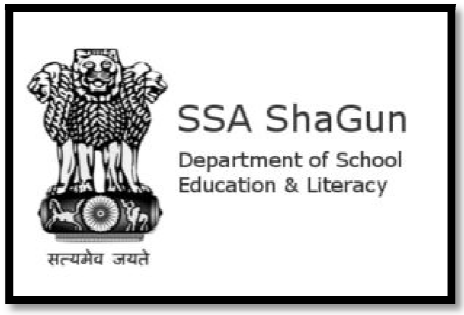
ensuring full coverage of CWSN by preparing schools to address the diverse needs that different categories of CWSN have, especially children with Autism Spectrum Disorders, cerebral palsy, deaf-blindness, etc. Strengthening and up gradation of resource rooms, in training facilities for needs of CWSN. Strengthening the resource support team for regular and effective academic support to the CWSN. Sensitization of teachers, parents, community and peers to create an inclusive school environment in coordination with special schools.

SSA AND GIRL CHILD EDUCATION

Since independence the Indian Government has been trying to improve the situation of girls. **The National Policy on Education (NPE) 1986**, stated that, education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. The removal of women's illiteracy and obstacles inhibiting their access to and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets and effective monitoring. The **Millennium Development Goals (MDGs)** along with the **Education For All**, provided an agreed international framework for achieving gender equality in education. Although admission of girls in schools has gone up significantly over the past few years (because of SSA), attendance and retention rates are still low. Approximately 2000 Kasturba Gandhi Balika Vidyalayas (residential schools under the KGBV Scheme) were set up for under-privileged girls in difficult-to-reach areas. The National Programme for Education of Girls at the Elementary Level (NPEGEL), launched in September 2003, provided additional provisions for enhancing the education of underprivileged/disadvantaged girls at the primary level through more intense community mobilisation, the development of model schools in clusters, gender sensitisation of teachers, development of gender-sensitive learning materials, early child care and education facilities and provision of need-based incentives for girls. All Educationally Backward Blocks have been included under NPEGEL and KGBVS. The latter scheme was merged with Sarva Shiksha Abhiyan in the Eleventh Plan with effect from April 1, 2007. Despite such ambitious plans, the harsh reality is that government-run schools are hardly in a position to act as agents of progressive social transformation, even when most of them have a larger presence of girls than of boys. Government schools suffer from a variety of problems ranging from lack of facilities for girls. What most of schools suffer from is an non-conducive environment for learning, particularly for girls. Most of the time there exists a gender-bias. In some schools, they are denied access to games and sports facilities which the boys enjoy. Some teachers address their lessons exclusively to boys, paying no attention to the girls. In addition, girls alone may be allotted works like sweeping and cleaning the school premises, or sometimes cooking of mid-day meals.

‘SHAGUN’ – A WEB-PORTAL FOR SARVA SHIKSHA ABHIYAN

Prakash Javadekar, the Union HRD minister of India has launched a new web portal namely ShaGun on 18, January, 2017. The name was taken from two words ‘Shaala’ and ‘Gunvatta’. Shaala which means school or institute and the later depicts the quality. This web portal will be an integral part of Sarva Shiksha Abhiyan. According to Javadekar, this web portal is aiming to concentrate on elementary education. Also this scheme will bring training for teachers and faculties who are serving children with special requirements. It has been prepared by World Bank in collaboration with Ministry of Human Resource Development. ShaGun’ aims to capture and showcase innovations and progress in elementary education sector of India by continuous monitoring of Sarva Shiksha Abhiyan (SSA).



Some facts about ShaGun are as follows;

- ShaGun, which has been coined from the words ‘Shala’ meaning schools and ‘Gunvatta’ meaning quality, has been developed with a twin track approach.
- First, is the repository with an engaging interface that focuses on positive stories and developments in the field of school education.
- In this repository, best practices will be documented in the form of videos, testimonials, case studies, and images, which will display state-level innovations and success stories that are driving improvements in performance under SSA.
- This repository has a decentralised management structure that enables state governments to choose, upload and manage their own content.
- Secondly, it has an online monitoring module to measure state-level performance and progress against key educational indicators.
- It has been developed to collect and report data which will enable the government and administrators to track the efficiency with which SSA funds are being utilised and the results that this is delivering.

CONCLUSION

Sarva Shiksha Abhiyan is a valuable endeavour of the Government of India, in the universalization of elementary education, which strives to help citizens to realise the importance of elementary education. Social justice and equity are by themselves a strong argument for providing basic education for all. Provision of basic education also improves the standard of living, especially with regard to life expectancy, infant mortality and nutritional status of children. Educating girls is commonly perceived as unnecessary; mainly on account of the role they have been assigned in running the house & also because they will eventually leave their parental homes after marriage, where their skills in household Chores will hold them in better step. But today also, SSA needs to be viewed critically as most its goals remain unaccomplished

even after its target years have passed and India still has a very long way to go towards girl's education.

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The Dynamics of Swayam: Massive Open Online Course (MOOC)

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Under the 'Digital India,' initiative of Government of India, one of the thrust areas is 'Massive Online Open Courses (MOOCs)'. Ministry of Human Resource Development, Government of India has launched on a major initiative called 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM), to provide an integrated platform and portal for online courses, covering all higher education, High School and skill sector courses. SWAYAM is an indigenous IT Platform for conducting the Massive Open Online Courses (MOOCs) and it is designed to achieve the three most drastic principals of education policy-access, equity and quality.

The objective of this initiative is to impart the best teaching learning resources to all, including the most remote and disadvantaged. SWAYAM is for those who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. The journey of SWAYAM can be traced back to 2003 with the initiation of the NPTEL (National Programme on Technology Enhanced Learning), a joint programme of IITs and IISC. This was the first major attempt in E-learning in the country through online Web and Video courses in Engineering, Science and humanities streams. NPTEL has developed e-content for 933 Courses, Consortium of Educational Communication (CEC) for Undergraduate subjects in 67 Subjects, University Grants Commission (UGC) in 77 Post Graduate subjects. Similarly, many other institutions have developed e-content in different disciplines at different level. Under the SWAYAM initiative all the contents developed under NMEICT are being repurposed and being made MOOCs compliant. The Beta version of SWAYAM was made live on August 15, 2016. It is an instrument for self actualization providing opportunities for a lifelong learning. UGC through Credit Framework for online learning courses with SWAYAM, regulation 2016 has widened the access to higher education and brought down its cost by using technological advances. MOOCs have emerged as a viable model for imparting education, involving conventional and online education. Indian version of online learning is being launched on an indigenous platform of learning i.e. SWAYAM which can be defined as anytime-anywhere format of learning.

DEFINITIONS ACCORDING TO THE GUIDELINES PROVIDED BY MHRDC, INDIA

According to these guidelines, unless the context otherwise requires, the following words shall have the following definitions:

- '**Academic Advisory Council (AAC)**', means a group of academicians of repute identified and appointed by the National Coordinator with the mandate of identifying the CCs, examining the course proposals and approving them.
- '**Course Coordinator (CC)**': The CC is a Subject Matter Expert (SME) belonging to a

reputed educational institution/Industry or a specialist in the field identified and entrusted with the task of developing online course in a given area by the NC.

- '**Course**' shall be of two types: credit courses and non-credit courses.

Credit Course means a course which is taught for at least one semester as a part of as subject/programme.

Non-Credit Course includes courses like awareness programme, continuing education programme or training of specific skill set as independent course, which are not part of any set curriculum. It can be of shorter duration.

- '**Four quadrant approach**': The four Quadrant approach means e-learning system that has the following components:

Quadrant-I is e-Tutorial; which shall contain: Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.

Quadrant-II is e-Content; which shall contain; self instructional material, e-Books, illustrations, case studies, presentations etc, and also contain Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers & journals, Anecdotal information, Historical development of the subject, Articles, etc.

Quadrant-III is the Discussion forum for rising of doubts and clarifying them on a near real time basis by the Course Coordinator or his team.

Quadrant-IV is Assessment, which shall contain; Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

- **Host Institute**, Educational Institute offering the MOOC and conducting end examination, awarding credits and certification.
- '**MOOCs**': Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy stated herein and following the four quadrant approach.
- '**National Coordinators (NCs)**': National Coordinators are the Institutions that have been so designated by the Ministry and assigned a specific sector for preparation of online courses for SWAYAM.
- **Parent Institute, I**nstitute to which student registered for MOOC is enrolled.

'**Sector**' means a particular level or discipline of learning allotted to a NC by the MHRD.

- '**Subject Matter Expert Groups (SMEGs)'** means a group of reputed academicians in a particular subject identified by the National Coordinator in each subject.
- '**Subject**' means a specific area under a discipline (Example: Physics) taught in an educational institution consisting of specific programme courses, resulting in the award of a certificate/ diploma/ degree.
- '**SWAYAM Academic Board**' shall be an apex academic body that would lay down standards of quality for the courses to be offered through SWAYAM.
- '**SWAYAM Board**' shall be the Authority that would be overall in-charge of the formulation of the Platform, prescribe quality of content and facilitate conduct of examinations.

SCOPE OF SWAYAM

The SWAYAM has an immense and vibrant future for Quality Assurance in Higher Education covering the following:

- Curriculum based course contents covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities, engineering, technology, law, medicine, agriculture etc. in higher education domain (all courses to be certification-ready).
- School education (9-12 levels) modules; for teacher training as well as teaching and learning aids to learners to help them understand the subjects better and also to help them in better preparedness for competitive examinations for admissions to professional degree programmes.

- Skill based courses, which cover both post-higher secondary school skills that are presently the domain of polytechnics as well as industrial skills certified by the sector skill councils of various Ministries.
- Advanced curriculum and professional certification under a unified scheme in higher education domain that can be tailored to meet the demands of Choice Based Credit System (CBCS) currently being implemented in India at under graduate level.
- Curricula and courses that can meet the needs of life-long learners. Independent courses which may not be part of any set curriculum and may be taught as awareness courses, continuing education programme and for training of specific skill sets.

PROPOSAL FOR MOOC

Consisting of the following and submit the same to the NC for approval:

- Introductory module: Defining the Course design, qualifications for taking the course, introductory video, assessment system, credits to be awarded, starting date/ending date, and expected outcomes.
- Scheduling of course: lectures / reading material / assignments / quizzes/ test into weeks and short modules.
- Instructional videos to be prepared – along with the transcript, multi-media techniques to be used, and the name of the teacher-on-the-camera.
- Details of reading material such as lecture notes / additional readings to be provided.
- Self-assessment modules: The total number of quizzes and assignments to be provided for the course.
- Assessment system: Weekly /biweekly assessments and assignments that would be required to be taken by the students.
- Reading material: Notes/extra readings.
- Self-assessment modules: Quizzes and tests.
- Assessment system: Weekly assessments and assignments.
- Discussion forum: List of Teaching Assistants for handling the discussion forum and answering queries raised by registered Students.

The CC shall ensure that the Online Course, (where **Credits/Certificate** on the Course are to be offered) under SWAYAM, (i) is Cleared by a University/ Institute and (ii) the University/ Institute agrees to issue certificate(s) and **'Transfer the Credits'** to Registered Students under SWAYAM that are existing as regular & enrolled students from a recognized University/Institute across the country and shall follow, the UGC & AICTE (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016, a 'Gazette Notification' issued on 19th July 2016 & 17th August 2016, respectively.

Non-submission of the proposal in the above manner within the given period shall automatically result in cancellation of the order entrusting the work.

On receipt of the Proposal for MOOC, the NC shall place the same before the **Subject Matter Expert Groups (SMEGs)** for its consideration. The SMEGs shall convey its approval, amendment or rejection within Three weeks. In case the Subject Matter Expert Groups (SMEGs) makes suggestions for improvement/changes, the CC shall make the changes and present the same within 2 weeks further. The Subject Matter Expert Groups (SMEGs), may thereupon, make the final recommendation to the Academic Advisory Council (AAB).

Based on the feedback given by the Subject Matter Expert Groups (SMEGs), the Academic Advisory Council (AAB) shall examine each proposal and either approve, suggest changes or reject same within a further period of 2 weeks from the date of receipt of Subject Matter Expert Groups (SMEGs) report. The AAB shall also recommend to the NC the required budget for preparing the MOOC.

The NC shall thereupon, and without any further delay, communicate the decision to the CC and also release the funds required for starting the production.

REVIEW OF THE COURSE CONTENT AND APPROVALS (4WEEKS/ONLINE COURSE)

On completion of the programmes, the CC shall intimate the NC about the readiness for review of the Course. Immediately thereupon, the NC shall get the course Previewed/reviewed from academic and technical experts and thereafter convene the SMEGs meeting for viewing the course in detail along with the video and reading resources. The SMEGs, after viewing the course shall verify the following and based on these recommendations, the NC will place the course before the AAB, which will approve the Course for uploading on the SWAYAM portal:

- ✓ Final typos and grammar checks.
- ✓ Brand language/message (i.e. in keeping with Online Course guidelines)
- ✓ Pedagogy and learning experience.
- ✓ Formatting of text and images.
- ✓ Ensuring the presence of basic Online Course elements like video/e-Content, discussion forums, Interactive elements, assignments, assessment methodology etc.
- ✓ Video quality checks.

The NC in consultation with the CC, will also recommend the ‘Start date’ and the ‘End date’ for the course. Based on these recommendations, the NC will place the course before the AAB, which will approve the Course for uploading on the SWAYAM portal.

NOTIFICATION OF COURSE TO ALL UNIVERSITIES

As soon as AAB approves a course, the same will be reported to the SWAYAM Board by the NC. The SWAYAM Secretariat shall request the concerned regulator to communicate to all Universities/Institutes under their jurisdiction to notify the courses to their departments and affiliating institutions for availing and transfer of credits by students enrolled with them.

ASSESSMENT AND CERTIFICATION

The CC shall decide the suitable assessment system for the course based on the stated learning outcomes, in consultation with the host University/ institution offering the course. Normally, the assessment shall have both formative assessment to promote deeper learning, critical thinking and reflection, in combination with summative assessments designed to gauge student achievement and/or performance. Summative assessments may include graded quizzes, reports or projects, peer assessments or proctored examination. An online examination would be the preferred mode. After conduct of the examination and completion of the evaluation, the host institution shall award marks/grade as per the evaluation scheme announced, within 4 weeks from the date of completion of the final examination. On successful completion of each course, the host institution offering the Online Course would issue the certificate, along with the number of credits and grades, through which the student can get credits transferred into his/her marks certificate issued by his/ her parent institution.

QUALITY ASSURANCE

Quality, one of the key elements of MOOCs, shall be monitored throughout the design, development and delivery cycle of the MOOCs. Quality shall be managed at the offering institution / MOOCs offering team level while creating the content.

Quality assurance at the individual institution/ MOOCs team level shall have:-

- Content checks to be ensured while developing the course content for plagiarism and source of information.
- General course curriculum/standards to be followed for the credited courses while ensuring that updated knowledge is being imparted to the students.
- Suggested course plan for better management.
- Suggested language and formatting style and suggested image pools to be used.
- Suggested production parameters and video quality parameters.
- Suggested assessment types and style.

CONCLUSION

1) MOOCs courses have been successful and popular in Western countries and had been the conventional method of education. But in Indian educational context, the facts had been different. In an Indian classroom, delivering a lecture by a teacher and passive listening of students without any deliberate discussions has been a common picture. In such a scenario presenting MOOCs courses is actually a challenge. Thus accepting challenges and making people realize about the dynamics of such courses would be the great initiative.

2) The infrastructure required for the implementation of MOOC courses is another big issue before the educational institutions. In fact many colleges/universities are not capable to provide even basic equipments like computer or printer. In such situations, it is the prime need to provide the infrastructure needed for its implementation.

3) The traditional approach towards education and conventional thinking of Indian people has been limited or restricted only within the classroom teaching. The exposure of such open online courses may not get desired results.

In a nutshell, the paper provides an insight into the SWAYAM (MOOC) initiative and reflects on the issues and advantages in its implementation in the Indian context. SWAYAM is

indigenously developed by (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. The courses on SWAYAM are produced and delivered by faculties from NPTEL for engineering, UGC for post-graduate education, NCERT & NIOS for school education, IGNOU for out of the school/college students and for management studies. MOOCs bring people together from all over the country and give chance to the teachers and students of a given university/institution to interact with each other for new deliberations. Learning at one's pace, following one's own schedule and choosing one's own language, any one can sign up for a MOOC class.

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Places to Visit:

Shiv Temple at Markanda, Chamorshi

Markandadeo village is a popular place of God 'Shiva' and is grandeur for religious people in Maharashtra. The village is situated on the bank of Vainganga River.
Since ancient times, Markanda is a religious place in this taluka. One can find a Hemadpanthi Mahadeo temple with delicate carvings.

TADOBA

Tadoba Andhari Tiger Reserve is a tiger reserve in Chandrapur district of Maharashtra state in central India. It is notable as Maharashtra's oldest and largest national park.

Vairagarh Fort

A historical town in Armori taluka, the Vairagarh fort here was once the capital of Gond King Raja Virat. Hemadpanthi temples of Bhandareshwar and Gorjai are also found here.

Sironcha-Kaleshwaram

This is a sacred place situated on the confluence of rivers Godavari and Pranhita. Every twelve years, on the occasion of Sinhastha Parva, a fair is held where people across the country visit the place.

Binagunda

It is situated in Bhamragad Taluka. Binagunda-Kuokodi are historical villages. It is famous for it's waterfall, INDRAS FALL. Binagunda is 40 kms east away from it's Taluka place, Bhamragad.

Chaprala

Chaprala is very popular pilgrimage & spiritual place in Gadchiroli District. It is also known as Prashant Dham. It is a 'Sangam' place of Wardha and Vainganga and also the orgin of River Pranhita. It comes under Chaparala Wild Life Sanctuary.

Organising Committee

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VAIBHAV D. MASRAM(ASSISTANT PROF.)
SATYANARAYAN V. SUDEWAD (ASSISTANT PROF.)
DR. PRAFUL V. NANDE (ASSISTANT PROF.)

Note: Itinerary, Detailed Programme will be displayed on the website of the university & shared through E-mail.