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From DACN, fly high altitudes to embrace the infinite !

Quality of Higher Education in India: Quality Parameters and Role of NAAC

Professor R. S. Mali

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There is significant growth in educational system at national level. The educational system in our country is divided into primary, secondary and tertiary which we call higher education. Since independence there has been significant enhancement in higher education in professional and non-professional streams. Large number of professional institutions have been established all over India in almost all states. The number of institutions has increased uncontrolled and the situation has resulted in seats remaining vacant even in good institutions. It has become difficult to maintain the quality. In case of engineering colleges it is realised that more than 70 percent engineering graduates find it difficult to get jobs.

There is increase in number of universities, educational institutions, students and teachers. Though the increase is satisfying as there is increase in overall GER at national level, which is more than 25 in higher educational system. The aspect of quality was neglected and society has started criticising that the quality of education is going down. To improve the quality at national level NAAC was established in 1994 as an autonomous body of UGC with its head office at Bangalore. Though the functioning started immediately it took momentum from 2000 when good number of colleges submitted their proposals voluntarily for getting their institutions assessed and accredited by NAAC.

Some aspects higher educational institutions and quality parameters are indicated in this article.

1. Higher Educational Institutions in India:
   (1) Universities as on 20.12.2018
   State Public------394
   State Private ----325
   Deemed to be---125
   Central -----------48
   Open -------------15
   (2) Autonomous Colleges as on 11.11.2018
   Total………………658
   TN-183, AP-97, KA – 70,
   Telangana-59, Mah-58, Os-47
   MU-20, SPPU-12, SUK-10, NU-6,
   AU-3, BAMU, NMU & SRTM - 2 each, SNDT-1
   (3) Colleges with Potential for Excellence as on 1.4.2017
   Total- 314; Maharashtra- 69
   MU, SRTM & SPPU – 12 each, BAMU & SUK- 7 each, NMU, AU, SUS & SRTM – 4 each, SNDT-3
2. Revised Guidelines for Creation of Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) by Accredited Institutions to NAAC (2018)

These guidelines were revised in November 2017, as per the Revised Accreditation Framework of NAAC which has come into effect from July 2017.

i) The first NAAC accreditation result on the basis of revised assessment framework is declared on 3rd July 2018.

Cycle	Colleges	A	B++	B+	B	C
First	49	4	7	13	17	08
Second	14	2	4	3	5	--
Third	21	3	4	4	10	--
Total	84	9	15	20	32	08

A Grade - 09, 11 %, **B** Grade-67, 80 %, **C** Grade- 08, 09%

    ii)   Second, third, fourth and fifths results were declared on 16.8.2018,26.9.2018,2.11.2018 and 30.11.2018

Analysis of all the Five Results declared up to 30th November 2018:

HEIs	A++	A+	A	B++	B+	B	C
559	5	15	48	98	113	197	83
Total	**A**	68	12%	**B**	408	73%	15%

The analysis is eye opening as the grades of large number of colleges have gone down. In this process the results of 41 autonomous colleges have been declared of which 9 colleges have got A grade and 32 colleges B grade. The eligibility for autonomous colleges is minimum A grade having CGPA more than 3.01.

3. The revised AQAR submission guidelines came into effect from July 2018 (from the year 2018-19). The AQARs for the Academic year 2018-19 will be as per revised format. Online submission in NAAC website.

4. The Revised AQAR format is similar to revised SSR format. Data collected for AQAR of Four years could be combined to prepare SSR to be submitted to NAAC for next Cycle.

5. **Three** formats are prepared for AQARs of different types of Institutions. Universities, Autonomous Colleges and Affiliated colleges.

6. Submission of AQAR in time by accredited institutions is mandatory
   a) AQAR of preceding Academic Year (June to May) must be submitted within SIX months (before December end).
   b) Once AQAR is submitted online. the e-acknowledgement shall be sent to the institution by the system itself.
   c) The login **id** for the online submission of AQAR will be the **e-mail id** used for the IIQA.
   d) The IT unit of NAAC is preparing the user manual for the online submission of AQAR.

7. Following are the pre-requisites for submission of IIQA for all HEIs opting for 2nd and subsequent cycles.
   a) Functional IQAC
   b) The minutes of IQAC meetings and compliance to the decisions should be uploaded on the institution website.
   c) Mandatory submission of AQARs.
   d) Upload the AQARs on institution website.

8. The AQAR is divided into two parts – A and B
   Part -A: Institutional Data
   Part- B: Criteria wise Report

9. Regulations issued by UGC on 18th July 2018: Minimum Qualifications for Appointment of Teachers and Academic Staff in Universities and Colleges and Measures for the maintenance of standards in Higher Education

a) The IQAC shall act as the Documentation and Record keeping Cell for the institution, including assistance in the development of Assessment Criteria and Methodology Pro-forma based on the Regulations issued by UGC on 18th July 2018.

b) Students' feedback system shall be developed by IQAC on institutional parameters and not on the assessment of individual teachers.

c) Assessment of College and University teachers for CAS promotion:

i) **Teaching Learning and Evaluation-**

- Regular and punctuality to class
- Remedial teaching
- Clarification of doubts within and outside the class hours
- Counselling and Mentoring
- Additional teaching to support the university/college as required
- Examination activities-supervision duties, setting of question paper, conduct of internal and external examination as per academic calendar, evaluation of answer scripts, returning and discussing the answers in the class.

ii) **Personal Development related to Teaching and Research activities-**

- Participation in Seminars, workshops, conferences and methodology courses. development of e-contents and MOOC's
- Organization of seminars, workshops, conferences.
- Presentation of papers and chairing the sessions in conferences.

- Carrying out research and guiding the students.
- Submitting research projects
- Publishing papers in national and international refereed journals.
- Participation in co-curricular and extra-curricular activities.

10. **University Grants Commission:**

- Established in 1956 as the statutory body of the Government of India through the Act of Parliament
- The only grant giving agency in the country disbursing grants to universities & colleges.
- Mandate is to promote and coordinate university and college education.
- Maintain standards of teaching-learning, examination, evaluation and research.
- Serves as vital link between Central and State Governments and Institutes of Higher Learning.
- Provides seed financial assistance for IQAC if college/ university /institute is covered under 12(B)
- Currently the funds are provided to all universities and eligible Higher educational institutions through RUSA

11. **National Assessment and Accreditation Council(NAAC):**

- Established as an autonomous body of UGC in 1994.
- To assess and accredit the performance of Higher Educational Institutions such as universities and colleges in the country.
- Philosophy of NAAC supportive ,rather than punitive or judgemental
- The HEIs can improve their resources, opportunities and capabilities.

- Revised the guidelines for submitting SSR.
- Revised the marking Schemes.
- Qualitative and Quantitative metrics
- Revised the guidelines for IQAC

- Revised the guidelines for submission of AQAR
- More importance to IQAC.
- Data collection and calculation of API of faculty.

12. Guidelines for creation of IQAC:

UGC	NAAC	Government of Maharashtra
- HOD- Chairperson - 1 Sr. Administrative officers - 3 to 8 Teachers - 1 Member from Management - 3 External experts on Quality Management/ Industrialists/stakeholders - 1 Sr. Teacher- Coordinator/ Director of the IQAC	- HOD- Chairperson - Few Sr. Administrative officers - 3 to 8 Teachers - 1 Member from Management - 1 or 2 Nominees from Employers/ Industrialists / stakeholders - 1 Sr. Teacher-Coordinator / Director- IQAC	- **Sect 95** of Maharashtra Public Universities Act 2016 - Composition as per UGC and State Government guidelines

a) **AQAR** of University IQAC shall be approved by the Management Council.
b) The colleges and recognized Institutions IQAC shall submit a copy of **AQAR** to University, State level Quality Assurance body & NAAC
c) University shall monitor the functioning of IQAC of colleges and recognized Institutions

13. Aims of IQAC:

- To develop a quality System for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of HEIs.
- To promote measures for institutional functioning towards Quality enhancement through Internalization of Quality culture and Institutionalization of Best practices

14. Plans of IQAC :

- Curricular development.
- Introduction of new courses, subjects
- Efficient Academic and Administrative Audit

- Quality of academic and research programs
- Affordable academic programs for various sections of society.
- Encouraging use of modern teaching and learning methods.
- Development of efficient Evaluation system through examination reforms.
- Technology up gradation, computer and internet access.
- Improving infrastructural facilities.
- Improving Knowledge Resource Centre
- Collaborations with other institutions.

15. Functions of IQAC:

- **Academic and Administrative Audit** of the college/institution.
- Development and application of quality Benchmarks for academic and administrative activities.
- Identification of best practices.
- Development of quality culture in the institution.

- Mechanism to collect Feedback from stakeholders on various aspects.
- Faculty development programmes.
- Development of effective mentoring system
- Organization of seminars, workshops and conferences.
- Development and maintenance of institutional database through MIS required for quality enhancement.
- Preparation of AQAR in time with up-to-date information.
- Planning for co-curricular and extracurricular activities.
- Students support systems – Financial support, Competitive exams, Carrier guidance, Grievance Redressal System, Book Bank facility.

16. **What can be achieved through IQAC:**
- Enhancement in quality of academic and administrative programmes
- Improvement in research activities
- Improvement in functioning of institution.
- Proper methodology of documentation.
- Improved quality of examination and evaluation systems
- Improvement in performance of students and placement
- All-round development of students
- Improvement in devotion and commitment of faculty.
- Image building of the institution.

17. **Activities to be planned in the meetings:**
- Organization of Bridge Courses and Remedial classes.
- Procedure for identification of slow and advanced learners.

- Mechanism to check the improvement in academic performance of weak students.
- Facilities provided to advanced learners for further improvement.
- Effective feedback system.
- Efficient mentoring system.
- Activities reflecting the goals and objectives of the institution.
- New academic programmes initiated at UG and PG levels.
- Introduction of interdisciplinary programmes.
- Innovation in curriculum design and transaction
- Innovative methods adopted in teaching, learning process.
- Examination reforms and strengthening of concurrent evaluation.
- Initiatives for faculty development programmes.
- Participation and organization of seminars, workshops and conferences.
- Encouraging research activities through Research Committee.
- Generation of funds for research.
- Strengthening research output.
- Guidance for career opportunities and competitive examinations.
- Activities of placement cell.
- Organization of outreach programmes, community services.
- Programmes for development of non-teaching staff including welfare schemes.
- Computerization of administration and the process of admissions, examination including declaration of results and issuing of certificates.
- Improvement in library services.
- Financial support to meritorious and deserving students.

- Incentives to students, teaching and non-teaching staff for their achievements in sports, academic, research & administrative activities.

18. Meetings of IQAC:

- Minimum 4 meetings in a year
1. at the beginning of the term June/July,
2. before the end of the first term
3. in January after the declaration of results of first term/semester
4. at the end of second term/semester
- Business of the meetings- Agenda , resolutions, action taken report, confirmation of minutes, proper recording of all the decisions

19. NAAC – Assessment Process:

Considering diversity in kind of HEIs these are grouped under three categories-

- University
- Autonomous Colleges/recognized Institutions and
- Affiliated Colleges/recognized Institutions

The assessment process will be carried out in three stages and comprise of three main components-

- Self Study Report (SSR)
- Student Satisfaction Survey and
- Peer Team Report

20. NAAC - Revised guidelines for Accreditation and Re-accreditation:

- Implemented from July 2017
- Assessment Criteria – **7**
- Key indicators for Affiliated colleges – **32**
- Qualitative Metrics for Affiliated colleges – **42**
- Quantitative Metrics for Affiliated colleges – **79**
- Total Qualitative and Quantitative Metrics for Affiliated colleges-**121**
- Example- **Criterion 1-Curricular Aspects (100)**
- **Key Indicators**:
- 1.1 Curricular Planning and Implementation**(20)**
- 1.2 Academic Flexibility …..**(30)**
- 1.3 Curricular Enrichment …**(30)**
- 1.4 Feedback System ………**(20)**

Metric numbers –

- 1.1.1 The institution ensures effective curriculum delivery through a well-planned and documented process - **(10)**
- 1.1.2 –No. of certificate /diploma program introduced during the last five years ……….**(5)**

Data requirement:

i) Certificate /Diploma program code
ii) Name of the program
iii) Year of Introduction

- 1.1.3 – Percentage of full time teachers in various Bodies of the Universities/ Autonomous Colleges/ Other colleges, such as Board of Studies, Academic Council during last five years……**(5)**

Data requirement:

i) Number of teachers participated
ii) Name of the body in which full time teachers participated
iii) Total number of teachers, *Formula:*

$$\text{Percentage per year} = \frac{\text{Number of teachers participated in such bodies}}{\text{Total Number of Teachers}} \times 100$$

Data Verification & Validation Process of NAAC Accreditation

Dr. M. R. Kurup

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NAAC ACCREDITATION

Accreditation is not just mandatory; it is a necessity for survival, growth and development of higher education institutions. It applies to both aided and unaided institutions. Financial assistance to colleges, funding to teachers for research and other activities, and scholarship and freeship to students are increasingly linked to Accreditation. Even nomination of teachers and non-teaching staff to university bodies like BOS, AC, MC, Senate etc is only from accredited institutions as per Maharashtra Public Universities Act. Industry looks for good accredited status for any networking, including on-campus placement. Only accredited colleges with very good grade are considered for conferring autonomous status. No new programs, courses or divisions are granted to non-accredited institutions. Increasing number for unaided colleges, including from technical education, are coming for NAAC accreditation, as they fear loss of students for want of scholarship/freeship. This is happening in a big way all over India, and Maharashtra is no exception.

The 2017 revised NAAC Accreditation Framework of higher education Institutions is a three-stage process. It consists of (i) Uploading of IIQA & SSR, (ii) Validation and Outcome Report, and (iii) Acceptance and conferment of Accreditation status. In the past, validation was fully off-line, but since 2017, it is 70% online and 30% off-line. Shifting to on-line process has made accreditation difficult for traditional institutions, particularly located in tier-III towns and rural/tribal areas. It is more an attitudinal problem and real. The reality is that ICT has reduced the distance between urban and rural colleges. Whatever is available to an urban college is available to rural / tribal college, if connectivity is established and manpower is trained and motivated.

ACCREDITATION REFORMS

Accreditation process has been periodically revised since inception. The 2017 reforms have been significant for number of reasons. It involves (i) Extensive use of ICT, (ii) Online submission of IIQA, SSR and Documents,(iii) Shifted from 100% qualitative peer judgment to data based quantitative indicator evaluation, (iv) Third party **e-evaluation** of data, (v) Online direct Student Feedback on Teaching & Learning, and (vi) System generated Grade score to the tune about 70 percent.

IMPORTANCE OF DATA/DOCUMENTS

Every claim made by the institution needs to be verified and validated. Validation of claims depends on **verification of corresponding documentary evidence**. Prior to 2017, the relevant documents used to be arranged in the institution to facilitate **personal verification by Peer Team for** substantiation of claims during the visit. Verification was very important particularly

when **claims could be doubtful, manipulated, exaggerated in** the SSR. As members of Peer Team, we have come across a lot of **understatement or non-statement of achievement** in large number of colleges, particularly during first cycle.

ICT BASED DATA & DOCUMENTS

NAAC has designed data Templates for online submission with respect to Quantitative Metrics (see Part III of the Manual). The kind of data to be uploaded for each Quantitative Metric is indicated in tabular form and/ or documents required are listed. Documents such as minutes of meeting, decisions, statements of accounts, award letters, letters of appointments, etc., need to be uploaded as required; wherever these are in bulk, hyperlinks to the appropriate website be given. Any institution seeking accreditation will have to accordingly convert the documents from physical to electronic format for online submission and e-verification. The size of data and the documents to be uploaded may vary from institution to institution; but the NAAC Portal may have restrictions. In case the documents size is more than what NAAC Portal will take, the same may be uploaded on the institutional website with a link to NAAC Portal. For this purpose, colleges will have to make the Website facilitative, continuously updated and dynamic. This will also help colleges to accelerate shift to e-governance and paperless administration.

NEW NAAC TIME LINES

Accreditation starts with submission of IIQA. On acceptance of IIQA, institution must upload SSR and necessary Documents online **within 45 days (16 Jan 2019)**. No extension of time line is allowed. Failure to upload SSR within 45 days will make the accepted IIQA invalid, and fees paid forfeited. Therefore, the SSR and required Documents must be kept ready for uploading, along with IIQA. No flexibility / deviation with respect to Quantitative Data / Metrics.

There is **fixed timeline for the entire DVV process as well**, which is to be strictly followed. If not responded, whatever values uploaded before expiry of timeline, will be accepted as final – no extension of timeline. Wherever Asterisk Red Mark*, it should be understood as mandatory requirement

CLAIMS AND VALIDATION

For Autonomous Colleges the 7 Criteria are made of 34 Key Indicators, consisting of 38 Qualitative and 98 Quantitative Matrices. However, for affiliating colleges, there are only 32 Key Indicators, made up of 41 Qualitative and 80 Quantitative Metrics. Each of 121 Matrices is assigned a Weight for arriving at weighted score for determining the Grade Point. The 41 Qualitative Matrices will be validated by the PT during its visit, and 80 Quantitative will be electronically validated. For the purpose of e-verification, supporting documents are to be submitted online for electric validation & verification.

IQAC of colleges and universities will have to ensure that required documents are e-verifiable. If the documents are not accessible for e-verification, institution will suffer the weight assigned to that Metrics.

VALIDATION OF PUBLICATIONS

INFLIBNET is doing the data validation of Publications currently for autonomous colleges and universities. It follows Calendar year for validation. The citation databases are: i) Science Citation Index Expanded (SCI-Expanded), Social Sciences Citation Index (SSCI), Arts & Humanities Citation Index (A&HCI), Conference Proceedings Citation Index - Science (CPCI-S), Conference Proceedings Citation Index - Social Sciences & Humanities (CPCI-SSH), Book Citation Index– Science (BKCI-S), Book Citation Index– Social Sciences & Humanities (BKCI-SSH), Emerging Sources Citation Index (ESCI) and Current Chemical Reactions (CCR-EXPANDED) hosted on the Web of Science platform; ii) Scopus; and iii) Indian Citation Index. Articles that are not indexed in these indexing services will not be considered for accreditation purpose**.** Institutions can look for citation & H-Index / Impact factor of publications from the above listed sources.

HOME WORK FOR IQAC & TEACHERS

For online validation of Quantitative Matrices, e-verifiable documents must be set up. This is the primary responsibility of the IQAC. Decide the latest **current year** for which required full information is available. This will also give previous four years. Also fix the date for Submission of IIQA online. This will give time for each stage of collection and analysis and Qualitative write-up. Prepare a list of **80 Quantitative Questions** and respective Data Format. Distribute the Format to all the Departments /Activity Groups with a request to collect relevant data and documents from **respective faculty members** year-wise for the last five years.

As the averages / percentages are to be calculated for FIVE years, non-availability of data/document for even one year /some Matrices will adversely affect the average. **Data unaccompanied by relevant e-verifiable documents will make the data redundant.** If the documents are not available with the external sources (like university, government), institution will have to reconstruct the document from internal sources (office or recipient faculty) – as all the correspondence from the external agencies must have been received a by the teacher or college office. Such documents will have outward numbers, date and address of the issuing authority along with endorsement. Most of the correspondence from university/government to colleges/faculty may have been endorsed to some other agencies for information/record. For ex: Letter from Ministry of Education to a college might have been copy endorsed to Director of HE, affiliating university etc. Similarly, a communication from university may have been endorsed to other stakeholders. If such record is not traceable with the issuing authority or the recipient, it can be still be retrieved from the endorsed agencies. Even if the UGC/University/DHE etc do not have the practice of uploading the info on their website, the recipient can upload the documents on the college website, to make the office e-friendly and transparent. This will solve possible vacuum in the process of DVV.

MANAGEMENT INFORMATION SYSTEM

This is an era of electronic Information. It is now necessary to set up a full-fledged ICT based Management Information System /

Platform in every institution. All activities will have to be made formal and corresponding Documents created. Every correspondence from external agencies to internal stakeholders / institution should be endorsed to IQAC. Since the teacher is the source of activities, it is necessary to collect annual report along with supporting documents, particularly in view of large number of temporary and guest faculty appointment even in aided institutions. If the teacher leaves the institution, getting the information and documents will be difficult. The IQAC should classify inputs Criterion-wise and cause uploading them on the institutional MIS Web-Platform. This will make data/document available on mouse-tip

ANNUAL REPORT

Now that the Accreditation Format is known, IQAC need not wait for the second half of 4th year to start preparing the SSR. Since the data is needed year-wise for five years, **SSR could be compiled for the respective year**, along with the preparation of AQAR. This will make the whole process of NAAC accreditation simple and stress-free. This will also minimize any divergence of data among AQAR, IIQA and SSR.

DVV

A large number of institutions came down on CGPA and the Grade under the 2017 Framework, largely due to failure of Data Validation & Verification process. Let us look at some of the Quantitative Metrics and the relevant Documents of THE Key Indicator: 1.1. PLANNING AND IMPLEMENTATION, for a better understanding of the process.

CURRICULAR ASPECTS: QUANTITATIVE METRICS –AN EXAMPLE

1.1: PLANNING AND IMPLEMENTATION (10 OUT OF 20)

1.1.2 Number of certificate/diploma programs introduced during the last five years (W 5)

DVV Format (horizontal col.)

1. Program Code
2. Program name
3. Name of the Certificate/diploid introduced in last 5 years
4. Year of introduction
5. **Link of the relevant document**

(See an illustration of an uploaded SSR)

FROM AN UPLOADED SSR JUST FOR ILLUSTRATION

1.1.2 No. of certificate/diploma program introduced during the last five years

Response: 35   (Av = 7)

1.1.2.1 **Number of certificate/diploma programs introduced year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	5	5	12

File Description
Document

- Minutes of relevant Academic Council/BOS meetings **View Document**

- Details of the certificate/Diploma programs **View Document**

VALIDATION BENCHMARK

Validation Scale for both Quantitative and Qualitative Metrics is the same as the old five point scale: 0-1-2-3-4

If the performance is outstanding and fully supported document, the Metrics can fetch the highest 4. If performance is nil it will be 0. If is fair, satisfactory, good, the value could be 1-2 or 3.

This will be used to workout the criterion & institutional averages and Grade.

Looking at the SSR Answers and Documentary support, it will be possible for a knowledgeable IQAC to work out an approximate CGPA & Grade, even before the NAAC Announcement.

That is the advantage of the Quantitative Accreditation. It is suggested that from 4th Cycle onwards, accreditation may be 100% Quantitative.

CAUTION

Though SSR uploaded for accreditation are available on the respective institutional website, no attempt to be made for copying them. NAAC may be using Plagiarism software, which might result in rejection of SSR in view of 'cut & paste'.

Capability Enhancement, Development Schemes, Initiatives for the Local Communities, Universal Human Values

Beena Inamdar

Member, Executive Committee, Centre for Educational Development Administration (CEDA), PUNE, (M.S.) India

Education is an instrument of social change. With ever growing gross enrollment ratio , quality enhancement and quality sustenance have been the major concerns for the Higher Education Institutions (HEIs) in India. National Assessment and Accreditation Council (NAAC) has introduced a new framework of parameters in the year 2017. Along with the Teaching Learning Process, Research, Facilities and Governance Institutional Social Responsibility are also an important aspect with a view to enhance the quality of HEIs. Therefore it is important and interesting to see how the Capability Enhancement, Initiatives for Local Communities and Universal Values contribute to the quality enhancement of HEIs.

Capability Enhancement refers to the quality of teachers and students. It is expected that teachers are expert in their respective subjects. They possess the required pedagogical skills and they are also good human beings. A close analysis of all these three aspects would explain to us that these cannot be achieved in one attempt like a degree or a qualification. Teachers have to upgrade their knowledge and skills continuously for (a) knowledge creation is a continuous process and (b) with changing times and learners, change in skills and methods of teaching are to be upgraded.

There is a common practice of conducting Orientation Courses and periodical Refresher Courses for teachers. Research papers (presented in Conferences or published in recognized Journals) , Research for M.Phil, Ph.D, Minor Research Projects, Major Research Projects and Publication of Books are also opportunities to improve the subject expertise of teachers. Linkages for Faculty Exchange Programs and functional MOUs with Industries, Corporate Houses and Nationally and Internationally important Universities and Institutions are further platforms which would provide value addition to the quality of teachers. Regular Faculty Development Programs reinforce the capability of teachers. The most important point is to have right kind of attitudes, approaches and exposures which would develop an eco system for innovation and vibrant work culture.

To enhance the capability of learners is an equally important responsibility of HIEs. Teaching Learning Process and a comprehensive curriculum design are the most important factors to take care of the capabilities of the learners. These are expected to be supplemented by Remedial Teaching, Bridge Course, Guidance for Competitive Examinations, Career Counseling , Vocational Guidance, Skill Development Programs, Value Addition Courses, Training for Personality

Development and Placement, Opportunities to showcase the learners' Talent , Organizing Sports and Games , Co-curricular, Extra Curricular , Cultural and Extension Activities with a view to enhance capabilities of the learners. Such programs and activities are extremely beneficial as they provide Social Awareness, Various Skills and Employability to the learners and Enrichment to the Teaching Learning process.

Quality enhancement processes aim at the comprehensive development of the learners, teachers ,HEIs and the society at large. Such development is possible only when relevant facilities and resources are available. Universities, State Government, Central Government, UGC, DST,DBT , Non-Governmental Organizations, Corporate Houses, Endowments and Authority - Constituting a Chair are the various bodies which provide the relevant resources for various Development Schemes. These schemes support a variety of activities and projects of HEIs such as support to students through Freeships, Scholarships, Travel Expenses , Construction of Hostels, Creation of Sports Complex , Computer Network Centre, Development of Library and Laboratories, Research Projects, Participation in Activities and so on. It is a great opportunity to study the various schemes and accelerate the growth and development of our HEIs.

Institutional Social Responsibility can be most effectively carried out through institutional initiatives for the local communities These initiatives can be in form of surveys, discussions and debates, variety of competitions , quiz programs, street plays , theatre activity, exhibitions, festivals , projects field visits and so on. Issues like gender sensitization, democratic values, environmental issues, sustainable development and many more can be dealt with very appropriately through these activities. These initiatives on the one hand give social awareness to learners , channelize their abilities and energies and on the other hand provide support to the community at large. The aim and objective of HE is to prepare the learner to face the world outside the classroom and the institutional initiatives for the local communities help us achieve it very effectively.

Promotion of Universal Human Values is also a part of Institutional Social Responsibility. The curriculum design has a mandate to take care of the promotion of Universal Human Values. But it is often realized that it is not sufficient and hence the need for Value Addition short term courses in HEIs. Along with co-curricular, extra -curricular and extension activities short term value addition courses on socially relevant issues have always proved to be enrichment for the personality development of learners. Women Empowerment, Human Rights, Legal Literacy, Computer Literacy, Environmental Studies are some of the areas in which the younger generation will not only get a comprehensive perspective of human life and society but also find a career path. Therefore Promotion of Universal Human Values occupies a very important place in the agenda of HEIs.

This note and a brief discussion therein is a sincere attempt to highlight the importance of Capability Enhancement, Development

Schemes, Institutional Initiatives for Local Communities and Promotion of Universal Human Values. The entire assessment and accreditation process has been designed in such manner that the core values , namely Contributing to the Nation Building, Fostering Global Competencies among Students , Inculcating Value System among Students, promotion of Use of Technology and Quest for Excellence are imbibed by all the stakeholders. The process of carrying out the Institutional Social responsibility is a journey to the empowerment of our learner.

A Review of Biometric System Based on Iris

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Abstract

The biometric recognition systems based on iris is one of the most reliable and secured system because of its unique feature. Study of biometric recognition system based on iris is nothing but the study of pattern recognition. Already stored iris pattern is matched with the resent iris pattern captured for authentication of a person. Iris is the trait which is unique and remains as it is throughout the life hence iris has replaced many other authentication system using Id and Password. Here in this paper study of different approaches for iris based biometric system is presented.

Key Words: PIN's, ECG, CCD

Introduction:

Biometrics is one of the most reliable, safe and sound validation means for protection of data of any system where restricted access to physical property is provided by recognizing the individual moreover based on behavioral characteristics or physiological characteristics. The prime aim of the technology is to recognize and verify identity of any object or person. New inventions in biometrics scale up the eminence of life [1]. These properties can't be disremembered, taken illegally, revealed or lost on which Methodologies of Biometric recognition are based unlike orthodox authentication such as PIN's or passwords. The behavioral characteristics include signature, voice, and ECG, gait and keystroke dynamics while physiological characteristics are hand geometry, face, Iris and fingerprint.

In eye iris is a thin circular arrangement which is confined inner organ as a consequence it does not get affected from environmental condition [2]. Iris is one of the most potential solutions among all existing biometric recognition system due to its uniqueness [3].

Biometric system based on iris recognition has a diversified area of application such as access control in office, laboratory, defense sector, airports, banking system and in every automated system where authentication of authorized person is required and so forth [4].

Verification of an individual is done by extracting Iris region from acquired image of eye to determine the unique texture and match with the preexisting data fed of an individual while enrollment or registration process.

Therefore it is faster, specific, convenient and reliable way to recognize individual's identity. For designing an iris recognition system following stages must be involved.

☐Localization of eye

☐Boundary segmentations of Iris and pupil,

☐Normalization,

☐Local feature extractions and

☐Matching [5]

Section-I: It depicts the comprehensive study of advancement in iris recognition system and analysis of algorithms and methods presented in various publications, what are the freely available iris databases it is also discussed. Section II: Here it is discussed about the optimum approach proposed by various researchers for iris recognition.

I. REVIEW OF RELATED WORK

Image acquisition of iris is done by means of a CCD Camera with high resolution to capture vivid image or it can be collected from publicly available iris database.

Freely available database:

It is a concise information given about publicly available database which are discussed in various paper published by different authors.

For research and educational purpose there are many database of iris is available which helps to check the performance of any iris recognition system.

BiometricIdealtest.org [6] There are many Iris databases available for research and educational purposes which will aid to verify the performance of Iris recognition systems thus encouraging the advances in this field. Quite a lot of Iris databases are freely available for experimental purpose such as CASIA (the most widely used public datasets), MMU, Bath, UPOL, and UBIRIS.

There was CASIA-IrisV3 with three subsets that are CASIA-IrisV3 are CASIA-Iris-Interval, CASIA-Iris-Lamp, and CASIA-Iris-Twins. Now it has released CASIA-IrisV4 database on Biometrics ideal test, it is the extension of CASIA-IrisV3 and contains six subsets. New three subsets are CASIA-Iris-Distance, CASIA-Iris-Thousand, and CASIA-Iris-Syn. CASIA-IrisV4 contains a total of 54,601 iris images from more than 1,800 genuine subjects and 1,000 virtual subjects. [6]

J. G. Daughman [7] A large amount of Iris recognition system using John Daughman's patented algorithms, these algorithms are to identify the inner and outer boundaries of the Iris using integro-differential operator, it can also detect upper and lower eyelid. The upper and lower eyelids can be detected by using parabolic curve as path of contour. Daughman's rubber sheet model where in the circular Iris region is unwrapped into rectangular block of fixed dimension, quadrature 2-D Gabor and hamming distance is used for template matching.

II Approaches for Feature Extraction and Pattern matching: While feature extraction most important features are identified for categorization and accurate recognition of any person, information in any iris must be extracted in a precise manner [8]. To find hamming distance is one way for recognition of person. Here the humming distance between two set of features are calculated for pattern matching. If the two set of features are extracted from the same object then the humming distance between them will be almost zero and the object or person will be perfectly identified [9]. Here it is proposed that, the result of iris

recognition system in which iris from CASIA database is used then region of interest extracted and filtered and edge detected using canny edge detection as shown in the figure given below [10].

(a)   (b)

(c)   (d)
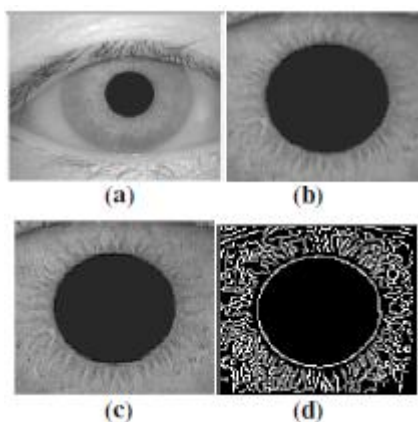
Conclusion: In this paper we have concentrated on iris biometric system which is most secure can identify any person more accurately as compared to other trait globally. Studied iris based biometric system and found sometimes it provides erroneous result in unfavorable environment. It is expected that the biometric authentication system must work in both favorable and unfavorable environment. A lot of scope is there to improve the accuracy in identifying a person based on iris and in combination of other trait this shortcoming can be improved which is left for the researchers.

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Institutional Initiatives for Local Community

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Abstract

It has been only the educational institutions that have brought a sea change in the lives of human beings towards refinement of life on the earth since we began with civilized practices. Right from the primary schooling to the higher educational institutions, we see that there are some basic objectives that have played a key role into making everyone a responsible citizen of any country. Beyond that there are issues of making a majority of them more fit for survival and contribute to the actual growth of the land. Educational institutions can play a lead role still in making people not only capable of doing certain things making people even more productive. Initiatives taken by schools and colleges have impacted a larger group of population and that is a reality. With the changing scenario across the globe, we have noticed that there is a dire need of planning and executing novel things that will create a much better impact on the local or nearby community first and then national towards global one.

Key Words: Higher education institutions, good initiatives, development of local community, impact on human life

Introduction:

The   human civilization speaks of all such things which have contributed to the positive growth of human life on the earth and the key responsibility has always been with some or the other form of education. The process of educating someone does not merely stands out because people are made literate on certain things that have necessary requirement in life but they are moved towards the refined ways of leading life and impacting others at the same time so that there are many of them can be seen. This leads to an overall good growth of society and in a holistic manner. But the primary requirement is whether the education imparted in the educational institutions can be imparted with a holistic approach.

The need of the hour is not to wait for people who would otherwise come to these institutions to seek solutions for their problems but to see that, in an informal way, it can be done vice versa. It is for these reasons there is an essential requirement of some new policies and framework contributing to an almost new facet of higher educational institutions that shall ensure a good amount of help event to the government that plans most of the things for general welfare of citizens.

Institutional Collaborations:

With the upcoming courses based not on complete pedagogy but realizing the needs of the society demand equal attention. There are various issues that can be tackled in a

novel manner that satisfies the objectives of education. As higher educational institutions are given prescriptions about the latest happenings in the world and society around, they are expected to look into the matters of urgent realities. HEIs can look into issues of collaborations wherever necessary keeping a good contact with the burning issues of local community. There can be some collaboration like facilitation of skills that shall help the locale to sharpen their knowledge and make a place in working economy. In cities, there are good amounts of artisans who possess one or the other skills of production; they deal with producing some primary products that are later assembled or made into a complete product.

But in this case they get the marginal money as the skill is seen as labour and they do not get the worth of a skilled artisan. HEIs can develop some policies and courses of short/shorter durations wherein they can be invited to participate and can be taught some polishing of their work and can be further certified by the HEIs. Thus they can be made into certified-skilled artisans and HEIs can be instrumental in preparing thus packets. The skilled artisans and the HEIs both can benefit from such initiatives.

Institutional Partnership:

Higher to the previous manner of collaborations, there can be some other ways where institutional partnership stands higher. Local communities can be motivated to get associated with HEIs for some programmes wherein beyond certification of skilled workmen, they can be partners. These local communities can be easily convinced and motivated to join hands together and the process of producing some material can be adopted for institutional certification. In this case, there would be a higher amount of value fetched into the market. A tag added to these local communities will serve a much higher purpose than anything else. Institutions would not sell the products or earn anything except a golden social initiative but nobility.

HEIs can themselves offer partnership to the nearby domestic industries and develop a working model of flourishing economy.

Multi-sector partnership:

It is a wide known reality that every educational institution has a diverse set of course sometimes internally connected, dependent or independent in nature. In each case this can be seen as a potential for a diverse set of industrial requirements. A proper survey of what is the requirement of production units; academic institutions as well as skill development sector can fetch a good amount of data. This serves multiple purposes as it helps institutions to develop new courses on their own as well as capitalizing their own knowledge base. The resultant shall be highly effective as this can be a novel initiative on the part of HEI.

While the practical experience can be made available to the students pursuing different courses in the college, the industries or processing units can be supplied with the knowledge capital available with institutions. This may also generate a lot of revenue to the colleges simultaneously updating the students with industry rich experience. In the emerging fields of artificial intelligence, many of the

institutions are doing extremely well jobs by applying for such opportunities, making it conveniently available to the students and help them earning in knowledge and perks. Industrial requirements in case of academic knowledge to the workforce employed by them is a key area wherein faculties can be sent as visiting resources and a permanent tie in the form of MOU can also be established.

With growing pressures for specialization, distinct profiles of HEIs have emerged that combine the different roles in education and research in specific ways. Some scholarly observers of innovation processes therefore propose to move from a distinction of different "missions" to one of three functions of HEIs (Larédo 2007):

First function involves the provision of an educated work force for the local economy through mass tertiary education. While training in scientific methods can be part of curricula, research activities are not central.

Second function is the training of national and international specialists and the development of research activities with close ties to non-academic actors (industry, politics, civil society). Institutions with this profile (e.g. Institutes of Technology and different forms of Engineering Schools) focus on the professional master as a central output and on problem-solving research.

Third function concerns the conduct of academic research. Concentration on this function implies high percentages of PhD students and academic articles as main outputs. Usually, only some departments within a university develop an academic profile, and the success of such a specialization depends on long-term strategic choices and historical developments.

Fourth function that any HEI can look into is to mobilize the local information network. This can be of great help to plan everything that is to be done towards ensuring welfare initiatives. It is possible that most of the happenings on simple intellectual levels at local levels may not be known to the academicians and a simple networking can help to plan out big things. It is also a fear that the gap of intellectuals in HEIs and in local circles if not bridged at proper time shall result into an insignificant resultant that we always expected to happen. It is the right time but to join hands together if we wish the higher academics to grow into real prosperity and welfare of nation.

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MOOC Courses: Borderless Classrooms

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Education is the most powerful weapon which you can use to change the world. - Nelson Mandela

Introduction

How true it is!!! Indeed, education is the most powerful weapon that can change the world. Education is a basic human right and imparting quality education is the minimum expectation from all the higher education institutions in this country. Quality education can be said to be the foundation of equity in the society. Education should be easily and freely accessible to everyone at the minimum expenses. This might seem to be a distant dream. However, the interface of technology and education has made this possible. Today it is possible to pursue any course from any part of the world right from one's home. The advent of the new kid called as online courses has made this possible. This paper shall examine the nature of online Courses and its role in maintaining and advancing the quality of education through the lens of NAAC parameters.

NAAC

The National Assessment and Accreditation Council (NAAC) is an autonomous body established by University Grants Commission. It is an outcome of the recommendations of the National Policy in Education (1986) which laid special emphasis on upholding the quality of higher education in India. To address the issues of quality, the National Policy on Education (1986) and the Plan of Action (POA-1992) advocated the establishment of an independent national accreditation body. Consequently, the NAAC was established in 1994 with its headquarters at Bangalore. The National Assessment and Accreditation Council (NAAC) is an organisation that assesses and accredits higher education Institutions (HEIs) in India. National Assessment and Accreditation Council (NAAC) is the quality control regulator who assesses any University or a Constituent College on its fixed criteria which are:

Criteria

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovation and Extension
- Infrastructure and Learning resources
- Student Support and Progression
- Governance, leadership and Management
- Institutional Values and Best Practices

Infrastructure and Learning Resources

One of the criteria for assessment in NAAC is Infrastructure and Learning Resources

There are various sub parameters in these criteria. One of the sub parameter in these criteria is development of e-content by the teachers and MOOC courses.

4.3 IT Infrastructure

E content developed by teachers
, 4.3.4 ICT-UGC, SWAYAM, MOOCs, e-content facilitation

MOOCs

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web[1]. In addition to traditional course materials, such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants(TAs), as well as immediate feedback to quick quizzes and assignments. MOOCs are a recent and widely researched development in distance education, first introduced in 2006 and emerged as a popular mode of learning in 2012[2].

MOOC courses can be of two types. One where nothing is pre determined. The other type is a predefined one. The reading material is given. There is a forum for discussion. Assignments are given and midterm and end semester exam is also conducted.

Edx, Courseera, are a few Massive Open Online Courses. MOOCs are growing today with several internationally reputed Universities offering their Courses Online. This can be said to be a borderless and time frame less learning programme. It can be said that it facilitates learning- 'Anytime, Anywhere". This concept is something that differs from our traditional University teaching and learning where we are bound by the borders of our classrooms.

SWAYAM

However, it was observed that the Indian Universities were not so prominent in offering online Courses. So, the Indian government started projects like SWAYAM, for the under graduate students and e-pathshala for the Post Graduate students. Study Webs of Active learning for Young Aspiring Minds (SWAYAM) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

It is exactly like the traditional course, but the medium is different. The basic condition to start any SWAYAM program is to have a minimum enrolment of 500 students. The course can start rolling, once these minimum numbers of students have enrolled themselves. Syllabus has to be prepared. Learning Objectives have to be specified. Assignments, tests, quizzes etc have to be given and a weekly schedule also needs to be given in the beginning.

Course Structure

The Course structure has to be designed and the duration of the Course has to be made known in the beginning. The minimum duration of the programme is 40 hours according to the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016. Each Video

lecture has to be of minimum 30 minutes and maximum 45 minutes.

The courses hosted on SWAYAM are in 4 quadrants:

(1) Tutorial / video and Audio Content / Animation
(2) E- Content, text, e book, illustrations, video, demo, documents, specially prepared reading material that can be downloaded.
(3) Web Resources and an online discussion forum for clearing the doubts.
(4) Self-assessment tests through tests and quizzes

The Course content and the lectures that will be delivered are to be recorded in a special studio and the contents will be sent to two subject experts, who will certify the course.

Courses delivered through SWAYAM are available free of cost to the learners, however students wanting certifications shall be registered, shall be offered a certificate on successful completion of the course, with a little fee. At the end of each course, there will be an assessment of the student through proctored examination and the marks/grades secured in this exam could be transferred to the academic record of the students. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

This means that any student can register for any online course from the Programme he or she is studying. For e.g. A student pursuing a Law degree may register for a Paper on Contract I online on the SWAYAM portal (if it is offering that course).

Advantages

- **Flexible**: One can learn anything of one's choice and complete the programme at one's own sweet will. This is the major advantage of an online Course.
- **Lucid**: The video lectures and the ready course material enable the students to understand the subject easily.
- **More Availability of the teachers**: The teachers shall be available online to clear the doubts of the students.
- **Increased Accessibility to Higher Education:** Many students are unable to pursue higher education due to their personal responsibilities and constraint of time. Now, with these online course options, one can study online and obtain degree as well.

Challenges

This venture challenges the traditional structure. More specifically, as there is a clause that a student can take 20% papers Online from SWAYAM, and the concerned University shall have to accept the credits.

The challenge is for the teachers teaching in the Conventional Classrooms. The students are now having the choice to pursue a few subjects online. And this Course could have been prepared by a teacher or a team of teachers at different Universities or same University. This enables the student to take advantage of the expertise of the teachers other than his/her University.

College/ University Strategies

The new NAAC Guidelines have introduced specific information on the Online Courses introduced by the University. More and

more online Courses are welcome. Also, the individual teachers are rewarded in terms of API score .Also; financial assistance is provided to the teachers for preparing online courses. Hence it is suggested that the Colleges should encourage their teachers to prepare Online Courses on the SWAYAM portal and make themselves future ready. Also, this attempt of the teachers shall also help the Colleges to earn Brownie points in the NAAC assessment criteria.

Conclusion

The new NAAC guidelines have taken note of the development and advancement of ICT. It emphasizes on the creation of more and more online courses. This shall ensure the enhancement of standards and to enable the institutes of higher learning to impart quality education.

Having said this, 'being relevant', is the challenge faced by the teacher in this ICT enabled era. Gone are the days, when the teacher was looked upon as the sole repository of knowledge. The Information technology age has reduced the role of the teacher from knowledge giver to knowledge facilitator. And the day is not too far, when the University shall recruit teachers only to prepare online programmes!!!

Technology is just a tool in terms of getting the kids working together and motivating them, the teacher is the most important. - Bill Gates

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Role of Educational Institutions in Extension Activities through Social Outreach Programmes

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Abstract

Education and educational Institutions is the mirror of the society. The country's health and wealth depends on quality of education. Quality education depends not only preparing the generation for the competitions in this highly materialistic world but also making of good human being. In today's extremely competitive world we need to build such institution which will teach the pupils to learn the art of living. Educational Institution has high potential with young and enthusiastic human resource. If this resource will be utilized by extending their hands for some activities to reach the common population that would solve double object as making of responsible citizen and serve the purpose of social justice to some extent. In this research paper the researcher tried to explore the various viable social outreach programs which can be implement in the Higher Educational Institutions towards a step forward to achieve the objective of quality education by preparing the students for future challenges through social outreach programs.

Key Words: Educational Institution, Extension Activities, Social Outreach Programmes

Introduction

'Education is the manifestation of the perfection already in the man, and character is the test of that manifestation' Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man making, character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library" - **Swami Vivekananda**

The great sage of India has express his idea of education in the above quote. According to him right education is that education which leads the youth to become perfect in all sense with good moral fiber. In any given society education and educational institutions plays important role to shape the society's activities i.e. social, economic, political and moral. One of the important attributes of education is abilities to reach the cluster of population who are still far away from all amenities or are ignorant about the available amenities or facilities or they do not have adequate knowledge, whatsoever the reason may be. The handfuls of Governmental bodies are find difficulties to reach up to grassroots level although in this 71 years of Independence the successive governments have framed policy and tried their level best by implementing all these schemes and policy. But it is simply impossible for the governmental bodies to tackle all the problems of the society. It is required joint collaboration of government and citizen to achieve the desired change as enshrined in the part IV of the Constitution. And

Higher Educational Institutions and therein studying budding citizen is the representative of the society and right human resource to achieve positive change in the society. The initiative of the concept of 'Social Outreach Program' through educational Institutions to some extent is the answer to this change.

Concept need and objectives of extension activities and social outreached program

It is concept of stretching out beyond the boundaries of University and research center to reach the needy and rural people, to educate them on various issues. It helps to develop the capabilities of the individuals so that they can respond appropriately to the situation. It's an informal method of education. It starts with practical problem of the learner's society and may take up theory later on. It is mostly outside the four walls of the formal institution. It is more practical problem solving oriented. Extension is not only attempting to change the behaviour and ensuring adoption of a particular practice but also aims at changing the outlook of the beneficiary so that they will be receptive to the new ideas and continuously seek means to improve their quality of life. Extension is essentially the means by which new knowledge and ideas are introduced into specific areas in order to bring about change and improve the lives of various strata and their families. This extension activities and outreached programs is very effective tool to reach the needy and at grass root population of the society.

In India, the terms community development and extension became more popular with the launching of Community Development Projects in 1952 and with the establishment of the National Extension Service in 1953. Since then, Community development has been regarded as a program for an all-round development of the rural and under privileged people, and extension as the means to achieve the desired objective of social welfare.

Educational Institution and Social Outreached Program

In almost all educational Institutions National Cadet Crops (NCC) and National Service Scheme (NSS) are functioning well for overall well being of the students. Apart from other various committees is Internal Complaint Committee (ICC) for protection of female from sexual harassment. In almost all Law Colleges and Departments Legal Aid Committee and Legal Aid Clinic is formed. With the help of these committees institutions will initiate social outreach programs of legal awareness and legal aid to the poor and needy. In NCC the cadets are given basic military training. The motto of NCC is Unity and Discipline. It is a school and college student organization which aimed to develop qualities of character, courage, comradeship, discipline, leadership, secular outlook, spirit of adventure and ideals of selfless service amongst the youth of the country. Also to craft a responsible human resource, trained motivated to provide right leadership in all walks of life who are always be available for the service of nation. So also the objective of NSS is to indulge and undertake various welfare activities for the communities under the banner of their Alma matter. The motto of NSS is itself loud and clear as 'not me but you'.

Following are few representative programs that can initiate for awareness, awakening, and well-informed society through this HEI and organization.

Health Awareness Camp: With the help of expert Medical practitioner, students and faculty, people of the nearby areas of HEI will be informed about problems like diabetes, AIDs, Blood Pressure, Heart Pressure Cancer and many other health related problems also make available facility of first aid to the poor people of the society like beggar and people residing in slum areas. Also specialized services can be extended according to the need to those hospitalized patient whom nobody is there to take proper care. In such situation these student can reach and provide service.

Adult education Program: Under this category an organized literacy drive can start with the help of NSS and NCC students along with Faculty to promote Adult Education, particularly in 15-35 age groups. The HEI can joined the hands with the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, which has been providing support to Voluntary Agencies through two separate schemes, namely (i) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan Shikshan Sansthans. The former is conceptualized as a blanket program to promote innovation and creativity in literacy and long-lasting education. It includes establishment of State Resource Centers for technical and academic support to adult education. Jan Shikshan Sansthans, on the other hand, provide vocational education skill development training to those having no or rudimentary level of education.

Disaster Management Camp: Manmade and natural disaster is an unexpected and unforeseen event that can any time happen so society must be prepared and they must be informed and well trained to face the situation. For that again HEI and its team must undertake the responsibility by joining the hands with National Institute of Disaster Management and conduct a program on disaster risk mitigation and management. With the Philosophy of each one i.e. each HEI teach the group of society with this outreaching activity towards making society by developing and promoting a culture of prevention and preparedness at all level to tackle any disaster situation

Legal Aid and Awareness camp: Legal aid is constitutional right backed by Article 21 and 39-A of the Constitution of India. Access to justice is basic human right conferred by statute and exists unless it is taken away under any valid exercise of statutory or constitutional power by the legislature. Legal aid is necessary for the preservation of rule of law which is further necessary for the survival of structured society. It implies giving free legal services to the poor and needy who cannot afford the services of a lawyer for the conduct of the cases or a legal proceeding in any court, tribunal or before an authority. And it works in accordance with the Legal Services Authority Act, 1987 which acts as the guideline of the rendering of free legal aid. Under the direction of this Act, right from taluka to national level Legal Services Authority (LSA) has been formed under this Act.

The HEI and its young energetic team can initiate the program for awareness of various law and legal provision which will secure the rights of the common man. Also

in joint venture with the LSA it can help the poor in their litigation of varied nature.

E-Learning Program for home makers and old age people: The students can initiate this program on Basic Computer knowledge for those women and age old persons who are unable to transact or handle these modern gadgets effectively.

Adoption of Village for overall development of the residents: The HEI can adopt a village nearby the area of HEI for limited period with the mission and objective of launching rigorous activity with the help of Gram Panchayat and other civic bodies for overall development like health, nutrition, vaccination of infants and children, for improvisation of agricultural sector and education etc.

Coaching for orphanage house children: By identifying these organization that are running Orphan home, the HEI can have collaboration and thereby it can extend help by providing education, food, clothing, medical care, shelter and love to this needy and orphan children.

Tree Plantation and its adoption: By initiating the tree plantation on various location and further care and nourishment through the adoption of that tree by each student will be a very effective mission towards making of healthy and clean environment.

Motivational Program for parents and children on the major issue of school dropout's children in rural areas: In rural India the ratio of drop outs at secondary and high school level is common phenomenon. The parents are look at them as immediate earning source for the family and compel them to work at farms, road side dhabhas, Panthelas, household works etc. It is very important to aware the parents about the importance of skill based education along with formal education. The HEI can do this activity of motivation and right direction to these parents and children also make them realized their duties towards their children and equally importance of continuous of education. Thereby, society can achieve the object of eradication of child labour.

Programs on prevention of different types of addictions (tobacco/alcohol/drugs): In our society addiction of these intoxicating substances is very high. Young generations are involved in all kind of the addiction. Hence awareness programs through rally and drawbacks of the consumption can be highlighted by placard on a regular basis.

Program on awareness of trafficking and its prevention mechanisms: Systematic human trafficking for various purposes is alarming in the society. Hence this can be a program through which we can raise voice for such illegal activities.

Training for self defense: It is very important to know the basic technique for the protection of one self. As prevention is the best self defense and every member of the society especially women and youth must acquire the same. To reach with the mass population outreach program if organized and conducted by the HEI in collaboration with the trained personal from self defense is good option.

Program on water conservation and environment protection: Scarcity of water and pollution of environment is the largest challenge in front of world. Awareness, conservation and its preservation are the only substitute. The HEI with their human resource can largely contribute by organizing program for both

that is preservation and contribution of water and environment.

End Note:

Higher Educational Institution plays an important role in shaping community development. Their activities lead to raised productivity, accelerate country's economy and most importantly create capable, well-informed accountable and responsible citizen. These above referred activities not only help the development of the students and community but also lead to strengthen the social, economic and political growth of the country. History shows that strong social and economic growth in a country is generally grounded in a knowledge-based economy, especially where the country's human resource invests significantly in community-based outreached and development program. These presently students who are the potential leaders, entrepreneurs', bureaucrats, and policy makers, can better understand grassroots problems and accordingly will well function for its eradication in future. That automatically leads the country to achieve the object of welfare (social, economic, political and civilized) of the society in totality.

Continuous Evaluation System: Basics for Everyone

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Abstract

Higher Education Institutions (HEIs) in India have survived a long duration with traditional content in syllabi and examinations. It is really a good thing to know that there is a complete change in many of the cases regarding content, delivery and examination pattern. It is also true but at the same time that mere changing titles of the system and conventions do not assure of any positive impact. It is at this juncture we need to take into consideration the reality of what is happening in HEIs campuses. It is a deliberate fact that the presence of a working system in schools does fetch a much better result but in HEIs, it is not only challenging but difficult also. It is better to stay away from the utopiac statements and begin framing some new policies for shifting examinations to evaluation and assessment.

Key Words: Conventional methods, HEIs, schooling patterns, evaluation and assessment

Introduction:

HEIs in India have seen a working transition from the most conventional to the most recent trends in education. It is also seen in the methodology of teaching-learning process. There is no doubt that the shift is being monitored and also tracked with keen interest from educationalists and academicians but the ground reality is still different. In some of the institutions, we find that the HEIs have taken to the schooling pattern so as to look into the proper process of teaching learning as well as resultant of whatever policies are decided by them. Taking into consideration the facts around, at some places the schooling has been a great success whereas it stood practically impossible. A **Continuous Evaluation** refers to a system of **evaluation** of students that covers all aspects of students' development. It is a developmental process of **assessment** which emphasizes on two fold objectives. This system helps institutions

Continuous and Comprehensive Evaluation (**CCE**) system was introduced by the Central Board of Secondary Education (CBSE) in India to assess all aspects of a student's development on a **continuous** basis throughout the year.

Regular observation of practical skills or attitudes, e.g. collaboration skills, collaboration during tutorials, etc., Regular feedback on teacher's portfolio, paper, etc., Regular assessment of your verbal language skills, Regular testing of insight into theoretical concepts are all necessary for continuous assessment process.

Let's look into some of the most common things that can be taken care of while we go for the evaluation process.

Assessment of teaching means taking a measure of its effectiveness. "Formative"

assessment is measurement for the purpose of improving it. ... **Evaluation** is the process of observing and measuring a thing for the purpose of judging it and of determining its "value," either by comparison to similar things, or to a standard.

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing **process** that arises out of the interaction between teaching and learning.

Continuous assessment isn't new. Teachers naturally **assess** whether or not their students have understood or mastered a concept or skill before moving on. ... Firstly, it clarifies what content or skills the teacher thinks are **important** to learn which enables students to review relevant material. It is followed by remedial measures also but they can be developed on the basis of individual places. For example, the placement of educational institutions, lot of students, type of courses taught, teaching methodology used in the classroom, material used for facilitation of teaching learning, etc.

There is also a different outlook and approach needed for taking up these processes at grass-root level. The first and foremost thing is the categorization of geography such as rural and urban. It is necessary to have such categorization as it affects the complete process of education. There are some practical difficulties which cannot be overlooked. Remote and distant places are likely to face problems such as availability of resources and infrastructural facilities. They may not be updated for every new happening and technology based initiatives elsewhere.

In all these matters the process of continuous evaluation and assessment also gets affected and hampered. As there are not proper inputs and mechanism followed in absence of the subjects that are to be assessed and evaluated, the resultant may not stand genuine.

Report of The All India Survey on Higher Education-2014-15 published by the MHRD-India has some of the key highlights:

There are **760 Universities, 38498 colleges and 12276 Stand Alone Institutions** listed on AISHE web portal and out of them 740 Universities, 34452 Colleges and 7627 Stand Alone Institutions have responded during the survey. 256 Universities are affiliating i.e. having Colleges.

- 261 Universities are privately managed. 293 Universities are located in rural area.
- 11 Universities are exclusively for women, 3 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Delhi, Haryana, Karnataka, Maharashtra and West Bengal.
- In addition to 1 Central Open University, 13 State Open Universities and 1State Private Open University, there are 112 Dual mode Universities, which offer education through distance mode also and the maximum (18) of them are located in Tamil Nadu.
- There are 430 General, 90 Technical, 61 Agriculture & Allied, 45 Medical, 20 Law, 11 Sanskrit, 7 Language and 60 other Universities.

- The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Madhya Pradesh and Telangana.
- Bangalore district tops in terms of number of colleges with 948 colleges followed by Jaipur with 590 colleges. Top 50 districts have about 35% of colleges.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 60 in Telangana as compared to All India average of 27.
- 58% Colleges are located in Rural Area. 10.7% Colleges are exclusively for Women.
- Only 1.7% Colleges run Ph.D. programme and 33% Colleges run Post Graduate Level programmes.

Catering to the academic needs with all such variations is a great task and thereby following a system that tracks continuously for assessment and evaluation of learners.

There can be some basic measures taken for the procedural part of continuous assessment and evaluation:

1. There should be a common and universal format for seeking and tracking learners in their respective fields and curriculum.
2. An even centralized platform for filling of such information can be created. Taking into consideration the extra large amount of learners, this seems to be an upheaval task but it can be decentralized for facilitation. Universities and States can be the first category.
3. Measures and policies to be decided for the process needs to be published first and opinions regarding the same can be sought so that the diversity can be made later made into uniformity.
4. Rules and regulations can also be developed so that there is consistency in working out the measures. This binds people together and further disturbances can be avoided for better.
5. The least is learners be made aware of the process that they are likely to get this process for handling. In this case, while a learner opts for this system he/she will not see the things anew and have a positive approach towards it.

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Gender Equality: A Challenge in the Journey of Higher Education Institutions

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Abstract

Gender Equality, Women empowerment and recognition of women's rights have become more significant and important worldwide in the wake of sustainability. Keeping in mind disproportionate impact of social, cultural and economic burden on women and girls, the researcher attempted to study inequalities in the field of education and highlight necessary policy actions to be effective enough in addressing the issues faced by them. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.

Key Words: Gender Equality, Higher Education Institution, Equal opportunity, Quality Education, Woman Empowerment

Gender Equality, Women empowerment and recognition of women's rights have become more significant and important worldwide in the wake of sustainability. Keeping in mind disproportionate impact of social, cultural and economic burden on women and girls, the researcher attempted to study inequalities in the field of education and highlight necessary policy actions to be effective enough in addressing the issues faced by them. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. Not only education is an imperative for gender equality and women's rights, but also access to information technologies, revision in curricula and policies to counteract gender discrimination is essential for social sustainability. The paper in the first part narrates importance of education in

achieving gender equality as a goal of sustainable development and gender mainstreaming as means to achieve this goal. The researcher shades light on the Indian perspective on Gender equality in Higher Education Institutions in general and the approach of the central authorities like University Grants Commission (UGC) and the National assessment and Accreditation Council (NAAC) in addressing the issues of gender equality in particular. It evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well being and student services through the seven criteria. The paper attempts to analyse and understand aspect of gender equality in the Higher Education Institutions in view of these seven criteria

which the council has envisaged in promoting its core values.

Gender Equality: A Challenge in the Journey of Higher Education Institutions

Introduction

UNESCO's World Atlas of Gender Equality in Education, published in 2012 [3], is the clearest example of this international commitment to global gender equality across and including all levels of education. Even though there has been enormous growth in student numbers, including a 500 percent increase across the globe, over the last 40 years, women do not benefit as well as men from their involvement in Higher Education Institutions (HEI).[1] And therefore, Gender Equality and Women Empowerment are envisaged as important Developmental goal wherein Education is regarded as one of the means to achieve development. India being part of international Community, the international commitments are translated as well in its National policy. Effective measures in various fields are being taken to bring about gender equality and empower women. It is well accepted fact that in the process of National Development, Women play a vital role. Women are equal contributors in the process of development and hence, it is essential to link gender equality with sustainable development for various reasons. Firstly, in order to achieve Just and fair sustainable development, it cannot be envisaged without considering the rights, dignity and capabilities of half of the world's population that is women. Secondly, it is morally as well as ethically vital for achieving gender equality and

realizing the human rights, dignity and capabilities of diverse groups of women. Gender Equality, Women empowerment and recognition of women's rights have become more significant and important worldwide in the wake of sustainability.[2] Keeping in mind disproportionate impact of social, cultural and economic burden on women and girls, it is necessary that our policy actions should be effective enough in addressing the issues faced by them.

Attaining sustainable development implies not only economic and environmental sustainability but also prioritizing social sustainability. Social sustainability implies realization of women's human rights, their attainment of capabilities and wellbeing. Gender equality is a complex phenomenon that requires a continuous and holistic approach to addressing issues such as stereotypes and gender representations, absence of role models and mentors, tokenism, gendered organizations (with gendered structures, assumptions and norms). In the academic and research world, gender inequality is an issue which needs to be addressed effectively if we are claiming development.

Gender Equity and Gender Equality

Educational equity, also referred to as equity in education, is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that all individuals reach at least a basic

minimum level of skills.[3]   However, each concept carries implications of fairness and how the students should be treated and the resources to be distributed. It is implicit that all the students irrespective of their gender caste, creed and religion must get an equal opportunity and equal treatment.   The importance of educational equity is based on premise that the attainment of education directly correlates to the quality of future life. Thus academic institution that respects educational equity is as strong foundation for strong thriving society. Where equality contemplates sameness, equity is understood as fairness.   The educational equity orientation reframes the policy discussion and orients it around ensuring that the educational institutions help all students to achieve, even if that means distributing resources "unequally." It is the synthesis of both equality and equity that will lead to an ideal society where everyone will have what everyone is entitled to.   Thus, there is a direct relation between educational equity, gender justice and development of the society.

Education and Gender Equity

Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. More than 40 years ago, the Universal Declaration of Human Rights asserted that "everyone has the right to education".[4]Education is the fundamental right which empowers individuals to increase their well-being and contribute in broader economic and social growth. Naturally improvement in education results in growth of economy and in turn growth of

development. With increasing number of women entering in high level of education, greater equality is seen in this sector. However, it is not true always in the absence of inclusive and high quality education. It is necessary for girls and boys, women and men to eliminate gender stereotypes and make education accessible and available across their lifetime. In India girls are perceived as a liability. She needs to be given dowry, another menace, at the time of her marriage. On the top of it spending on her education is considered as an unnecessary expense which the poor parents try to avoid. This is the reason, in India, we have 'Beti Bachao Beti Padhao' campaign that aims not only to boost and implement education policy but also to ensure decrease in female infanticide and female foeticide. Not only Education is an imperative for gender equality and women's rights, but also access to information technologies, revision in curricula and policies to counteract gender discrimination is essential for social sustainability. In addition, there is a need to develop a non-formal educational curriculum to prevent violence against women and girls.

Gender Mainstreaming: a need of an hour

Gender mainstreaming is essential to achieve gender equality and women empowerment. Gender mainstreaming is a process of creating knowledge and awareness of and responsibility for gender equality among all across all the strata. Especially in the Educational sector it is essential to create awareness among all the educational professionals engaged and the stakeholders involved in higher education.

Gender Mainstreaming is the means and a strategy to achieve gender equality in Higher Education Institutions through sensitization and educating the stakeholders. That is why it is much needed to have gender equality at the centre of all the activities right from designing an education policy, curriculum, infrastructure, resource allocation, planning and implementation.

Canvas of Higher education is quite vast encompassing general subject disciplines (sciences, humanities, arts, mathematics, social and cultural sciences), technical (engineering, medicine, agricultural and life sciences and other applied sciences), education and training, vocational and skill based programme, training for the service and hospitality sector, teacher education, management education and so on. It covers almost all types of higher education, training and research institutions. However, Higher education does not stand alone but brings along with it a baggage of social and gender based disadvantages. Hence, it is necessary to address gender inequality- based issues in higher education in the context of burden of non-learning, discrimination induced loss of self-esteem and confidence, or facility with language.   Universities   and   Higher Education Institutions are conferred with a duty to undertake the task of imparting education with adequate concerns of gender equality issues. May be that is the reason while assessing the HEI, the emphasis is reflected in each and every criterion. It is the foundation of all the core values of National Assessment and Accreditation Council (NAAC) namely, Contributing to National Development, Fostering Global Competencies among Students, Inculcating

a Value System among Students, Promoting the Use of Technology and Quest for Excellence.

Discourse and policy have been observed in the following four arenas, firstly, Greater access for women in different fields through affirmative action (more seats reserved for women), secondly, greater participation of women in technical and science education, thirdly, nurturing and development of women's studies and lastly, women representation in managerial positions in higher education.

Gender Equity in Higher Education Institutions: a Concern at National Level

University Grants Commission has taken up the step to establish Women's Studies Centres in Universities and Colleges with all the necessary financial assistance to encourage and promote research on women's studies and add to the body of knowledge that informs higher education.

National Assessment and Accreditation Council (NAAC), Bangalore as an independent body constituted for conducting process of assessment and accreditation aims to ensure that its processes are in tune with local, regional and global changes in higher education scenario. It evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organisation, governance, financial well being and student services through the seven criteria. NAAC in its process of evaluation through its Quality

indicator Framework incorporating the seven criteria represent the core functions and activities of a HEI wherein due weightage is given to Gender Equity.

Curricular Aspects has not express indicator pertaining to gender perspectives. It is noticed that, existing faculties need to go for a makeover in the curriculum in light of changing society. Curriculum is the basis which provides for attaining the objective of gender sensitization and creating awareness among the students. Especially, under graduate Courses in Arts, Science and Commerce Colleges, which are the majority HEI, it may be possible to have curriculum deficient of gender sensitivity. Gender neutrality may be one side of the coin. However, efforts have to be put in to ensure that the entire curricula envisage gender sensitization as its course and program outcome. If the curriculum is inadequate to fulfill the objective, the short term courses and add-on courses need to be designed and offered to create gender awareness. Institutions imparting legal education have greater advantages of their curricula are designed to imbibe democratic values and principles of justice and equity and good conscience. So also, the Law schools and Law Colleges though its Legal Aid Clinics can contribute extensively in creating gender awareness. Legal aid Camps and Legal Literacy Camps conducted by the Legal Aid Centre can reach to grassroot level and make people aware about the notions of justice fairness and equality.

It is the efforts of the Higher Education Institution to serve the diverse group of students with different socio cultural economic background as well as their abilities through effective teaching learning processes. Teachers have to make special efforts to bring the students with special categories with their special needs. Explicit efforts are inevitable especially when the HEI is uni-gender, to sensitize students about the gender. Since gender is the social construct, and must not be taken in its narrowest sense as sex, it is necessary to cater to the need of not only girls and boys but also of transgender without jeopardizing their human rights. Thus, it is the duty of the faculty and other administrative staff as to imbibe not only the value equality but also of respect so as to make it really an inclusive education.

The policies, practices and outcomes of the institution, with reference to research, innovations and extension must reflect the gender perspective. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension is a social responsibility and a core value demonstrated by institutions. Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization lead to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Especially issues of sexual Harassment at workplace, ragging domestic violence can be effectively addressed through such programs and

activities. Various activities through Nirbhay Kanya Abhiyan, NSS and NCC in majority of Arts, Science and Commerce colleges help create awareness for achieving gender equality. Such programs also provide a platform and an equal opportunity to not only girls students to express their issues but also to discuss with boys more effectively as it is usually experienced that these issues arise because of the boys.

It is the responsibility of the HEI to provide adequate infrastructural facilities that would suit the needs of all its students. At the same time it is necessary to provide enough facilities to girls in Higher Education Institutions. Separate wash rooms and rest rooms, Ladies room with adequate recreational facilities, sanitary pad vending machines and disposal facilities would enable girls to access the college premises freely and without any barrier. Accessibility of the infrastructural facilities is essential for inclusive education. It is imperative of the HEI to provide ramp facility for all the especially abled students including girls. Special assistance to visually challenged students is also a part of reasonable accommodation to make learning resources available in order to ensure the right to education.

It is the efforts of an institution to provide necessary assistance to students, to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. Gender equality may be attained through the initiative of the HEI by facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures. It is evident enough from the statistics showing percentage of girls students securing on campus jobs. The careers of distinguished alumni reflect attainment of program outcomes in view of women empowerment and gender equality. Women's self-help groups and women entrepreneurs is the best examples where one can see the gender equality and women empowerment going hand in hand.

Effective leadership by setting values and participative decision- making process where women are given equal opportunity and participation is the key to achieve the vision, mission and goals of the institution and to achieve gender equality. However, in many of the HEI, in spite of proven women competence, the decision making is concentrated in the hands of men. Especially when it comes to financial decision making, this stark reality is very much evident.[5] There are few institutions where the women though are office bearers, they act as a rubber stamp or puppets at the hands of their husbands or in-laws.

Admittedly, there are very few HEIs where Female Head of the Institutions do not face any hurdle in taking decision favoring female co-worker or girl student. Participation of women in governance is crucial for achieving gender equity. The percentage of women teaching and non-teaching faculty, on an average, is still disproportionate to the percentage of men staff. An educational institution operates in the context of the larger education system in the country. In changing national and global contexts an educational institution has to be responsive to the emerging challenges and pressing issues. It has a social responsibility to be proactive in the efforts towards

development in the larger contexts. Concerns of social responsibilities towards women as a class and explicit values held by the institution in respecting the women and their capacity building is a key for achieving gender equality and women empowerment.

Conclusion

Higher education is a major site of cultural practice, identity formation and symbolic control. There are significant public and private social and material returns on investment in higher education. In the academic and research world, the under-representation of women persists especially across specific subject areas and senior positions. Whilst there has been huge transformation in women's participation as students, especially undergraduates, in HEI across the globe, this is not matched by significant change in women's participation in academics, professional and governmental decision making. What is needed is an intellectual conviction as well as emotional readiness among all the key stakeholders to face obstacles at every stage and overcome the barriers in achieving gender equality.[6]

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[1] See generally, Educ. Sci. 2015, 5, 10–25; doi:10.3390/educsci5010010

[2] U.N. World Commission on Environment and Development, Our Common Future: Report of the World Commission on Environment and Development, chap. 2, paragraph 1, Annex to U.N. Doc. A/42/427 (Aug. 4, 1987)

[3] https://en.wikipedia.org/wiki/Educational_equity last visited on 13th Feb, 2019

[4] See generally, The Universal Declaration of Human Rights.

[5] See generally, Equality Challenge Unit. Equality in Higher Education: Statistical Report 2011 Part 1: Staff and Part 6: Students; Equality Challenge Unit: London, UK, December 2011.

New Technologies and Innovation in Teacher Education

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Abstract

Globalization and digitalization are the basic resultant in educational and learning life, working life and in governance. Our future vision should be to develop society which foresee and utilizes the opportunities inherent in the information society to improve the quality of life, knowledge, international competitiveness and interaction in an exemplary, versatile and sustainable way. There is an increasing need for a new renaissance in education where technology, art, science and humanities are integrated. There is a growing importance for ICT within the school curriculum. It is not only used to support teaching and learning within other curriculum subjects, but it is also a subject in its own right as a separate discipline. This paper focuses on the ideas to support professional development, accelerate e-Learning innovation and content development, address the ICT skills shortage, promote digital literacy and lifelong learning, in teacher education.

Keywords: Teacher Education, Innovative Practices, ICT

Introduction

Education is an effective means for social reconstruction and it offers solutions to the economic, social, cultural, political, moral, ecological and educational problems of the society to a great extent. India is one of the largest systems of education in the world. There are about 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country. Besides this, there is also a sizable number of university teaching departments of education and their affiliated colleges, government and government aided institutions, private and self-financing colleges and open universities that are engaged in teacher education. In India, teacher's education has developed in three different stages. As described by Mukherjee (1960), they are (1) pupil-teacher system, (2) teacher training (3) teacher education. In pupil-teacher system, a monitor remains in-charge of the class and worked as teacher. This system was existent in the period 1800 - 1822, when no one was directly interested in teacher education. The teacher in the early times was not trained, and had no knowledge of pedagogy. After the recommendations of the Indian Education Commission of 1882, and Government of India's Resolution on Educational Policy of 1904, training of teachers became articulate. Teacher training system mostly embraces the period between 1882 and 1947. It mainly consisted classroom teaching in which the teacher learned how to teach in classroom, i.e. method of teaching, class controlling, etc. Teacher education is something deeper than mere teacher training. It deals with teachers' problems related to education, current trends in education, psychology applied to

education, and researches going on in the field of education.

In India, the reconstruction of educational system and efforts to improve teacher education started from the beginning of independence. The government of India with an intention to revamp the educational scenario appointed a good number of committees and commissions .The University Education Commission (1953), Education Commission (1964-1966), International Secondary Education Project Team (1954), The Committee on Plan Projects (1963), The Study Group of the Secondary Teachers in India(1964), Indian Association Teacher Educators (1973), National Policy of Education (1986) and National Council for Teacher Education (1998) have all recommended innovations in India in order to meet the present day requirements and to strengthen all aspects of teacher education system.

The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in- service programs for serving teachers throughout the country (Kaur 2013). Although the teacher education programmes in various institutions are nearly identical yet their standard varies across institutions and universities.

The National Policy on Education (NPE) 1986 subsequently revised in 1992, give direction to Indian Education. The policy emphasizes that "the Government of India will also review, every five years; the progress made and recommend guidelines for further development". In the light of the aforesaid statements, the National Council for Teacher Education (NCTE), a statutory body, established by the Government of India for the maintenance of standards and improvement of the quality of teacher education in the country. During these years, large scale and far reaching developments as well as changes have taken place including teacher education review and reform of Indian teacher education. The National Council for Teacher Education has defined teacher education as a programme of education, research and training of persons to teach from pre- primary to higher education level. Its major contribution was to prepare Teacher Education Curriculum Framework. Consequently, teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country.

The Teaching Profession

Teaching is a professional activity which demands specialized knowledge, skill and behaviour. The professionalism of a teacher comprises competence, performance and behaviour which reflect his/her personality in school and society. Professional competence includes preparation of a teacher for classroom processes, acquisition of knowledge of subject and facilitates personality development of children. Effective competency of teacher such as interpersonal communication, pedagogical empowerment and organizational leadership results in performance of teacher in terms of overall development of children.

Teachers serve education, which is an effective instrument of man making. The changing educational needs of the student and advancement in technology has widened the area of responsibilities of the teacher. Modern society demands high quality of teaching and learning. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. Teachers are expected to become technologically oriented and responsible not only for their teaching but also for their students' learning. They have to cater for particular needs of individual students in heterogeneous classes, and create a student-centered learning environment which endeavors for excellence, and offers opportunities for enquiry and dynamic learning. Teachers need to meet the standards of the curriculum while enhancing students' creativity, curiosity and motivation. They have to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Teachers are also needed to ensure a safe ambience in their classrooms and maintain relationships with students, parents and staff besides pushing in technological changes in education without posing a risk to human values, which remains unresolved.

Innovative Approach in teacher education

Teacher education system is an important vehicle to improve the quality of school education. The revitalization and strengthening of the teacher education system is a powerful means for the upliftment of educational standards in the country (Timor 2014). There are many issues that need urgent attention for improving the quality of teacher education programme. One of them is the need of innovations in teacher education programme. The purpose of teacher education is to prepare teachers who have professional competencies to lead the nation forward through their manifold roles.

In our country, UGC has long recognized the need for innovation and it has introduced Schemes to improve quality of teaching and research at the universities and colleges from time to time. Special Assistance Programmes (SAP) at various levels "Centre of Advanced Study (CAS)". Department of Special Assistance (DSA)" and "Departmental Research Support (DRS)" Programmes, Innovative Programmes to encourage the pursuit of excellence and teamwork etc. are examples of such schemes. A scheme on Innovative Courses has also been introduced. The National Innovation Council of the Government of India was set up to discuss, analyse and help implement strategies for inclusive innovation in India and to prepare a Roadmap for Innovation 2010-2020. The five main parameters for promoting innovation included in it were   (i) Platform for innovation (ii) A focus point for innovation (iii) An ecosystem for guiding/fostering innovation   (iv) Focus on drivers for innovation and   (v) Expand Space for Discourse on Innovation in the country (www.innovationcouncil.gov.in).

The recent innovations in teacher education includes IT literacy, interactive teleconferencing. A new frame of pre-service

and in-service teacher education needs to be defined in the context of information and/or knowledge society. ICT is a complex and broad area. It covers computer networks, personal mobile devices, supercomputers, security applications to find and access online resources, content and related services and innovation (Lu et.al. 2014). The rate of change in ICT over the past 15 years has been dramatic and will continue relentlessly into the foreseeable future.

The current level of learning technology development provides opportunities for collaborative engagement, access to information, interaction with content and individual empowerment. Rapid changes in communication technologies enable teachers to move traditional classroom activities to online classrooms, or online activities in the traditional classroom. A teacher equipped with digital command can nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators (Farswan, 2017). It is the teacher's role to expose the learner to advanced level of knowledge and skills through blended learning, expert lectures, seminars, workshops etc. Teacher can prepare a complete repository comprising the details on the academic, personal and psycho-social support and guidance services like professional counseling, mentoring, academic advice to the students. Teachers can opt to use e-library resources to augment the teaching-learning process. The techno-savvy teachers have to empower and enable themselves as well as their learners for the use of various tools and technology for improved teaching-learning process. The electronic technology has dramatically

penetrated into every area of our society and every aspect of our social and cultural lives with the result that children have grown up with remote controls and they spend more time in computers, internet, playing video games etc. than reading books. In such a condition, it is very important to focus on the way to educate this New Generation. For this, a supportive environment is required in which they can create their own ideas, both individually and collaboratively (Kumar & Amin.2016).

Teachers working in Higher education system have to learn to manage the technologies and facilities available for effective teaching such as Virtual laboratories, e-learning resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc. (Ben Youssef & Dahmani 2008).

The education and research sectors are not short of strategies. Today's children use the Internet as an integral part of their lives as previous generations embraced radio, television and the telephone. Web 2.0 technologies are inherently interactive and the user can respond to and contribute to their on-line experience. ICT has greatly increased and simplified the access of learning materials on the Internet for the students. However, most online material is not in itself adequate for a student. The effective e-learning requires using ICT, research and development in educational technology, educational psychology and new pedagogies for online learning. Teachers can have an

important role here as they can inspire, enthuse and engage students in creating knowledge and understanding, developing wisdom for the competitive advantage.

Pedagogical Issues of ICT Integration

The present approach for ICT integration is dismal. Technology input is not integrated in the curriculum courses, especially method courses. It seems that the objectives of introducing ICT at the pre-service level are developing technological know-how and awareness regarding various other technologies and software packages. Further, the time spent for practical sessions is less, as more time is spent for theory sessions. The total approach of introducing ICT at the pre-service level should be rethought. In teacher training programs at the secondary level, the ICT education scenario has certain problems

• The objectives are being achieved only at awareness level but higher order thinking skills regarding the use of ICT is needed.

 • Technology, pedagogy and content area are not integrated. They are dealt separately which creates confusion for students.

 • There is no synchrony between syllabi of teacher training institutions and secondary schools. They are not according to the school level curriculum.

• Time duration of the courses related to ICT education is very short to develop knowledge and necessary skills among students to achieve higher order thinking skills.

 • There is a lack of availability of proper infrastructural facilities at most of the institutions.

• There is a mismatch between available hardware and software to develop required learning resources.

• Support from technical staff for maintenance is inadequate.

The objective at the pre-service level is to develop techno-pedagogues. Teachers should be in a position to integrate technology into teaching / learning as well as develop the art and skill of "webogogy" (i.e., to make use of Internet technology, exploring it, accessing information from it to use in teaching learning, etc.). So, objectives must be set at the attainment of application and skill levels rather than just at the knowledge and understanding levels. The professional development of teachers needs to be given importance. There must be congruence between the school curriculum and teacher training curriculum at the secondary level. Otherwise, teachers will not be able to utilize their knowledge to effectively design teaching/learning processes, project work, and assignments. In addition to offering ICT as a compulsory and special course, integrated approaches need to be studied along with methods courses. This will help student teachers to develop the concept of 'techno pedagogy' to a greater extent.

Research and innovations in teacher education play an important role in improving the quality of teachers through training imparted to them for all levels of teaching (Goel & Goel, 2010). They tend to introduce new ideas and practices in classroom transaction and other curricular and co-curricular activities. The sole purpose of teacher education is to prepare teachers who have professional competencies to lead the future generation of the nation through their manifold roles. Some of the innovative ideas that need to be focused are as follows:

Approaches to ICT integration in Teacher Education

Use of ICT within teacher training programs around the world is being approached in a number of different ways with varying degrees of success. These approaches were subsequently described, refined and merged into new approaches like ICT skills development approach, ICT pedagogy approach, Subject-specific approach, Practice driven approach. Teachers can be trained to learn how to use ICT tools. ICT can be used as a core or a complementary means to the teacher training process (Collis & Jung, 2003).

ICT as a core component in teacher education can have the following applications:

1. ICT as part of content
2. ICT as facilitator
3. ICT as core content
4. ICT as core delivery

Media competence and Teacher education

In today's technological world, learning has become increasingly important as it is the best way to cope and manage in a competitive and ever-changing environment. It is widely understood that the communication skills will be the most important skills of the future. The UNESCO Report on Knowledge Societies (2005), there is a general agreement on the appropriateness of the expression "knowledge societies". Digital literacy is a fundamental element of the knowledge society. A broader approach has been also developed under the title "media competence." A most recent demand comes from e-media and e-learning, which covers a wide set of applications and processes such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. Teaching media education requires technical knowledge and equipment. It has also been suggested that media education and ICT be combined (Varis 2007). The blurring of public and private communication with the emergence of the social media has been a particular challenge for educators. In recent years, learning environments have emerged a new way in discussions. The media and ICT are a crucial part of the future learning environment. People encounter them at work, in education, in hobbies and in free time and they increasingly interlace. Broadband connections and easy-to-use web publication software and platforms enable users to participate on a broad scale in the production and distribution of knowledge, materials, works, etc. Formal, non-formal and informal learning interlink and support each other, forming a lifelong continuum. The media have a strong impact on the growth of socialization of children and young people. The wide exposure on the internet has caused a new kind of concern for parents, especially with regard to data security, as an increasing number of youngsters put their products on the web. The aim of the programme would be to plan for improved media education in basic education, at the secondary level and in teacher education with a view to making media education an established part of day-to-day school activities.

Blended-Learning in Teacher Education

In blended learning teachers use technology, usually in the form of Web-Based instruction, as a supplement to live instruction. It utilizes components of a learner-centered Web course with components that require significant

instructor presence and guidance. The speciality of a blended-learning approach is that it ensures that learners are supported and guided as they undertake independent learning tasks. The use of Web in such settings provides connectivity for the teacher and students in the form of communication channels, information sources and management tools. These aspects appear to make blended-learning particularly well suited to teacher training students, especially those in large groups where direct instructor support may be difficult to deliver. Blended-learning provides a learning that combines traditional teaching and learning approaches with information and communication technologies. It is believed that blended learning will enhance the student learning experience, at the same time it also demands that the teachers should be trained as online facilitator.

Constructivism and Teacher Education:

Constructivism is a synthesis of many dominant perspectives on learning. It is believed that the key element of constructivist theory is that people learn actively constructing their own knowledge, comparing new knowledge with their previous understanding and using all these to come to new understanding. This concept has evolved from cognitive psychology. Constructivist paradigm is based on the contributions of Piaget, Vygotsky, Gardner, Dewey, Tolman and many others. Constructivist learning is based on student's active participation in problem-solving and critical thinking regarding a learning activity. They construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying

them to new situations and integrating new knowledge gained with pre-existing intellectual constructs. The teacher is a facilitator or a coach who guides the student's critical thinking, analysis and synthesis abilities throughout the learning process. Here, the teacher is also a co-learner in the process. Hence, teachers should facilitate cognitive change by presenting problems through specific tasks that pose difficulties to students. In this context, problem-solving teaching procedure is defined as a process of raising a problem in the minds of the students in such a way to stimulate purposeful, reflective thinking in arriving at a rational solution. Lentell (2003) states that academics have to be knowledge experts, effective listeners and communicators as well as coaches, facilitators, mentors, problem solvers, designers, supporters and resource co-coordinators.

Summary

To meet the challenges of the new millennium, teacher education in India needs a tremendous change. In this digital era, teachers' role has shifted from mere preacher to the manager of students' social and emotional behaviours, mentor for their learning and over-all development and motivator for slow learner and a fast learner in digital environment. It has been widely accepted that for the national development, teacher education program should be structured and modified in such a way that it enables them to respond dynamically to the new problems and challenges in the field of education.

Teacher education in India needs to orient itself to the new challenges and enable its students to compete level. The students who are pursuing teacher education should possess new skills and attitudes as well as competitive knowledge in the stream of education concerned so that they can place their students at a higher level. All these can be possible through practice of innovative teaching practices in Teacher Education. If the innovative teaching practices becomes an obsession and promoted by institutions working in the arena of teacher education, there is every possibility that these practices would certainly attract the attention from the academic community. Thus, initiative steps either to follow the existing innovative teaching practices in teacher education or eschew new path of innovative teaching at their respective institutions could be undertaken.

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Road towards Excellence: Role of Internal Quality Assurance System (IQAS) in Revised NAAC Framework

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Abstract

Inculcating quality culture is a continuous process and it is only possible with an active collaboration between people, educational institutions and industries. Technologies are growing rapidly and changing the way we work. Updating skills is the key to success today. There is a need to keep enhancing the way higher education is imparted at Higher Educational Institutions (HEIs). National Assessment and Accreditation Council (NAAC), Bengaluru has been playing a pivotal role in the quality improvement of HEIs all over India since its inception in 1994. Today while celebrating its silver jubilee year in 2019 NAAC has again upgraded its functioning and refined the process of assessment and accreditation under its strategic policy for which it has been working meticulously and successfully all these years. In pursuance of its Action plan for performance evaluation, assessment and accreditation and quality up-gradation of HEIs, the NAAC insists that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure as soon as it enters into the process of accreditation. In the present paper, the focal role of IQAC will be discussed in detail in pursuance of academic excellence of the HEIs.

Key Words: Accreditation, assessment, evaluation, IQAC, HEIs, internalization, institutionalization, NAAC, sustenance

Introduction

The Internal Quality Assurance Cell (IQAC) is not just another body to keep academic records and follow only hierarchical structure in HEIs, but it has been made obligatory by the National Assessment and Accreditation Council (NAAC), Bengaluru for keeping quality initiatives being upgraded and updated in all HEIs. The success of IQAC is dependent upon the sense of belongingness and active and proactive participation of all the constituents of the institution. The main task of the IQAC is to develop a network for continuous, consistent and systematic growth in the overall performance of institutions. The first step of the IQAC is the initiation towards internalization of quality culture and institutionalization of best practices as quality enhancement initiatives.

Internal Quality Assurance Framework: An Overview

The very first thing to systematize the quality initiatives and sustenance measures envisaged by NAAC is the concept of Internal Quality Assurance System (IQAS) or Framework (IQAF) and to make it compulsory for the Higher Educational Institutions (HEIs) undergoing NAAC's procedure for subsequent cycles. In the

process of first accreditation and during preparation of Self Study Report (SSR) the HEIs undertake and introduce many new quality practices in their institutions. These initiatives should continue and simultaneously keep upgrading and improving with constant reviews and research. For ensuring these parameters to work properly, NAAC has devised the concept of IQAS and IQAC to continue and enhance the quality initiatives.

IQAC: Aims and Strategies

The vision of IQAC is "to ensure quality culture as the prime concern for the Higher Education Institutions (HEIs) through institutionalizing and internalizing all the initiatives taken with internal and external support." (p. 6) Following this vision the prime objectives of IQAC are "to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices." (p 6) Keeping in mind the aims, the IQAC of any institution should evolve mechanisms and procedures for ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. The IQAC aims at monitoring academic and research programmes for sharing and creating a network of continuous evaluation and up-gradation.

Composition and Functions of IQAC

Like any other committee in HEIs, IQAC is also constituted under the Chairmanship of the Head of the Institution. The committee includes the representation of all the stakeholders and sections of the society. There will be at least minimum 13 and maximum 20 members in the committee. The Head of the Institution is the chairperson of the committee. There will be three to eight teachers to represent all academic levels and all sections of society who have earned respect for integrity and excellence in their teaching and research. There will be one member from the management who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. There will be few senior administrative officers and persons in charge of institutional services such as library, computer center, estate, student welfare, administration, examination and planning. One nominee each from local society, students, and alumni. The local society representative should be of high social standing and should have made significant contributions to society and in particular to education. The student representative may be the president of Student Council who is well aware of all the activities and functioning of the institution and the alumni representative should be capable of contributing concretely in the quality enhancement of the institution. One nominee each from employers, industrialists and stakeholders who should be aware of the ground realities of the institutional environment and known for their commitment to improving the quality. One of the senior teachers as the coordinator/director of the IQAC who should be committed to overall improvement of the institution. For the

convenience of its functioning, IQAC may hold meetings of the core committee (with few prominent IQAC members) to meet off and on when required or periodically.

Functions of the IQAC and Role of the Coordinator and Members

The IQAC should meet at least once in every quarter. The membership of nominated members shall be for a period of two years. The quorum for the meeting shall be two-third of the total members. The agenda, minutes of the meeting and action taken are to be documented with official signatures and maintained electronically in a retrievable format and on the institutional website. It is necessary for all the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. Developing and applying the quality benchmarks, creating learner–centric environment, collecting and analyzing feedback from all stakeholders, organizing inter and intra institutional workshops, seminars on quality related themes and creating quality circles, documenting various activities and practices leading to quality improvement, developing and maintaining institutional database through MIS leading to academic and administrative audit and preparing and submitting Annual Quality Assurance Report (AQAR) to NAAC by the end of every year positively are some of the important functions of the IQAC. The coordinator has a major role in implementing these functions. Thus, the IQAC has to ensure that all the activities for quality improvement should be done efficiently and effectively maintaining the fixed standards.

Criterion VI: Governance, Leadership and Management

Out of the seven criteria given in the Self Study Report (SSR) that carry 1000 weightage points, criterion VI: Governance, Leadership and Management carries 100 weightage points. There are 5 key indicators included under this criterion, they are 1. Institutional Vision and Leadership (10 weightage points), 2. Strategy Development and Deployment (10 weightage points), 3. Faculty Empowerment Strategies (30weightage points), 4. Financial Management and Resource Mobilization (20 weightage points), 5. Internal Quality Assurance System (30 weightage points).

This fifth key indicator covers the role of IQAC and the whole IQAS's framework.

Key Indicator no. 5: Internal Quality Assurance System

The key indicator, Internal Quality Assurance System under Criterion VI: Governance, Leadership and Management, has 30 weightage points. This key indicator has 5 Metrics out of which, three are QlM (Qualitative Metrics) and the rest two are QnM (Quantitative Metrics). As this metric system has been incorporated in the revised NAAC framework with effect from July 2017, there are two areas of assessment, qualitative metrics and quantitative metrics. As far as quantitative metrics are concerned, it is assessed by System Generated Score (SGS) system and Data Validation and Verification (DVV) by the NAAC and 70% weightage is given to it. Qualitative metrics has 30% weightage which are examined by

NAAC Peer Team (NPT) during Peer Team Visit (PTV).

The Qualitative and Quantitative Metrics

1. The first metric which is a QlM (6.5.1) **"Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes"** (Carries 8 weightage points). Here, the HEIs are asked to upload two examples best practices institutionalized as a result of IQAC initiatives. Examples: Internal Academic Audit, Green Audit, Gender Audit, Publication of college journal, MOU with an NGO for industrial work experience etc.

2. The second metric which is a QlM (6.5.2) **"The Institution reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms"** (carries 8 weightage points)**.** Here the HEIs are asked to upload two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC. Examples: Online practice exam, Creation of Class blog, Peer group learning initiatives, Use of mobile app for mentoring/guidance, Blended Learning, Flip classroom etc.

3. The third metric is a QnM (6.5.3) **"Average number of quality initiatives by IQAC for promoting quality culture per year"** (carries 3 weightage points). Here the HEIs are asked to provide data in the following format for the last five years:

- Name of quality initiative by IQAC
- Duration (from-to)

- Number of participants

Examples: ICT Training programme for Teachers, Student Seminar on New learning methods, National level conference on Quality Initiatives for HEIs etc.

4. The fourth metric is a QnM (6.5.4) **"Quality assurance of the institution includes:** (carries 6 weightage points).

(1) Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (IQAR) to NAAC; Feedback collected, analysed and used for improvements

(2) Academic Administrative Audit (AAA) and initiation of follow up action

(3) Participation in NRIF

(4) ISO certification

(5) NBA or any other quality audit

Options: (a) Any 4 of the above (b). Any 3 of the above(c) Any 2 of the above (d) Any 1 of the above (e) None of the above (opt any one).

Here the HEIs are required to provide data for last five years: **Quality initiatives:**

- AQARs prepared/submitted
- Academic Administrative Audit (AAA) and initiation of follow up action
- Participation in NIRF
- ISO Certification
- NBA or any other certification received
  Documents required:

- Annual reports of institution
- AQARs of IQAC
- Upload accreditations and certifications

5. The fifth metric is a QlM (6.5.5) **"Incremental improvements made during the preceding five years (in case of first**

cycle), post accreditation quality initiatives (in case of subsequent cycles) **(carries 5 weightage points).** Here is HEIs are required to upload description of quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years. Examples: Bridge Course, Blended Learning, Full Automation of the office etc.

Essential Quality Initiatives to be undertaken by IQAC

1. **Making Academic Calendar:** It is a mandatory requirement to publish academic calendar of the institution in the beginning of each session in consonance with the university's academic calendar which should be prepared or monitored by the IQAC. It includes academic plan, date wise academic activities and co-curricular activities. There may be Sports Annual Calendar, NSS Annual Calendar and department-wise annual plans.

2. **Annual Teaching Plan, Attendance Registers and Daily Diaries:** Each individual teacher can prepare annual subject plan to sketch out assignments, seminars, tests, course-portions, credits, project submissions, exams, result declarations, parents meet, departmental meetings, functions and competitions. Regular attendance record to be maintained offline/online and daily diaries to be maintained by teachers and students which are regularly checked by the authority through IQAC.

3. **Teaching techniques and Methods:** Use of teaching aids, methods used for teaching and learning are to be highlighted. New methods like brain-storming sessions, ice-breaking sessions, flip classrooms, role playing, visits, use of ICT, various online methods, podcasts, web-based resources, use of learning games and use of more innovative methods for teaching and learning.

4. **Evaluation system:** Regular exam system, unit tests, online tests and assignments, project assignments, practice exams, surprise tests can be employed to improve the evaluation system. The concept of re-exam, open-book exam, multiple choice tests and other innovative methods can be employed.

5. **Feedback system:** Feedback system includes regular feedback from students, parents, teachers, employers and all other stake-holders and feedback thus collected should be assessed and examined to initiate improvements through planned manner. Recommendations should be put before various committees through IQAC for overall development on the basis of feedback reports. Action taken on such reports is equally important.

6. **Monitoring Quality measures:** Through IQAC all academic as well as extra-curricular activities should be conducted through various committees and sub-committees. Their objectives and functions should be clearly marked for their transparent working in an attempt to monitor quality measures. Updating website and upgrading various softwares are required to be done regularly.

7. **Promotion of Research Activities:** On one hand IQAC should develop a system to promote research activities and on the other should create a network to keep a check on the quality by developing plagiarism check, peer review system.

8. **Preparation of AQAR:** As per Revised Accreditation Framework (RAF), now the accredited institutions need to submit the AQAR online. The log-in id for the online submission for AQAR will be the e-mail id used for the Institutional Information for Quality Assurance (IIQA). It should be a team work through regular meetings of IQAC to prepare AQAR and sending it regularly. Minutes of IQAC meetings should be maintained properly for quality planning and action taken initiatives should be used for future quality improvements. AQAR is an annual progress report of the institution. The AQAR consists of three parts, Part A is 'Data of the Institution' data may be captured from IIQA, Part B covers all the seven criteria with key indicators and Future Plan of Action in 500 words.

9. **Functional IQAC:** Having an effective and functional IQAC is a prime pre-requisite for submission of IIQA for all the HEIs opting for subsequent cycles of Assessment and Accreditation. The other pre-requisites are uploading of agenda and minutes of IQAC meetings and action taken reports on the institutional website, mandatory submission of AQARs on a regular basis and upload them on institutional website for access to all stakeholders. The IQAC is advised to create its exclusive window tab on its institutional website for keeping the records, files of NAAC, Peer Team Reports, certificates of Accreditation Outcomes, AQARs and details of IQAC functioning.

As rightly remarked by Shirgurkar and Chindhade, "Quality policy of an educational institution is to be prepared by all the stakeholders sitting together. It cannot come either from the management or the principal of the college since it is to be implemented by all the stakeholders of the institution together."(2018:165).It is evident that collaboration and coordination among all the stakeholders is expected to develop a mechanism for creating quality circles to compete with the global educational scenario. Swami Vivekananda has rightly pointed out that the defect of the present-day education is that it has no definite goal to pursue, but the IQAS motivates us towards definite achievable goals and gains in which the role of IQAC becomes highly instrumental in pursuit of excellence in Higher Education.

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Procedures for Quality Assurance in the Higher Education System

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Abstract

Development of institutionalized strategies and procedures for quality assurance in the higher education system is an area of increasing interest all over the world today. The overall quality assurance framework of any Higher Educational Institute (HEI) can be focused on three aspects namely; Quality initiative, Quality sustenance and Quality enhancement. Institutions require information about their own processes so that they can re-orient and fine-tune their activities to suit better their mission and objectives. Hence 'Self-Evaluation' is also a crucial process for every HEI. The author has developed some useful methods for pair-share learning and effective feedback from students. The paper presents innovative ways for recording students' feedback on all aspects related to any Higher Educational Institutes. Such feedback can help the Institute for its self evaluation, quality assessment and bringing improvement in the existing quality.

Key Words: Peer teaching and Pair-Share Learning, Self Evaluation, Questionnaire, Four-point scale, Student Satisfaction Index

Introduction: The UGC formulated a mechanism in 1994 under which the Higher Educational Institutions (HEI) had to undergo accreditation from NAAC (National Assessment and Accreditation Council). This would eventually improve the quality and in the long run encourage interactions between the Industry and the Institutes. It will develop skilled individuals, a need felt not only in India but also globally.

College accreditation has now been made mandatory by the UGC. It is a yardstick to judge educational quality, overall development of student, faculty and administrative policy decisions. The success can be measured in terms of Student's quality, their results, students' progression & placements as well as contribution and support of Institutional stakeholders like alumni and parents. Hence continuous assessment of all these parameters of success and self evaluation has become a necessary process for all Higher Educational Institutions.

Innovative methods like peer sharing & learning, method for quality assessment, quality sustenance and self evaluation for HEI are discussed in the following sections.

1.1 'Learn from Peer' activity: Senior students or fast learners can be encouraged to interact with their juniors or classmates who are weak students to understand their scholastic problems and provide them with the necessary guidance.

The author suggests the following format for carrying out 'Learn from Peer' activity.

Table-(1.1)

'**Learn from Peer' Programme** (Session: ………)

Session No	Name of beneficiary student with class	Name of Peer student with class	Topic (s) taught	Date	Sign of beneficiary	Sign of peer student	Sign of teacher in charge	Feedback of beneficiary

1.2 Outcomes of 'Learn from Peer' activity:

✓ This activity can motivate many students towards study and promotes classroom attendance.

✓ Further, this serves the purpose of 'Peer teaching and Pair-Share learning'.

✓ Fast learners use their experience to teach the needy students to bring improvement in results.

✓ Students enthusiastically start helping their classmates who miss the regular class due to genuine reason and who wish to understand the matter taught by the teacher in the class room.

✓ Conduction of 'Learn from Peer' activity leads to improvement in conceptual understanding of the peer students who undertake the responsibility of teaching his / her buddy or classmate.

The peer students in 'Learn from Peer' activity can be rewarded with a certificate or prize.

2 Effective Feedback Mechanisms:

A regular feedback of the stakeholders enhances the performance of the Institution as well as of an individual. Self-Evaluation' is a mandatory process for every HEI. There are various ways of receiving students' feedback. Author has developed the following innovative format for annually recording students' feed-back. The format records the opinion of students on all aspects related to campus life. A 4-point scale is used for rating the amenities in the college campus. The opinions of students recorded through the format are used for reviewing the existing strategies and planning new ones.

Table-(2.1)

Annual Feed-back form (Session ----------)

1. Identity Card Number of the Student:

   ……………………………………………………………….

2. Class with batch / section: ……………………

3. Express your views by assigning score **1, 2, 3 and 4** to the following aspects of the college life, based on the four-point scale:

Note: Score **4**: **Excellent**   Score **3**: **Good**   Score **2**   **Fair**   Score **1**: **Bad / Poor**

Aspect	Category	Tick-mark in the appropriate score category			
		Excellent Score 4	**Good Score 3**	**Fair Score 2**	**Bad/Poor Score 1***
Infrastructure	Classrooms				
	Laboratories				
	Playgrounds / Sports facility / Sports Incentives				
	Auditorium				
	Parking facility				
	Gymnasium				
	Drinking water facility				
	Wash Rooms				
	Canteen				
Library	Reading room				
	Availability of books				
	Cooperation Library staff				
Teaching	Your Teaching staff				
College Administration	Cooperation from Administrative / Office staff or lab attendants				
Discipline in College Campus	Performance of Security guards and security arrangements				
Co-curricular activities in the college	Performance of Extension cells of the college like WDC, NCC, NSS, ED Cell, SQAC etc				
Overall College Ambiance					
Cleanliness in the college premises					
Training and Placement cell	Effectiveness of Motivational Training programmes regarding planning careers and knowledge on job opportunities by eminent speakers				
Guidance from peers	Guidance about choice of future careers				

*If a score-1 is assigned to an aspect / amenity by the student, then its explanation is to be given in point number-4 below.

4. Any other comments:

…………………………………………………………………………………………

…………………………………………………………………………………………

(Signature of the student)   **Date:**

2.2 Development of Student's Satisfaction Index:

The author has developed method for calculating an annual 'Student Satisfaction Index' based on the questionnaire in table-(2.1) for recording students' opinions. The practice adopted is given below:

- Annually students' (stakeholder's) feedback can be collected on important aspects of Higher Educational Institutes through format 2.1. The students grade infrastructure, available amenities, library, quality of teaching and teaching staff, administrative staff, performance of activities of the extension cells, sports facilities etc. on a 4-point scale.

- An average score on a 4- point scale can be calculated for each aspect listed in the feedback format 2.1, based on the scores given by students, This results in the formation of **'Student's Satisfaction Index'** on the aspects related to College campus life. For reference, the indices for the an Institution are presented below:

Table-2.2 (a): Students' Satisfaction Index on a 4-point scale for Infrastructure

classroom	Labs	Playgrounds/ sports facilities	Auditorium	Parking facility	gymnasium	Drinking water facility	Wash rooms	Pooled Satisfaction Index for College Infrastructure
3.5	3.45	3.74	3.65	3.71	3.25	3.35	2.98	3.45

Table-2.2(b): Students' Satisfaction Index on a 4-point scale for other aspects

Library			Teaching	College administration	Discipline in college campus	Extra-curricular activities	Ambiance	Cleanliness	Guidance from peers
Reading room	Availability of books	Cooperation of library staff	teaching staff	administrative staff	performance of security guards	performance of extension cells	Overall college ambiance	In college premises	alumni/ ex-students/seniors
2.98	3.69	3.75	3.85	3.34	3.64	3.30	3.52	3.1	3.46

2.3 Outcome of Student's Satisfaction Index:

Student is the major stakeholder of any Higher Educational Institute. The Principal and Management of any HEI can use such an Index to review and redesign the strategies or schemes for improvement in existing quality. It is the best index for self Evaluation for any HEI showing the area which needs to improve. For example, if it is found that, a relatively low score for 'Reading room' of the library in table-2.2(b) resulted due to noisiness. Then an appropriate action can be taken by the Principal to maintain silence in reading room of the College Library. Similarly low

score for 'Wash rooms' can indicate check for condition of sanitation and cleanliness of wash rooms in the Institution. Further, the year wise student satisfaction indices per category can be studied, compared and reviewed by college management for self evaluation and planning new strategies to bring improvement in the existing quality.

3. Concluding remarks: In this paper, 'Learn from Peer' scheme is found to be very useful as 'Peer care & Pair sharing' and its format for keeping the record of the activity is introduced. It helps the important criterion of Teaching-Learning and improves the results of the course programme.

Further an innovative method for self evaluation about quality assessment and quality sustenance of HEI is presented. The concept of 'Student Satisfaction Index' can be very useful for the college management in planning new strategies for quality development with respect to students as the main stakeholder.

Author feels that any Higher Educational Institute can apply such schemes for their quality Improvement and Self Evaluation and provide the best way of knowing feedback of stakeholders about the existing quality.

Continuous and Comprehensive Evaluation: Streamlining the Process

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Abstract

Examinations play a significant fragment in one's edifying career. The existing examination scheme in India is predominately concentrating on the intellectual skills. The aim of holistic education demands growth of all aspects of individual's behavior including cognitive, affective and psycho motor areas. In the current set-up it is very demanding for the parents, teachers and students only to be working on intellectual aspects without learning the processes of learning. Teachers' professional self-esteem and promotions are geared to the scholastic marks achieved by their learner. In order to bring about the development in the quality of the education and the holistic growth of the youngster is a need to shift to continuous and comprehensive evaluation. Continuous and Comprehensive Evaluation denotes a system of college-based assessment that covers all aspects of student's development. It helps in educating student's performance by categorizing his/her learning problems at regular intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

Key Words: Continuous, Comprehensive Evaluation, Streamlining the Process

Introduction:

Examinations are so an important part of academic studies. The present examination system in India is predominately concentrating on the intellectual skills mainly and the parents and the society additionally supporting it. The present scenario is very stressful for the parents, teacher and students to work on expertise without learning the process of learning. Focusing on excellence in academics alone undoubtedly result in uneven growth of personality. In order to bring about the growth in the quality of education and the holistic expansion of the youngster who is tomorrow's global citizen, evaluation process should focus sufficiently on both educational and non-scholastic areas of development. Hereafter needs to be shift to comprehensive evaluation and also needs to have durability at regular intervals throughout the academic year. The Comprehensive and Continuous Evaluation

structure should be simple, flexible and implementable. The right of children to Free and Compulsory Education Act (2009) safeguards the structure up youngster's knowledge, potential and talent; Learning via activities, investigation and discovery in a friendly manner; Making the free from fear, trauma and anxiety and assisting the child to express views; Freely; Comprehensive and Continuous Evaluation (CCE) of an individual's understanding of knowledge and his or her skill to apply the same. The perception of Continuous and Comprehensive Evaluation is to decline the assembled stress of examinations on the students and to introduce a more uniform and comprehensive pattern in education for the children all over the nation. It helps in improving student's performance by categorizing his/her learning difficulties at regular intervals right from the beginning of the academic session and employing suitable

remedial measures for enhancing their learning performance.

The continuous comprehensive evaluation is separated into three parallel parts. This part deals with performance in academic subjects instead of marks; grade is given based on the performance all through the year. The state universities are following their own system somewhere it is semester pattern, some of the state have return to the old design old annual pattern in an academic year. The college has liberty to opt for autonomous deciding their own assessments, weightages, and the evaluation scheme. A teacher needs to equip themselves for these immerging indicators. The co-scholastic areas such as life skills, attitude and value need to be streamed line for further readings for the students as an immerging indicator. There can further expansion of life skills, thinking skills, social skills and emotional skills in the present curriculum. The CCE aims to tell the students and parents that it is not just the education that is important for an overall development of an individual during the educating years.

There issue which ideals with an internal assessment and other extracurricular activities. The scheme is to give simple marks based on activities performed/participated in during the year or as per the semester pattern. Teachers are expected to increase students on their involvement with these activities during the year. Students can twig with areas like literary skills like debates to showcase their talents in more creative fields like art, craft and drama. This way, this part again promotes development of an individual in areas other than academics.

In the CCE system which will be more effort giving and will be dual determinative assessment and single collective assessment for assessment of scholastic areas. In the determinative assessment students will be given regular feedback and inspire them to actively encompass themselves in self learning. This will help to increase the students' performance level and confidence level. The determinative assessment is not controlled only to the paper tests. It also has various quizzes, other testing, projects, assignments, survey etc. The collective assessment in the CCE is a way of assessment of student's performance at the conclusion of the teaching. The evaluation is of paper test and is carried out by the colleges themselves. There will be an evaluation of co-scholastic areas like student's achievement, attitudes, creative and scientific skills, health and physical education and many more to be included.

Objectives of the Continuous and Comprehensive Evaluation

1. To lay emphasis on thought process and de-emphasis memorization.
2. To make evaluation an integral part of teaching-learning process.
3. To use evaluation for improvement of students' achievement.
4. To use evaluation as a quality control devise.
5. To determine social utility, desirability or effectiveness of a program.
6. To take suitable decisions about the learner.
7. To make the process of teaching and learning a learner centered activity.
8. The continuous feature of CCE takes care of continual & periodicity of evaluation.

The continual assessment of students is prepared with the commencement of instructions and assessment during the instructional process using multiple techniques of evaluation. The comprehensive component of CCE takes care of assessment of all round development of the student personality. It includes assessment in

scholastic as well as co-scholastic aspects of the pupil's growth. The scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include life skills co-curricular, attitudes, and values.

Functions of Continuous and Comprehensive Evaluation

1. It helps the teacher to organize effective teaching strategies.
2. Continuous and comprehensive evaluation helps in regular assessment to the extent and degree of learner's progress.
3. Continuous and comprehensive evaluation serves to diagnose weaknesses and permits the teacher to ascertain in individual learner's strengths and weaknesses and her needs.
4. It provides immediate feedback to the teacher, who can then decide whether a particular unit class or whether a few individuals are in need of remedial instruction.
5. By continuous evaluation, children can know their strengths and weaknesses. It provides the child a realistic self-assessment of how he/she studies
6. It can motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals.
7. It helps a learner to determine the areas of instruction in which more emphasis is required.
8. Continuous and comprehensive evaluation identifies areas of aptitude and interest.

Importance of Continuous and Comprehensive Evaluation

1. To understand student progress in specific time a related with specific content.

2. To know the variety of Diagnostic tests according to needs abilities of students.
3. To avoid negative comments about learner actions.
4. To encourage the students for active participation in learning process.
5. To overcome the limitations of collective evaluation from which some of the learning difficulties could not be assessed.

Advantages of Continuous and Comprehensive Evaluation

There is no difficulty for students to become highly academic because they aim to encourage individuals to choose subjects based on their interests while retaining the importance of academia. They are intended to make the students feel more related so they improve on their academic ability without feeling under pressure. The CCE system also focuses o holistic education which aims to develop various aspects of a student's personality which ultimately helps them identify what they are better at and stronger at in terms of academics. CCE helps in dropping stress of students in different ways like, evaluating learning advancement of students at expected time gaps on small portions of contents. Encourage learning through employing different teaching aids and techniques and involving captive activities in the learning process. The grading system will helps to give up the use of negative comments on the learner's performance.

Obstacles in Continuous and Comprehensive Evaluation

1. Lack of necessary knowledge and contingency skill to implement continuous comprehensive evaluation.
2. Inadequacy of infrastructure and time.
3. Difficult to prepare and maintain records.

4. Lack of provisions I curriculum for continuous comprehensive evaluation.
5. Student attendance and availability of resources.

Remedial Measures

1. Orientation to teachers about continuous comprehensive evaluation.
2. Requirements in curriculum
3. Planning of activities
4. Time and work planning
5. Development of Question Banks

Conclusion

Continuous and comprehensive evaluation facilitates students' effective learning as well as their all-round development of personality with its multiple evaluation tools and techniques and corrective measures. By using this particular evaluation technique, the teacher can revolve ordinary students into active learners. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to comprehend the effectiveness of teaching learning process, continuous of teaching technique proves itself as a boost to student. Thus, it is extreme important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of education.

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Information and communication Technology for Teachers Professional Development

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INTRODUCTION

The college teaching faculties in the urban and in particular in a remote rural school where students are highly deprived of learning resources. They are struggling to collect and organize learning resources from where ever they are available. These students have tremendous capability and motivation but are unable to do much. They are unaware of Open Educational Resources, E-content, Massive Open Online Courses etc. and their availability and features.

Today the entire world is moving speedily towards digitization and we have to learn new things using new technologies. The evolution of computers especially the internet has affected all spheres of our life. Ten to fifteen years back we used to spend our time in the library for information in books, magazines and journals. Now a day we search for the information in the web sites. Access to information has become very easy because of information sharing on World Wide Web (www). Quality of teaching and students' learning are determined by the teachers who teach them. Well trained teachers with required knowledge, skills and commitment can develop scientific and critical thinking, promote tolerance, and develop cultural and social values in them. Innovative technologies will make it possible to achieve these by providing new ways to teachers. But these new technologies are placing more demands on teachers to learn how to use them in their teaching and learning processes. This great transformation is posing challenges to teachers and teacher educators in using technologies in creative and productive ways. Hence, we as teachers have to meet these new challenges by continuously acquiring new knowledge and skills to discharge our duties effectively.

ICT can offer tremendous opportunities for capturing, storing, disseminating and communicating a wide variety of information. Rapid expansion of knowledge and availability of variety of ICT has made knowledge, inclusion and integration of ICT in teaching and learning inevitable for us now. Moreover, ICT can promote international collaboration and networking in education and provide more flexible and effective ways for professional development

Electronic content (e-content):

Wide varieties of digital materials which are of educational significance are available online. Some of the quality materials which are available free of cost or with minimum restrictions can be used, re-used and modified by teachers and students for their teaching and learning. As textbooks are too expensive, the students are switching from textbooks to digital course materials. These materials provide both teachers and students a greater interactivity and social collaboration. One of the materials which can be designed and developed used, re-used and distributed is e-content.

E-content is becoming popular because of its flexibility of time, place and pace of learning. E-content includes all kinds of content created and delivered through various electronic media. E-content is available in many subjects and almost all levels of education. It can be used by wide variety learners with diverse needs, different backgrounds, and previous experience and skill levels. It can be shared and transmitted easily and promptly among unlimited number of users around the world. Teachers, students and others get benefited by the use of well designed and developed e-content. It is advantageous to the educational organizations to make their program accessible to their teachers and students on campus, home and other community learning or resource centers. It has a significant implications for open and distance learning institutions. Electronic content (e-content) which is also known as digital content refers to the content or information delivered over network based electronic devices or that is made available using computer network such as internet.

Designing and development of e-content:

The purpose of e-content development is to create an information rich society. Everyone in the society is empowered to create, receive, share and utilize information for their progress. Very well designed, developed and validated e-content will provide access to high quality meaningful digital content and serve as an effective virtual teacher.

E-content design, development and approach will depend upon the nature of the content and the learners. It will also depend on the quality and complexity the learning you wish to create. Various instructional design models are available according to our requirements. Most of the models involve the process of analyzing the learner needs and goals of the instructional material development, development of a delivery system and content, pilot study of the material developed, implementation, evaluating, refining the materials etc.

E-content design, development and approach will depend upon the nature of the content and the learners. It will also depend on the quality and complexity the learning you wish to create. Various instructional design models are available according to our requirements. In designing and development of E-content we have to adopt one of the instructional design models based on our requirements.

Standards of e-content:

Standards are *engineering or technical specifications* that help e-content to establish uniformity. The different kinds of standards are mandatory, voluntary and defector. Ensuring the high quality of the e-content is concerned with creating, communicating, and maintaining consistent development standards. Writing and textual, graphical and page design, questions and test, interactivity and audio/video standards and guidelines are to be ensured before finalizing. With respect to the quality of the e-content it should be correct, adaptive, communicative, interactive, reflexive, explorative, standardized etc.

Formal standards bodies such as the World Wide Web Consortium (W3C), the Internet Engineering Task Force (IETF), and

International Organization for Standardization (ISO) etc publish the electronic standards. W3C is international standards organization for World Wide Web.

Some of the standard organizations are listed below;

i. Share-able Content Object Reference Model (SCORM): It is a powerful tool. Content can be created and used in many different systems. Content can also be used in many situations without modification. It is the most widely used standard in all LMSs. It has applications in general usage as well as defense related uses.

ii. Aviation Industry CBT Committee (AICC): This was the first standard to be adopted by the e-learning industry. It is still actively used in the aviation industry.

iii. Institute of Electrical and Electronics Engineers (IEEE) IMS Standards: This enables high quality accessible and affordable learning experiences. This standard is mainly used today schools, colleges, universities, government institutions etc.

iv. Instructional Management System Global Learning Consortium (usually referred to as IMS GLC, IMS Global or simply IMS) is a global, nonprofit, member organization that strives in shaping and growing the learning industry through community development of interoperability and adoption practice standards.

Re-usability of e-content:

Three aspects are important in the re-usability of e-content. They are technical, non-technical and pedagogy related ones.

• Technical re-usability of e-content is concerned with the various kinds of tools used to support e-content. These tools may include documentation such as guidelines and instructions saved in the repository.

• Non technical re-usability of e-content is related to the standardization initiatives, intellectual property protection, knowledge transfer, organizational, managerial, social aspects etc. Pedagogy related re-usability includes content, scenarios and pedagogic approaches. E-content can be modified and re-used easily.

E-content Tools:

E-content can be created in a variety of ways by using variety of tools and software. E-content development combines Content Management System (CMS) and Learning Management System (LMS). Several proprietary software, freeware, open source software, public domain software and so on are available for e-content development. Among available tools and software packages, Microsoft Office, Libre Office, Software Package can be used easily by the beginners of e-content development.

- **Freeware:** It can be used without any monetary charges. However, restrictions are imposed for its use, modification and redistribution. This tool can be passed on to any one free of cost.

- **Open Source Software (OSS):** It is computer software and its source code is made available to the public. Open Source Software is very often developed in a public collaborative manner.

- **Proprietary software** is software that is owned by an individual or a company.

- **Public domain software:** The copy right holder donates it to the public. It is available free of cost to everyone and it can be used by any one for any purpose and only with very minimal restrictions.

There are several audio, video and graphic creators and editors available online. Some are free and some are proprietary

Authoring Tools:

Various tools are available to produce e-content. Microsoft Power Point and word processors are also e-learning tools. To develop interactive content various elements such as examples, illustrations, animations, audio, video, interactivity etc are assembled. An e-learning authoring tool is software packages which can be used create and modify web content for the use by other people. Examples are blogging, wiki online forums etc. This tool can be used by e-content developers for creating, packaging and delivering the e-content to the learners. By using authoring tools one can produce attractive and useful graphics. Authoring tool or author-ware is a programme that helps to write hypertext or use multimedia applications. Authoring tools allow authors or e-content developers to integrate or use any array of media to create professional, engaging and interactive e-content. Content authoring tools may also create content in other file formats so that material can be provided through compact disc (CD) or in other format for various different uses. Authoring tools can be used by people with *minimum technical skills*.

The main advantage of authoring tools is their easier and faster use. Using these tools e-content can be developed and transferred easily. There are many categories of authoring tools which differ with respect to their features. Very simple Microsoft PowerPoint converters to powerful tool boxes are available for e-content development and delivery. These authoring tools have some common features. They are;

- Scope for interactivity

- Navigation-ability to move throughout the content based on the content menu.

- Editing -e-content developers can make changes or update the material easily.

- Preview or play back -it is possible to preview or play back the material.

- Cross platform and cross browser inter offer-ability - it is possible to run on all platforms and different browsers.

There are many authoring tools in which there are Proprietary software, free software, open source software etc.

Open Educational Resources:

Open Educational Resources (OER) are freely available, openly licensed materials and media that are useful for teaching, learning and assessing as well as for research purposes. Wide variety of OER is available for free use for teachers, instructors, researchers and students. It is gaining importance in open and distance learning domain. OER allows us to bring the excellent teaching learning materials into our education system and use them

Importance of Open Educational Resources:

Following are some of importance of OERs.

- OERs are useful in improving education across the globe.
- They offer free access to some of the world's best courses.
- OERs allow us to bring the excellent teaching learning materials in to our education system
- They offer equal access to knowledge and re-usability.
- They provide self-paced learning.
- They offer flexibility in study time i. e. anywhere and anytime the learner can study.
- Provide access to huge amount of study materials.
- Help in enhancement of content knowledge.
- Accessible and affordable for all.
- OERs are adaptable and allow others to reproduce them for their use.
- Help in advancing knowledge and widening participation.
- Help in one's own professional advancement.
- Promote lifelong learning.
- Bridge the gap among formal, informal and non-formal education.
- Offers for sharing and reusing resources.
- OER promote informal learning.

National Repository of Open Educational Resources (NROER):

NROER is launched by the Ministry of Human Resource Development (MHRD), Government of India. NROER is developed as a solution to address the challenges faced by the education sector of our country. It aims at reaching the unreached and prioritizes to extend education to all. It is a collaborative platform involving everyone who is interested in education. It offers resources for all school subjects and grades in multiple languages. It brings together all the digital resources for a school system such as educational videos, audio, images, documents and interactive modules and also allows you to contribute your own resources. NROER enables access to a library from where teachers can access audio, videos, learning objects, images, question banks, activities/presentations and more related to the concepts of the subject that they teach. They can also upload resources which are subject to review by experts. In addition to this, NROER allows teachers to download, share, comment and rate media resources.

Objectives of NROER are:

- To store, preserve and provide access to a variety of digital resources to students and teachers.
- To engage the teacher community in the development and sharing of digital resources.
- To improve the quality of the education system of the country.
- To facilitate teachers to create and share contextual teaching and learning resources.
- To celebrate innovations in resource creation.

Features of NROER are:

- Open access to those who want to access the resources.
- Resources are available free of cost.

- Users can share the Resources.
- Resources are available in the form of discrete chunks not as bulk.
- All resources on any particular subject or topic one desires are present in one place and are comprehensive.
- Resources may be contextualized.
- Resources can be added to the NROER pool using proper licensing.

Massive Open and Online Courses (MOOC):

Today a host of platforms is available which offers open and online courses, again many of them are free. The essential feature of MOOC is that it is offered through online learning platforms, to anyone interested in learning, to any number of participants, at a fixed given timeframe in a modular form. Usually, a course in a MOOC would long anywhere between 6 to 16 weeks. The course contents are structured on a weekly basis. The course participants are expected to go through the readings, videos, workshops, activities, assessment exercises to complete a course. The MOOCs are different from the online learning platforms in a sense that in MOOCs, one would be able to enroll into a full-fledged course, consisting of course structure, instructional video, guided interaction, monitored evaluation, grading of the tasks completed etc. In other words, the MOOCs provide a complete learning experience online. An online learning platform might only provide e-content, assessment tasks which are not graded, and an interaction platform.

There are many MOOC platforms. Here is a non-exhaustive list of free and paid courses.

Other popular MOOC platforms are:

- Open learning - https://www.openlearning.com
- NPTEL - Managed by IITs and IISc - https://onlinecourses.nptel.ac.in/explorer
- Future Learn - https://www.futurelearn.com/
- Stanford Online - http://online.stanford.edu/
- European School Net - http://www.europeanschoolnetacademy.eu/
- NovoEd - https://novoed.com/
- MOOC-Ed - https://place.fi.ncsu.edu/

TEACHER PROFESSIONAL DEVELOPMENT IN INTEGRATING ICT

ICT integration refers to the use of ICTs (specifically, computers and the Internet) to support teaching and learning across the curriculum. Integrated use of technology may involve students working with computer productivity tools to complete learning tasks or searching the Internet for learning, but it is always tied directly to student mastery of their school subjects.

This definition of ICT integration requires teachers not just learn with basic ICT skills, but should learn how meaningfully strengths and versatility of technologies can be translated into learning opportunities for students. This shift from knowing basic skills to integrating ICT in teaching and learning is a slow and evolving process. In the following paragraphs we shall see few examples of ICT technologies which lend themselves for easy integration in teaching and learning.

Online Videos/ Teaching Channels:

There are many platforms like YouTube (https://www.youtube.com/) which provide thousands of videos which can be embedded in the lesson. They are popularly known as teaching channels. These not only enrich the content for teachers but also provide a rich learning experience by exposing students to professionally made educational videos.

Another video lesson platform is MIT Blossoms (https://blossoms.mit.edu/). This source provides rich learning experiences to students of high school. This video Library contains over 100 math and science lessons, all freely available to teachers as streaming videos and Internet downloads and as DVDs and videotapes.

Here is a list of such teaching channels that you can explore:

- TED Ed (http://ed.ted.com/)
- Stellarium http://www.stellarium.org/)
- Vimeo Teaching Channel - https://vimeo.com/teachingchannel
- TeacherTube - https://www.teachertube.com/
- Pro Teachers Video - http://www.proteachersvideo.com/Home.aspx
- Edutopia videos - http://www.edutopia.org/videos
- Teaching channel (https://www.teachingchannel.org/)

Teacher Portfolio:

In earlier unit on ICT and assessment we have discussed the concept of portfolio and portfolio assessment. Portfolios are also good tools for teacher professional development, as they can be used to record, display, analyze and reflect on individual teachers' professional journey.

In a portfolio, as teachers we can assemble records, documents and details of our teaching and their result in a very creative and systematic way. These documented details give us an opportunity to look at them at a different point of time. Thus teaching can be seen as an ongoing process of inquiry, experimentation and reflection.

Since the teacher portfolios give in addition to the experience of a teacher, a reflection on the experience, it gives an opportunity to improve upon one's own teaching. Thus, portfolio management gives teacher an explicit opportunity to reflect on teaching experience and learning, making a teacher a reflective practitioner.

E-portfolio:

Teacher portfolios maintained in digital form are called electronic portfolio, e-portfolio in short. E-portfolios have advantage over other forms of documentation.

- **Accessibility:** An e-portfolio can be easily stored and shared without any additional cost. To add to this, it can be uploaded online in embedding in a website or as a part of the blog. By this e-portfolio becomes universally accessible.

- **Multimedia:** Digitization allows multiple forms of experiences and evidences stored in a portfolio. For example, teacher can include one's own video footage or audio record of teaching in a classroom. Photographs of students being engaged in classroom tasks, snapshot of a blackboard organization,

typical student response in a worksheet etc. can be easily included.

- **Non-linear presentation:** The web presentation of the portfolio need not follow a linear order. For example, e-temporal sequence of a classroom is one way of presenting but the components of this lesson can also be presented based on what teacher did, what students did, how were students assessed etc. can be presented in separate links so that people interested in specific component can directly go to that section.

Components of a Teacher Portfolio

Following are few components that are commonly used in teacher portfolios:

- **Thoughts About Teaching**
  - A reflective "teaching statement" describing one's personal teaching philosophy, strategies, and objectives.
  - A personal statement describing one's teaching goals for the next few years.
- **Documentation of Your Teaching**
  - A list of courses taught and a description of responsibilities
  - Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
  - Reading lists, references used
  - Assignments
  - Exams and quizzes, graded and ungraded
  - Handouts, problem sets, lecture outlines
  - Descriptions and examples of visual materials used
  - Descriptions of uses of computers and other technology in teaching
  - Video/audio records of teaching

- **Teaching Effectiveness**
  - Summarized student evaluations of teaching
  - Written comments from students on class evaluations
  - Comments from other teachers teaching the same course
  - Letters from students, preferably unsolicited
  - Statements from alumni
- **Materials Demonstrating Student Learning**
  - Test/exam scores
  - Students' workbooks
  - Students' essays or creative works
  - Graded work from the best and poorest students, with teacher's feedback to students
  - Written feedback on student work
- **Activities to Improve Instruction**
  - Participation in seminars, workshops training programs or professional meetings on teaching
  - Use of new methods of teaching, assessing learning, grading
- **Honors, Awards, or Recognitions**
  - Teaching awards from department, community etc.
  - Invitations based on teaching reputation to consult, give workshops, train other teachers etc.
  - Requests for advice on teaching by other teachers
- **Teacher Reflections**
  - Reflective notes written on regular basis
  - Plans changed based on the reflections

e-Publications (Blog, websites):

Professional writing is one of the professional development activities which have been explored to the least extent.

Writing, even of a paragraph, requires organizing ideas and presenting them in a coherent way. Hence the writer need to understand the idea even before writing, writing leads to higher level of understanding. Since writing also allows others to comment on it, collaboration on developing an understanding is a possibility. Since there is no alternative to start writing to become a good writer, there is a need for space for writing and interact with others on the product of writing. With the advent of internet, there are many such spaces where one can write and communicate with other members of the community.

The term e-Publication has been used in the sense a broad sense of publishing in an online platform in the online. It could range from publishing in a professional journal to publishing content in a website. It is considered as a range since publication in a journal needs a prior review. On the other hand, publishing in a website doesn't require this review in advance. As readers comment and express their views, the content could be revised and further developed.

There are many avenues to create blogs and websites. Some of the service providers to publish blogs and websites are:

Wordpress: https://wordpress.com/
Blogger - https://www.blogger.com
SimpleSite - http://www.simplesite.com/
Google Site -
 https://www.google.com/sites/overview.html

Tele-conferencing: EDUSAT Experiment:

EDUSAT is an educational satellite dedicated to serve the educational sectors offering an interactive satellite based distance education system for the country. EDUSAT was launched in the year 2004.

It was intended to provide connectivity to schools, colleges, and other similar institutions. Initially it was proposed to use the facilities in four different states for reaching different target groups. The EDUSAT was used to supplement classroom teaching in all the elementary and secondary schools. Students and Teachers of Elementary and Secondary Education were the target groups of the program.

Summary:

- *Electronic content (e-content)* which is also known as digital content refers to the content or information delivered over network based electronic devices or that is made available using computer network such as internet.
- E-content includes all kinds of content created and delivered through various electronic media. E-content is available in many subjects and almost all levels of education.
- Most common and popular model used for creating e-content is the **ADDIE** model. This abbreviation stands for the five phases involved in the model. They are *analyzed, design, develop, implement and evaluate.*
- *E-content standards* are rules that most e-content developers should abide by. Standards are engineering or technical specifications that help e-content developers to establish uniformity.
- *Learning objects* are any items which have the potential to promote learning. An object which can promote learning

and teaching is considered as a learning object.

- There are several proprietary software, free software, open source software, public domain software and so on are available for e-content development.
- *Freeware* can be used without any monetary charges.
- *Open Source Software (OSS)* is computer software and is licensed with an open source license.
- *Proprietary software* is software that is owned by an individual or a company.
- *Public domain software* is software donated to the public by its copy right holder.
- There are several audio, video and graphic creators and editors available online. Some are Wevideo, Magisto, Drawpad, Wavepad, Videopad etc.
- An *e-learning authoring tool* is software packages which can be used create and modify web content for the use by other people. Examples are blogging, wiki online forums etc.
- This tool can be used by e-content developers for creating, packaging and delivering the e-content to the learners.
- *eXe Learning* is a free software tool that can be used to create educational interactive web contents.

- The *Xerte* is a free and open source authoring tool which provides a full suite of open source tools for e-Learning developers.
- *Adobe Captivate* is a rapid responsive authoring tool that is used for creating e-learning contents such as software demonstrations, software simulations, branched scenarios, and randomized quizzes in Small Web Formats (.swf) and HTML5 formats.
- *Adobe Author-ware* was an interpreter, flowchart-based, graphical programming language.
- *Open Educational Resources (OER)* are freely available, openly licensed materials and media that are useful for teaching, learning and assessing as well as for research purposes.
- Some of the initiatives are National Repository of Open Educational Resources (NROER), OER Impact Map and OER.
- Creative commons (CC) is a global nonprofit organization which provides free legal tools i.e. Copy right licenses.
- These copy right licenses enable sharing and reuse of creativity and knowledge. These legal tools help us to reuse the work of others.

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Innovative Teaching and Learning Using Information and Communication Technology

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Abstract

Information Communication Technologies are those technologies for collection, recording, storing, reserving, processing, researching, accessing, transfer and receipt of information led to teaching and learning process. ICT use can influence teaching and learning styles by changing the emphasis from teacher-centred to learner-centred style and provides opportunities to improve information, knowledge, communication skills, higher thinking skills, creativity and problem solving techniques to the learners. ICT is a tool for learners in such a way that learner can learn at anytime and anywhere basis. Smart classrooms are emerging trends of learning process for ICT enable learning.Nowadays; every learner has the mobile phone or smart phone. Mobile can be used for m-learning. Mobile phones are the best media to teach to the learners. There are many advantages of ICT in teaching and learning process.

Key Words: Information Communication Technology, Teaching, Learning, Mobile learning

I. INTRODUCTION

Information Communication Technologies are those technologies for collection, recording, storing, reserving, processing, researching, accessing, transfer & receipt of information led to teaching and learning process. Information and Communication Technology (ICT) is widely used in education for collection, management, and analysis. ICT in education includes a variety of tools, such as computers, servers, DVD-ROMs, portable hard disk drives, smart drives, pen drives, LCD Projectors, DLP projectors, word processors, slide presentation software, graphical software, spread sheet software, internet, email, you tube, WhatsApp, Facebook, different social media and Internet-based communication technology. ICT use can influence teaching and learning styles by changing the emphasis from a teacher-centred to a learner-centered style and provides opportunities to improve information, knowledge, communication skills, higher thinking skills, creativity and problem solving techniques to the learners.ICT is a tool for the learner which can be used any time anywhere basis. Number of internet users in the India as of January 2018 is 462 millions.

II. LEARNING PROCESS USING ICT AND SOCIAL MEDIA

Among the 21st century features, one can refer to the impressive development of ICT and the global information network becoming widespread due to increased speed and quality in provision of services. ICT has penetrated into all areas including higher education, research, extension and office administration.Smart classrooms are emerging trends of learning process for ICT enable learning. Learners can select appropriate emerging ICT strategy in Teacher and Learner Directed Learning situations. Teachers and tutors are changing the roles and functions of e-teachers and e-tutors using ICT for online teaching and learning. In e-learning, important aspect is to integrate an appropriate ICT into Teaching-Learning Process, such as Open Educational Resources (OER), Video and Interactive video tutorials, Virtual Lab, Virtual Reality, Individualize learning using portable devices. ICT is used nowadays in Emerging trends in Learning Management System (LMS) platforms for developing Small Private Open Learning (SPOCs) and Massive Open Online Learning Courses (MOOCs).

ICT has changed the terms in teaching and learning as e-teaching, e-learning, e-education, smart class rooms, digital class room, virtual class room, online teaching and learning, teaching through video conferencing, learning through video conferencing, access to the education has been brought even to the most remote areas and has brought learning to the feet of everybody during the last two decades. Online education, e-learning and e-teaching are accessible at anytime and anywhere to the learners.

Fig. 1: Trainees learning through Video Conferencing. Source: Self by Author

Fig. 2: e-Teaching and e-learning in action through Video Conferencing at media centre.
Source: Self by Author

By changing the computer software and hardware and information technologies there are some changes in teaching especially from teacher–tendency into learner one with focusing on independency and self-learning of learners. Only learning has changed by manner of learning and learning process out of applying of new information communication technology. Required learning for facing with future are more important than knowledge-based learning at traditional institutes.

Through increasing critical thinking among learners and cooperation and participation in learning, ICT leads to an expansion of learners and teachers thinking skills, thus, ICT, via teaching social skills, brings about conditions wherein the teacher shares his/her own information with others through communications like emails, websites, Viber, Facebook, What's App, SMSs, MMSs and modern social networks and thus reinforces communication anytime and anywhere based on the learner's responsibilities.

It appears that the ICT provides the learner various options in terms of choosing content, time of study and learning and choosing complementary source. Hence, the learner needs to have the power to decide independently and to have continuous choices. In the ICT setting, learners can strengthen their own aesthetics sense via participating in producing and representing multimedia, evaluating them and manipulating and simulation.

III. MOBILE LEARNING (M-LEARNING)

Number of active mobile internet users in the India as of January 2018is430.3 millions. Nowadays in India, millions of learner has the mobile phones and smart phones. Mobile phones can be used for teaching and learning by use of SMSs, MMSs, WhatsApp, Facebook, emails, you tubes and websites. Mobile learning (m

-learning) is an e -learning tools and m-learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Mobile can be used for video calling, video conferencing, pod-casting, webinars for teaching and learning. Mobile phones are the best media to teach to the learners. Student access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day.

IV. ADVANTAGES OF ICT IN TEACHING AND LEARNING

4.1. ICTs save large amount of time, money and energy making the process of teaching and learning more fascinating and all involving with a smoother application. In the country like India, we are using lot of ICT resources and at the same time an expert teacher community is implementing and reaching at the very rural outset where most of the illiterate population resides. This target can only be achieved with the help of impressive and active use of ICTs in education.

4.2. Access to information: Learner can find easy access to some information using ICT. It is important to have access to this information for two reasons. Firstly it makes it possible to study some interesting and motivating items for the learners and secondly provides suitable content for those institutes with weak resources and depending upon current old contexts and books.

4.3. More variety and changes: Benefiting from technology creates a fundamental change in learning process. Some of the mentioned changes are easy learning process, lack of time and place

limitations, accelerating of time and data analysis, involvement of learners.

4.4. **Revising & supplying of items**: Submission of ideas, processes and activities which are difficult and impossible without technology. For instance technology provides some of the processes of teaching easily and within shortest periods of time through simulation which may need to more times and places. E.g. ripening of banana requires 15 days of time. But using ICT, it can be learned within few minutes saving lot of time.

4.5. Cooperation: By cooperation in group and scientific activities of learners, there are humanistic and group efforts for better meaning and a conceptual learning. Learners may collect wide range of information through cooperation and supply it for the similar type of learners like friends of a class. E.g. WhatsApp group.

V. CONCLUSIONS

ICT in education includes a variety of tools, such as computers, servers, DVD-ROMs, portable hard disk drives, smart drives, pen drives, projection TVs, LCD Projectors, DLP projectors, word processors, image graphic software, slide presentation software, graphical software, internet, email, YouTube, WhatsApp, Facebook, different social media and Internet-based communication technology.ICT has changed teaching and learning to e-learning, e-teaching, e-educations, smart class rooms, digital class room, virtual class room, online teaching and learning, learning through video conferencing during the last two decades. Access to the educations has been brought even to the most remote areas and has brought learning to the feet of

everybody.Teachers and tutors are changing the roles and functions of e-teachers and e-tutors using ICT for online teaching and learning. Emerging trends in Learning Management System platforms for developing Small Private Open Learning and Massive Open Online Learning Courses (MOOCs) and integrate them into e-education.It appears the ICT provides the learner various options in terms of choosing content, time of study and learning. Mobile phones can be used for teaching and learning by use of SMSs, MMSs, WhatsApp, Facebook, emails, you tubes, websites, video conferencing and webinars. ICTs save large amount of time, money and energy, access to information, more variety and changes, cooperation, providing new educational position are some of the advantages of ICT in teaching and learning.

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Gender Sensitization in Higher Education Institutes - An Approach to Gender Equality

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Abstract

Every year, to cater the need of quality education to ever increasing number of students across the country, new colleges are added to the universities and universities as well to the list of Higher Education Institutes affiliated to Union Grand Commission. Gender parity and gender distribution in society in general and in education, in particular, are the matters of global concern. The dignity, independence and empowerment of women are deeply associated with women education. The issue of gender equality can be effectively addressed by duly addressing the core issues like gender sensitization. Moreover gender sensitization and gender equality ought to be the criteria of evaluation of the quality of education and the quality of life both.

Key Words – gender, sensitization, equality, education, women, empowerment

Introduction

Gender Sensitization implies accepting the basic rights associated with Gender equality among all persons, and non-discrimination towards those whose gender identity places them in a situation of disadvantage or vulnerability. In the context of Higher Education Institutions (HEIs) such as universities and colleges, which are places where people work, study and often live together over several years in the context of teaching and learning, the nature and scope of gender sensitization is particularly important.

In terms of the implementation of sexual harassment policies this is the weakest aspect evident in the functioning of committees and cells set up in HEIs to deal with such matters. This situation is a wakeup call for the University Grant Commission (UGC). Many might well harbour the mistaken belief that as educational institutions our HEIs are intrinsically better off in creating and imparting an ethos of equality than the average workplace, but this is not the case.

Out of total enrolment, on average 45 % are women, and in many states they are in the majority. In comparison to the figure of 10 % at the time of independence, this situation of near parity at the demographic level is a significant aspect of the revolution that has been underway, one that has been growing at a heightened rate in the last decades. A group that remains overwhelmingly invisible is sexual minorities, who are very vulnerable to discrimination and harassment. In urban India, upper caste youth have crossed 35 per cent enrolment levels with parity between men and women in terms of overall enrolment. There is therefore a complex combination of uneven representation together with very significant rates of growth in enrolment from social groups that even as recently as 20 years ago were effectively marginalized if not excluded from higher education. It is therefore necessary to adopt an intersectional analysis

such that gender, class, caste, region, religion, disability and so on, are not treated as stand-alone categories or aspects of identity. The much cited demographic dividend representing the youth of our country are placing their faith in higher education more than ever before in Indian's history.

Gender Parity in Indian Context

Universities reflect the current scenario of the contemporary societies. Colleges and universities are complex institutions engaged in the education of future generations. Higher Education is defined as the education, which is obtained after completing 12 years of schooling & is of duration of at least nine months or after completing 10 years of schooling & is of duration of at least 3 years, e.g. Ph.D, M.Phil, Post Graduate, Graduate, PG Diploma, Diploma, Certificate, etc. in any stream like Arts, Commerce, Science, Engineering, Architecture etc.

HEIs today are more diverse than ever before, and, in terms of numbers, also have a growing proportion of women among their ranks. To this extent these are institutions that may be the closest to fulfilling the potential of India's ideals of equality and social justice. Furthermore, members within these institutions are in a position to reflect on existing hierarchies and differences, oppose the growing prevalence of violence, especially sexual violence and harassment, and impart ideals of rights, dignity and respect. Nothing less than a quiet revolution has been taking place in institutions of higher education in recent years. In terms of growth and expansion the current situation is unprecedented. There has been much discussion within the UGC and among educational experts about the extent and scope of current expansion, and especially about the accuracy of some of the numbers put out from various sources, such as the Select Educational Statistics, the Census and the various rounds of the National Sample Survey Organisation. There is no gainsaying the enormous expansion that has taken place, much of it very recent. Indeed, even anecdotally we can vouch for the mushrooming of HEIs of all kinds across the country, some with state financing and many more from private sources.

Gender Distribution in HEIs

HEIs in India today are at a critical juncture in relation to the basic ideals of equality enshrined in the Constitution. The recent expansion in higher education has made colleges and universities more demographically democratic than ever before, with growing diversity and heterogeneity among social groups. Women constitute 45 % of all students in higher education in India today. At the same time this closing gender gap hides on-going inequalities and disparities among women and men, which can only be approached with an intersectional analysis that combines gender with region, class, caste, religion, ability and sexuality among others. As institutions of higher education engaged in teaching, research and the spread of knowledge, HEIs are well placed to reflect on, become sensitized to and oppose all forms of discrimination and harassment, especially sexual harassment on campuses across the country. In India, there are 903 Universities, 39050 Colleges and 10011 Stand Alone Institutions and 285 Universities are affiliating i.e. having Colleges. 15 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.
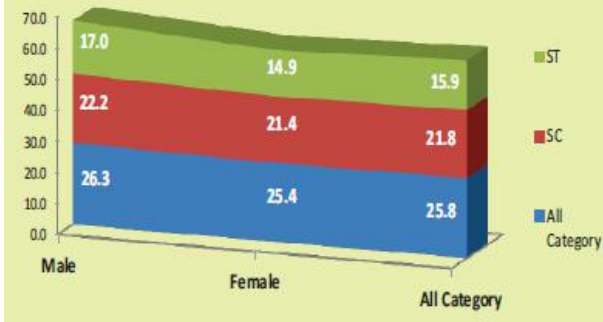
Figure: GER distribution according to Gender and Social Category

Total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute 47.6% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 25.8%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 25.4%. Share of female students is lowest in Institutions of National Importance followed by State Private Open Universities, Deemed University-Government. Surprisingly, women are leading in higher education.

An unprecedented figure of 36.65% Muslim women graduates have been recorded and similarly, in other communities, 44.8% Jain women, 49.8% Christian women, 49.9% Sikh women, 38.15% Buddhist women and 37.5% Hindu women are recorded as graduates.
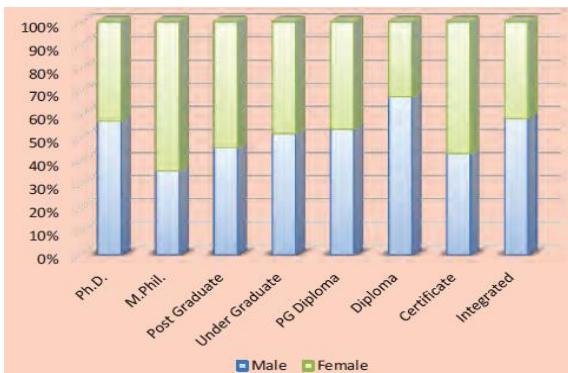
Figure: Gender Distribution at Different Levels of Education

Taking a look at the Male-Female ratio at each level in above figure, for the last year, it may

be seen that ratio of male is higher than female in almost every level, except M.Phil. and Post Graduate.
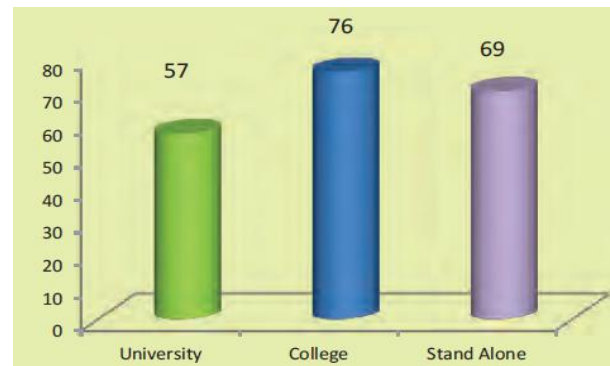
Figure: Female per 100 Male Teachers in different types of Institutions

At the all-India level there are 72 female teachers per 100 male teachers. Similarly, in SC category there are 56 female teachers per 100 male teachers and in case of ST and OBC, it is 66 and 68 females per 100 male teachers, respectively. For Muslim minorities, it is 56 female teachers per 100 male whereas for other minorities, there are 149 females per 100 male. However, it is to be noted that female representation in teachers belonging to Persons with Disabilities (PWD) category is low, that is 39 females per 100 male teachers. The total number of teachers are12,84,755, out of which about 58.0% are male teachers and 42.0% are female teachers. At all-India level there are merely 72 female teachers per 100 male teachers.
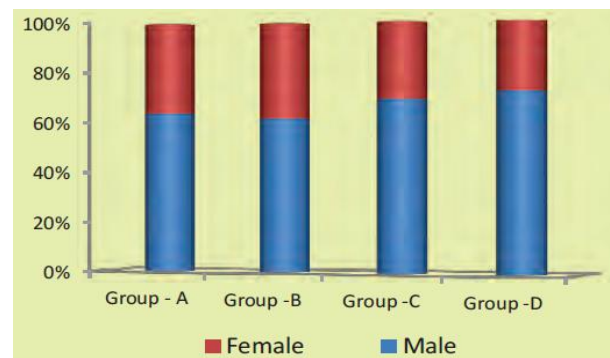

Figure: Level wise Gender Distribution of Non- Teaching Staff

Looking at the male and female distribution among non-teaching posts as in above figure, we get a picture similar to that of teaching staff and student enrolment in India as the total male non-teaching staff is more than female staff, which is 68.1% as compared to merely 31.9% female staff.

Role of UGC in HEIs

Education plays a crucial role in promoting the egalitarian commitments of Equality and Justice enshrined in the Constitution of India. The UGC fully recognizes how integral such education, and especially access to higher learning, is for all to reach their fullest potential, and more especially for the disadvantaged and the marginalized groups, including women. Promoting equity through higher education has always been at the very heart of the agenda of the UGC and reflects its commitment to nurture and preserve democracy within spaces of learning. It promoted this commitment through introduction of schemes for the marginalized sections of the society, particularly the Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, Differently-abled Persons, and especially, participation of women, cutting across regional and afore-mentioned social groups, to increase their access to, and retention and success in higher education. The outcome of these efforts touched different levels of satisfaction. But there is a need to work better in this direction to achieve the goal.

Gender Sensitization

The University Grants Commission (UGC) had set up a Task Force under the Chairmanship of Prof. Meenakshi Gopinath, Ex-Member, UGC to review the existing arrangements for the safety and security of girls and women in particular and of the entire youth in general on campuses of institutions of higher learning. The Task Force submitted its report titled as "SAKSHAM- Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses" to the UGC on 30th October, 2013. UGC accepted the recommendations of the Task Force and to ensure compliance of the recommendations of Task Force, UGC notified University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015. As per these Regulations, it is the responsibility of HEIs to organize training programmes and workshops for the students for gender sensitization as indicated in the SAKSHAM Report. UGC has, inter-alia, requested Vice-Chancellors of all Universities to provide information regarding introduction of self-defence programmes for women. It has further informed that, as on February 2018, there were 130 HEIs, running self-defence programmes for women.

A major finding and deep concern for the Task Force has been that the weakest aspect of our institutions of higher education is their lack of gender sensitivity. This means that there is a widespread culture of not speaking out on issues, one which affects the more socially and institutionally vulnerable students the most. Gender sensitization is not a matter for students alone but is required in all colleges and universities, and for all sections of the community - students, faculty in all disciplines, support staff and administration. Gender equality is not addressed in most campuses whether in the classroom or beyond. Furthermore there is considerable confusion on the subject of discrimination and harassment, where women are usually the first to be blamed or where constraining their movements is thought of as the solution. Basic rights to dignity and respect are also not

sufficiently in evidence. There is confusion and ignorance about women's rights, questions of sexuality, interaction among peers, norms of masculinity and femininity, and an understanding of the diverse and heterogeneous composition of college and university campuses. To provide a concrete means for addressing gender sensitization on campuses, the Task Force has provided a course module on gender sensitization in its report that could be disseminated and used as a possible model. The different sections of the course address citizenship and rights, the nature of power, the problem of violence, countering sexual harassment and issues of equality and freedom.

HEIs and Gender Equity

The responsibility of universities (and colleges) as modern educational institutions is not only to treat women students and all youth regardless of gender as citizens who have a right to safety but to assist them physically, emotionally and intellectually to claim that right and seek to expand its contours. Every effort also needs to be made to provide the college and university community with an atmosphere in which education can be freely and fearlessly pursued. In more senses than one, these educational spaces need nurturing, to enhance capacity to anticipate new realities and set the terms of a truly democratic, liberatory discourse for society at large.

Social conditions vary from state to state and the composition of university and college communities displays distinct patterns depending on their size, type and location and how entrenched feudal and patriarchal tendencies are in a particular milieu. At the same time, the vulnerability of women seems to be pervasively high. There are signs of widespread misogyny in contemporary society as women from all groups and regions seek to

realise their full potential, especially through education and higher education. The need is to build self-correcting mechanisms in our society but more especially in HEIs. The Constitution needs imaginative interpretation in terms of contemporary conditions and contemporary morality, and the role of HEIs in this enterprise remains crucial. Bodily Autonomy and the Right to Dignity are the core principles around which a contemporary discourse needs to be strengthened. Combating gender based inequities, discrimination and all forms of violence against girls and women has been accorded overriding priority in the Twelfth Five Year Plan. This is seen as essential in enabling women to participate fully in development processes and in fulfilling their social, economic, civil and political rights. Otherwise the potential for genuine democracy and the lessening of structural inequalities through the social mobility promised by access to higher education may remain unfulfilled.

Given the realities of a heterogeneous and diverse student body, purely punitive approaches to issues of the 'safety' of women and gender sensitization serves little purpose in terms of meaningful intervention however "well intentioned" they may be. Instead approaches must be educative, preventive and correctional. The issue of violence against women on campuses in particular is situated in the larger contexts of the multiplicities of inequities that are only beginning to be redressed. Modes of inclusion therefore do not preclude experiences of alienation, isolation and resentment among students and staff. Moreover, colleges and universities are spaces in which people with different ideas and patterns of socialization about gender issues interact. Cultures of inclusion and sensitivity to diversity become an important prerequisite to respond to violence of all kinds and more

especially when women are targeted. Gender justice on campuses is clearly not an 'isolated operation' requiring quick fix solutions, but an exercise involving a perspective shift that is able to set down norms of respect, nondiscrimination and the unacceptability of any abuse of power, along with robust processes of debate, discussion and dialogue. This has to be the purpose of a new pedagogy within which issues of gender justice are seen as an integral part - not as 'women's issues' to be ghettoized or added on to academic or curricular agendas as a 'requirement' or afterthought. Yet, some immediate measures can be taken to 'arrest the tide' of violence that has lately assumed alarming proportions on campuses.

The rubrics in Gender Sensitization in HEIs

Concerns are regarding the measures for Gender Sensitization including the content and conduct of refresher courses, teaching modules and workshops to address issues of gender based violence and cultures of impunity and silence that are prevalent on campuses, including the reinforcement of stereotypes. The need for academic and theoretical inputs, including learning modules on gender issues are to be emphasized.

To remove the shortcomings in the workings of institutional redress mechanisms such as Internal Complaints Committees Against Sexual Harassment and Gender Sensitization Committees set up to respond to such issues, and lack of transparency and information about their constitution, structure and mandate.

Requirements of specific facilities on and near campuses to ensure the safety and security of students and women belonging to different professional constituencies on campus are to be fulfilled. Also, there is a need to upgrade infrastructural facilities on campuses, the lack of which impedes women's access to equitable arrangements necessary for academic, intellectual and professional growth.

The issues of the special requirements of women students and staff to ensure dignity, equality of access, bodily integrity and an enabling environment for the protection of their right to work and study must be addressed.

Conclusion

It should be obvious that the term 'Gender Sensitization' is extremely broad in scope and envelops and gives direction to problems related to combating Sexual Harassment more specifically. Moreover, the complex hierarchies and inequalities that structure HEIs, the prevalence of misogyny, as well as the real heterogeneity among students makes for a particularly challenging situation to be explicitly addressed. Gender audit component must be a part of evaluation process in assessment and accreditation procedures conducted by National Assessment and Accreditation Council (NAAC). Promotions of faculty and staff ought to be contingent upon participation in gender sensitization programmes. There is a definite need to work towards a positive interpersonal climate on campuses. Some special efforts are still needed to create a more conducive environment for girls and women for their participation and success in higher education. In the midst of a variety social issues pertaining to safety and security of women in Indian and International context, it is need of the contemporary generation to take some concrete action in the direction of gender equality

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ICT and UGC –SWAYAM, MOOCs e-Content Facilitation

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Abstract

Under the 'Digital India' Initiative of Government of India, one of the trust area is 'Massive online open courses (mooc$_s$) Ministry of Human Resources Development, Govt. of India has embraced 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 (Made in India) It platform for hosting the massive open online courses (mooc$_s$) to improve gross enrollment Ratio (GER), form 20% at present to 30% by 2020 SWAYAM promises to be a possible solution with a capacity to revolutionize the education system in India. 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 course in engineering, science and humanities streams. Importance of communication and information technology (ICT) in education is recognized the world over effort are made to provide the modern Information Technology tools in Education Institution at all level in the Belief that is makes the learning and teaching process efficient, effective, faster, enjoyable with a wider Reach and More inclusive.

Key Words: ICT, SWAYAM, MOOC, higher Education system

➢ Advantages of ICT

As with other technology that have been implemented in education throughout the years, ICTs offer a number of advantages to students & education when successfully integrated into a learning environment.

➢ Increased Access to Recourses

Unlike the traditional classroom that is locked at the end of the school day ICTs allow student to access educational resources from anywhere at any time. This increased access to resources is especially valuable for students with special needs and those students who live in rural areas or developing countries.

➢ Interactive learning experiences.

` Many educators deliver information to their student in the form of lectures ICT allow student to access information through videos podcasts and a variety of other interactive media which creates a more engaging learning experience for student.

➢ Student centered Learning

In a Traditional Class Room, Student cannot how lesson are planned through the use of FCTS, student can take control of their learning experiences students can decide when class is in session, as well as how the lesson material will be presented.

➢ Disadvantages

Although ICTs can enhance student learning in many ways, there are some disadvantages associated with implementing these sophisticated

technologies in schools and Universities around the world.

- **High Cost**
  Implementing ICTS in the education setting can be quite costly regarding updating existing Infrastructures, Training teachers and developing Questing course Materials.

- **Teacher Training**
  Many teachers Unfamiliar with using ICTs in the classroom and are Resistant to incorporating such technologies into their established pedagogies.

- **Uncertain Success Rates**
  Currently no large Scale student have been conducted that show whether or not the use of ICTs in an educational setting will result in a measurable Increase in Individual student achievement.

WHATE IS SWAYAM

1) SWAYAM is introduced by Government of India.
2) It is an online Educational portal.
3) It is created by MITRD of STCTE with help of Microsoft.
4) Tag line ^ f'kf{kr Hkkjr mUur Hkkjr*
5) SWAYAM provides an Integrated platform and portal For online courses using Information and communication technology
6) It was launched by Shri Pranav Mukherjee on July 9, 2017

- **Features**
1. Free of cost study portal
2. High Quality learning experience using Multimedia on anytime, Anywhere basis,

- **References:**
  1) www.swayam.gov. in
  2) www.oasis.gov.org.
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  4) Application of Information technology in business:- Dr Rajendra Singh chiller, Dr. Ashok Kumar Sharma

3. One stop web and mobile based Interactive e- content for all course from high school to university level.
4. State of the art system that allow easy, access, Monitoring and certification
5. Peer group Interaction and Discussion Forum to classify doubts.
6. Hybrid model of delivery that adds to the Quality of classroom teaching
7. SWAYAM is a programme initiated by Govt. of India and designed to achieve the three cardinal principle of Education policy, access, Equity of Quality.

- **The Four Quadrant Approved**
1) Quadrant :- is e tutorial video lecture.
2) Quadrant II:- is e - content specially prepared reading materials that can be downloaded.
3) Quadrant III :- is web Resources self assessment test through test of Quizzes
4) Quadrant IV: - is self Assessment - online. Discussion Forum For clearing the doubts.

➢ **Hypothesis**

1) To Improve the Quality of Higher Education High school level
2) To create skilled manpower
3) to develop education system

➢ **Research Methodology**

- **Data Collection:** Secondary data:- Reference Book, Internet, Newspaper, Journals and other Report & Project
- **Conclusion:** ICTs SWAYAM MOOCs develop the education system.

Strategy Development and Deployment Process through revised guidelines by NAAC

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Abstract

This paper aims to look at the characteristics of revised Assessment and Accreditation Framework of higher education institutions. The revised Assessment and Accreditation Framework is for making more ICT enabled, objective, transparent, participation of stakeholder such as students, alumni in the assessment process is enhanced. The study provides Implementation of activities based on strategic plan to achieve vision and mission of respective institution in revised A & A framework. Welfare measures for teaching, non-teaching with Optimum Mobilization of resources and transparency in financial management.

Key Words: National Assessment and Accreditation Council **(NAAC),**Higher Educational Institutions (**HEI**), Internal Quality Assurance Cell (**IQAC**), Governance, Accreditation and Assessment (**A&A**), Quality Assurance (**QA**)**,** Massive Open Online Courses (**MOOCs**)

Introduction:

National Policy of Education (NPE 1986), and Programme of Action (PoA 1992) spell out strategic plans for the policies and established independent National Accreditation Agency in 1994 as National Assessment and Accreditation Council (NAAC) as autonomous institution of the University Grant Commission (UGC).

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

The Mission is: Periodic assessment, accreditation of institutions of higher education, to stimulate the academic environment through teaching-learning and research, to encourage self-evaluation, autonomy and innovations in higher education, consultancy ant training

programme, collaborate with stakeholders for quality evaluation, promotion.

Core values for accreditation of NAAC are 1) Contributing to National Development, 2) Fostering Global Competencies among students, 3) Inculcating value system among students; 4) Promoting the use of technology, 5) Quest for excellence.

The Assessment and Accreditation Council accredits institutions in a swift, comprehensible and efficient procedure on the basis of its criteria and rules of procedure with the aim of ensuring predictability and consistency of its decisions.

The assessment and accreditation process continues from past two decades by NAAC to enhance this A&A process being revised.

2. Revised A & A Framework

The revised assessment and accreditation framework is launched in July 2017 for

making more ICT enabled, objective, transparent etc. Appropriate differences to Universities, Autonomous colleges and affiliated/constituent colleges in metrics, weightages and benchmark provided. System generated sources (SGS) with combination of online evaluation about 70% and peer judgment about 30%.

2.1 Participation of students and alumni

To support student guidance cell, grievance cell, placement cell, student welfare for needy students with learning difficulties, scholarships for meritorious students, freeship for economically backward students.

Student participation in social, cultural and sports activities as college elections for CR, LR, UR are to be conducted for more student representatives on important committees.

Encourage students for developing various skills, competencies. Special efforts to be taken for backward and special categories.

Alumni contribution in development of institution through financial and non-financial ways is required.

2.2 Extensive use of ICT: Using smart board for teaching, Seminars for students or / and by students, to design credit framework for online courses through SWAYAM platform of Government of India for the benefit of students (As per the letter on 27th July 2016 by UGC) using Massive Open Online Courses (MOOCs). UGC invites suggestions from stakeholders including higher Educational Institutions, students, industry and public regarding the PG courses for which MOOCs should by

developed on priority by an initiative under Mission on Education Through Information Communication Technology (NME-ICT) Programme. For the development of e-learning system: Four Quadrant approach vise Tutorial, e-content, web resources, self assessment is necessary. Annual Refresher Programme in Teaching (ARPIT) is also available.

3. Criteria Based Assessment

In revised Quality Indicator Framework based on the following aspect such as academic, administrative as well as emerging issues.

The seven criteria are there to assessment of higher education institutions

   I.   Curricular Aspects, (100)
  II.   Teaching-Learning and Evaluation (350),
 III.   Research, Innovations and Extension (120),
  IV.   Infrastructure ad Learning Resources (100),
   V.   Student support and progression (130),
  VI.   Governance, Leadership and Management (100),
 VII.   Institutional Values and Best Practices (100).

4. Criteria VI – Governance, Leadership and Management

Effective policies and practices are evolved through planning, human resources, recruitment, training, performance appraisal, financial management and overall role of leadership.

Weightage for various key indicators for criteria VI are 10, 10,30,20,30.

4.1 Institutional Vision and Leadership: Vision, mission and goal to achieve by respective institution. The objectives and the understanding of quality of the Institutions are stipulated in the mission statement.

The central objective of the internal quality assurance of the Institutions is the continuous monitoring and, if required, enhancement of internal processes in order to ensure a qualitative performance of the Institutions statutory tasks that is simultaneously as efficient as possible. In addition, the systematic internal quality assurance allows concrete and comprehensive feedback on the performance of the statutory tasks and the expectations of stakeholders toward the Institution. The main objective of the internal quality assurance comprises internal processes tied to performance generation and support, along with the processes in the relationships and the internal communication processes of the Institution.

4.2 Strategy Development and Deployment: Administrative planning and implementation with transparency for the development of objectives. Implementation of an activity based on strategic plan to improve overall quality of the institutions.

Procedure for Strategy Development and Deployment is Formulate mission statement, values and vision statement. External analysis includes Stakeholders analysis to understand the needs of stakeholders. Institutions have to understand internal strengths and weaknesses. Create insights by internal and external analysis by using SWOT analysis. To realize vision formulate strategic options. Then select the best strategic options. To make clear choices create important questions considering all possible conditions. Plan portfolio and assign budget and engage max stakeholders to approve programs. Then track and manage program with portfolio.

Organizational structure of Institution means structure of the Institution to be given.

Implementation of e-governance in Planning and Development, Administration, Finance and Accounts, Student admission, Examinations are important.

4.3 Faculty Empowerment Strategies: Welfare measures for teaching and non-teaching staff like 1) financial support to attend conference/ workshop, 2) Membership fee of professional bodies, 3) To attend faculty development program, 4) Administrative training programmes/ professional development like OP/ RC/ STC/ FDP. Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) is a platform providing an integrated portal providing online courses (MOOCs) developed under the aegis of NME-ICT. Online OP/ RC/ STC by Annual Refresher Programme in Teaching (ARPIT) are also available.

Calculate percentage per year and average percentage.

4.4 Financial Management and Resource Mobilization: Resources are the inputs that are used in the activities of a program. Means the term encompasses natural, physical, financial, human, and social resources. Resource mobilization is the process by which resources are solicited by the program and provided. The process of mobilizing resources begins with the

formulation of a resource mobilization strategy, which may include separate strategies for mobilizing financial resources. Resource mobilization strategies and processes may be constrained by parameters or rules established by the management, stakeholders. Financial management refers to all the processes that govern the recording and use of funds, including allocation processes, crediting and debiting of accounts, controls that restrict use, and accounting and periodic financial reporting systems. The evaluation should include in any assessment of the strategy of the program the degree to which the program's resource mobilization strategy and execution is adequate to meet the needs of the program and to achieve its desired scale. This assessment may be linked to the assessment of governance. It is important to review resource mobilization and financial management from both a static and a dynamic perspective. From a static perspective, the financial resources at any point in time are the major input that determines results, and analyzing their sources and uses is an essential part of tracking progress and attributing results to the program. From a dynamic perspective, the processes of formulating the resource mobilization strategy and allocating funds need to be examined in their own right, because these affect the ability of the program to achieve its objectives on its current scale.

The institutions have transparency in financial management of the institution. For that institution conduct internal and external financial audit regularly. Funds or grants from non-governmental funding bodies or agencies with optimum utilization of resources, institutional policies to be developed.

4.5 Internal Quality Assurance system: Institution has an Internal Quality Assurance Cell IQAC for quality assurance strategies and process. Implementation of teaching – learning process, to avail facilities by IQAC is necessary.

Conclusion:

The revised Assessment and Accreditation Framework is for making more ICT enabled, objective, transparent, participation of stakeholder – student, alumni in the assessment process is enhanced. The study provides Implementation of activities based on strategic plan to achieve vision and mission of respective institution in revised A & A framework. Welfare measures for teaching, non-teaching with Optimum Mobilization of resources and transparency in financial management. It is important to review resource mobilization and financial management from both a static and a dynamic perspective. The study provides an understanding of how A&A framework is being implemented.

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Gender Equity - Role of Higher Educational Institutions

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Abstract

Gender equality means equal rights to men and women, but gender equity means women persuade rights or equal opportunities to achieve equality in society, education, politics and other area. The Present article focuses on Gender equity and Role of HEIs in India. Because the 'Gender equity' is a term commonly used to illustrate how women have access to their rights or opportunities is unaffected by gender discrimination. Role of higher educational institutions to give equal opportunities among teachers and students. Despite the increasing literacy rates, *female are discriminated in many ways.* HEIs are tried to inculcate gender equity somehow through gender sensitization program and enacting policies those based on gender at the institution level.

Key Words: Gender, Equity, Education, Men, Women

Gender inequality in education is a constant problem in Indian society, especially for girls from rural areas and lower socioeconomic backgrounds. During the past several decades, India has achieved success in moving toward universal school enrollment. Gender empowerment and women's empowerment do not aim to promote one sex over another. Rather, gender empowerment is the ability for men and women to participate equally in society at the household, community, and national levels, especially regarding financial and political decision-making. Women's empowerment narrows the focus when there is a gap in equality in order that women have the ability to recognize their full prospective to participate in society as decision-makers. Both gender empowerment and women's empowerment work to create a balanced society and workplace (Nayar 2002). As UNICEF says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. Within India, large regional differences in educational outcomes also exist, with rural females and those living in urban poverty largely representing those who are illiterate and those who are not enrolled in school (White et. al. 2016).

Gender equity in HEIs deals with justice and fairness and means that women and men have the same opportunity, taking into account their respective needs and historic disadvantages. Gender equality means and that men and women are equally valued and free from stereotypes, prejudice, and discrimination so that opportunities in HEIs do not depend on being a man or a woman (Gure, 2016).

Therefore, there is a great need to sensitize the society on gender issues because it overall helps to determine and ensure the

equal roles, responsibilities, opportunities, privileges and expectations of men and women within the society (Gure, 2016). Gender sensitization is a movement through which the people with stereotype & traditional thinking, should be able to assure equal participation of women and men in decision-making; to facilitate equally; to equally access & control on the resources; to acquire alike benefits of development; to get equal opportunities in employment and in HEIs; economic, political, cultural & social sector and also can get equivalent regard in all other aspects of their life and livelihood so that both genders can enjoy their human rights without any constraint. In workplace like HEIs, with the help of free environment, Sustainable development must extend to all aspects of women's contribution to development of a society and its security. Sustainable development demands that women's priorities and vision of development goals and approaches be clearly addressed, integrated and promoted, especially in policies related to education, employment, science, culture, communication and information. It is a question of equity and ultimately of human rights. This is why UNESCO gives lot of importance to women's needs in all its programs (Sandeep Raj. K and Dr. V. Shanmugam, 2013) An emphasis on promoting a more diverse curriculum and increasing female teachers is an attempt to reverse gender bias that girls experience in schools (GOI 2000). In measuring access to high-quality resources and its impact on reading skill differences, there is a strong positive relation between private school attendance and reading skills. The research findings confirm that gender gaps remain for girls with many younger siblings who are faring worse academically than similarly situated boys. Children attending private colleges are approximately 60% more likely to be in a higher reading assessment category than are their government-schooled peers. However, educational expenditure appears to exhibit little relation with reading score net of the effect of other factors included in the model (White et. al. 2016).

Therefore, there is a great need to sensitize the society on gender issues because it overall helps to determine and ensure the equal roles, responsibilities, opportunities, privileges and expectations of men and women within the society and more participation of women in higher education positively. While considering the higher education i.e. university, as well as, college level education and evaluation of women's participation in terms of the student enrolment and employment. Based on the few referred authors data, it is concluded that Indian society needs to achieve gender equity with more and more participation of women within family and workplace like HEIs.

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Role of ICT in Teaching and Learning

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Abstract

Information Communication Technology (ICT) is a generic name used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing, and transmitting information. Information and communication Technology consist of various systems and tools that can be exploited by any teacher to improve teaching and learning situations.

Key Words:-ICT, audio and video tools, webinars

1**. Introduction:** The widespread availability of Information and Communication Technologies (ICTs) has led to the globalization process and continues to have a large influence on social, economic, political and cultural structures around the world. Much work has been done in the academia to get to a good scientific understanding of the causes, nature and consequences of today have interconnected world1, and to analyze both opportunities and threats that ICTs pose to humankind. In the context of Peace and Conflict Studies, ICTs can play an important role in many ways. On the positive side, communication technologies such as the Internet can support nonviolent, democratic movements, promote education, capacity building, intercultural dialogue and the establishment of a beneficial global civil society. They can also play a liberating role in processes to overcome authoritarian regimes, as has been demonstrated by the 2011 revolutions in the Arab world2. On the negative side, ICTs can be used for cybercrime, cyber warfare, surveillance, the spreading of extremist propaganda, the suppression of democratic processes and other destructive purposes

1.2 Information and communication technologies

Information communication technology (ICT) refers to a range of technologies that people use to share, distribute and gather information, and communicate. ICTs can be grouped into three categories:

• Information technology refers to computers which have become indispensable in Modern societies

• Telecommunication technologies including telephones (with fax) and the broadcasting of radio and television, often through satellites.

• Networking technologies such as the internet, mobile phone technology, voice over IP telephony (VoIP), satellite communications.

This paper focuses on VAW facilitated through information and networking technologies, namely the internet and to lesser extent mobile phones. In the case of mobile phones, especially in relation to policy implications, ICTs are tools shaped by people with specific interests. Similarly

the spaces and content create online reflect the power relationships that prevail offline.

ICTs are used to disseminate representations of "culture" and social relations. These images reinforce notions of "difference" between men and women by normalizing stereotypes of gender roles as reality. However, this dynamic is not straightforward or simple, as cultures are not homogeneous or static. The increased diversity of content producers on the internet allows for an array of representations that affect gender relations in complex ways. The strands of gender, sexual, cultural and racial discourses communicated through ICTs must be unraveled to assess their role in affecting culture and norms.

• Communication

The speed, vastness and relative ease of use of especially "new" ICTs reduces distance and time in communication. ICTs allow victims/survivors of VAW to seek information and assistance, but can also endanger victims/survivors if utilized without an understanding of their dimensions.

2 Internet rights

ICTs affect the capacity of people to completely enjoy the rights and fundamental freedoms, to which all humans are entitled. These rights are enshrined in the United Nations Universal Declaration on Human Rights and subsequent international human rights treaties, regional human rights instruments and national constitutions. Human rights are both rights and obligations, and are: universal (apply to everyone, everywhere), equal (non-discrimination is a cross-cutting principle),

inalienable (it is impossible for anyone to take them away) and interdependent and indivisible (the deprivation of one right adversely affects the others). The internet rights movement seeks to extend traditional human rights to information society. They argue that in a world increasingly mediated by technology, the right access information technology and use it for communication, is essential to guarantee other human rights.22 In his recent report23 the UN Special Rapporteur on Freedom of Expression argues that:"the right to freedom of opinion and expression is as much a fundamental right on its own accord as it is an 'enabler' of other rights, including economic, social and cultural rights" (para 20 and 22) and "the internet has become a key means by which individuals can exercise their right to freedom of opinion and expression". During 2001-2002, APC members and partner organizations developed the APC Internet Rights Charter24, which recognizes that the internet is a global public space that must be open, affordable and accessible to all25.The APC Internet Rights Charter contends that the internet can only be a tool to empower people if key rights are recognised, protected and respected.

3. Types of innovation in Teaching and learning

Moodle(Modular object oriented Dynamic learning environment) is an open source learning management system used for blended learning where students enrolled in courses can study from home as assigned and also attempt test and queries. Moodle is learning platform design to provide teachers and students with robust ,secure and

integrated system to create personalized learning environment

3.1 Flipped class Room

A flipped Class Room is an instructional strategy and a type of blended learning that reverses the traditional learning surroundings by delivering instructional online, outside this classroom. Video lectures, pdf can be tooled for outclass activity. Students deal with study resources given by faculty in outclass part and then in class activity. In flipped classroom student can watch online lectures, videos participate in online discussion and prepare for next class Flipped classroom is composed of

various components such as PowerPoint, students discussion and teacher/student online communication.

4. Merits

- Increasing efficiency
- Enhancing quality of learning
- Motivate and engage students in learning process
- Videos and computer animation can bring creativity to static textbook lesson
- Provide students with platform through which they can communicate with colleagues from distant places

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Students Participation in Curricular & Co-curricular Activities

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India

Abstract

The Principal intention of the creation of NAAC is to assess and accredit institution 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 enhance the quality of any institution active participation of all the stakeholders is necessary. The students are supposed to be the most important stakeholders of higher Education system. The interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role. As experts put it, higher education is first and Foremost about the enhancement and empowerment of students as participants in a process of learning. Even more than that, higher education is about participation in a process of learning for transformation. Any Higher Education Institution needs to ensure that Students have a voice at Various decision making processes, Formulating learning and teaching practices and that views of students are to be considered as the primary evidence on which the quality of teaching and learning evaluated.

Key Words : Higher Education, Stakeholders, Quality Assurance, Student Participation

Introduction:

The NAAC has emphasized the importance of making institutional assessment of quality depend substantially on student interests. Forming an essential part of the assessment, the criteria of assessment for curricular planning and development insist on providing adequate course options, strategies for meeting differential needs of mixed-ability groups and on student feedback, student progression and the support systems which enable it. Student participation is encouraged in all internal arrangement for quality assurance including the IQAC. While there are supportive, the council decided to venture into the larger effort to make students effective patterns in the structures and processes of internal and external assessment of the quality of institutional effort by declaring the year 2006 as the year of student participation. Internalization of initiatives as well as their institutionalization through coordinated planning in this direction was on the agenda for the year. The advocacy of the NAAC's student charter was its beginning. A number of seminars and conferences were sponsored by the

NAAC in this year to promote the concept.

Student Participation in Different Co-Curricular Activities

The ideal activities of Students participation may include helping the students to understand their role in quality assurance in higher education; to participate actively in the development and maintenance of quality provision of higher education and to be active players in creating an environment conducive to innovations and initiatives for an enriched campus life and development of quality culture within the institution.

The following are some of the various activities that are considered to promote student participation.

1) Development of student feedback on teaching learning and other related activities.
2) Development of a mechanism for follow up action on student feedback.
3) Pro-active role of IQAC in promoting student participation.
4) Greater role in Institutional affairs by Alumni.
5) Adopting student charter by all institutions.
6) Introducing formal mechanisms to redress grievances.
7) Encouraging student councils for active participation at all academic decision making bodies.

NAAC is engaged in a series of activities to promote student participation as a movement by which transparency and democratization of learning processes would become the hallmark of quality in the higher education institutes of the country.

Following are the activities through which any institution can make student more active and their participation will definitely increases quality of that institution.

1) Student participation in planning and execution of program:

Every college is expected to prepare responsible, employable and adult citizens of tomorrow Since University structures take care mainly of teaching, learning and evaluation, every college should made a structure for overall development of students we have to provide students with an environment for all round development of their mental, physical, aesthetic, social and spiritual potentials together with the attitudes of integrity, hard-work, honesty, fairness and tolerance; so that, they give off their very best.

At the start of the academic year, Students should be encouraged by the faculty to take active participation in planning and execution of college programs. This practice will create an atmosphere of learning by doing Sharpen their skills so that they can manage their own affairs. It will also give them practical lesson in management, organization, group behavior, planning, finance, fund-raising etc. and thus avoid the danger of the

negative interaction of ragging among the new students.

Students' Senate:

On several occasions it was found that, opportunities would have to be created for sharing responsibilities, for practicing transparency in all dealings and for helping students to cope with the demands of higher education. The student's senate ensures good governance by elected student representatives. It fosters and promotes cordial relationships between Students and teaches and among students themselves. It facilitates the smooth functioning of academic and non-academic events, co-curricular and extracurricular activities. It also trains students to participate in administration. It consists of office bearers of the union. The president calls the meetings. The vice-President assists in the proceeding. The secretary records minutes and the Treasurer is in charge of finances. There are chairpersons who are individually responsible for religious activities, hostel administration-supervision of food, water, power, sanitation and health services, games and sports, cultural activities and non-residents. Others are in charge of social work. Students are motivated and empowered by this and become self confident.

Quality Education Management:

Students of today are the future of the country. Hence, it becomes our prime responsibility to involve them directly or indirectly in the education system to know their ideas; which may sometimes be very helpful in deciding the curricular and co-curricular activities essential for betterment of future generation. In education system, teachers and all other participants involved with the system directly or indirectly are always learners. Hence, they must remain open to receive any new good ideas from anyone, even from their students, for improving quality we have to impart value based education, to inculcate civic responsibilities among students and also make them face real life situations with confidence, competence and coverage we have to promote general skills such as responsibility towards community, communication skills, use of information technology among students and know the latest trends in the society.

Green Campus through students' participation:

Every college has its own extension activities but most of the colleges have N.S.S. Unit in their colleges. Through this unit students participate in different social welfare programs one of the programs is plantation of sapling. By involving students in this practice we can create awareness among them about the ecological balance and the greenery of the campus is being maintained by the N.S.S. Volunteers. Each volunteer is instructed to plant at least five saplings inside or outside the campus by involving them we can achieve more than our target.

Involvement of Alumni in Student Development:

There is a need to make students aware of new career trends in the job market. New skill-based courses that can create better job opportunities for undergraduate students need to be introduced. The experience of alumni in the world of work may help in addressing this need. Partnership between alumni and management is necessary for the on-going development of the college. Regular meetings are scheduled between the alumni (office bearers) and the college Management. Alumni are involved in the planning, feasibility studies, finance generation plans and the implementation of the new projects and professional courses of study in the college. At the beginning of each academic session, the office bearers of the alumni associations work out details of the Career Guidance Cell of the college.

Feedback and Action Plan:

Students, the prime stakeholders, have their own set of priorities and needs. Insensitivity to them may render the educational effort of the institution partially ineffective. An assessment of their perceptions is necessary for imaginative planning and effective performance. Hence there is a need to obtain their feedback. Their feedback will improve following things.

- Bring about improvement in teaching-learning process.
- Update the Knowledge Facilities, infrastructure to the needs of the time.
- Reframe the existing Curriculum to suit the demands of newer courses.

Student's participation in welfare Programs:

Student's involvement in different government programs will give the program more enthusiasm e.g. Swachh Bharat Abhiyan; Unnat Bharat Abhiyan, Tree plantation, etc. Participation in these programs not only enhances the quality of student but also quality of institution.

Conclusion:

Students' representation in various Committees, the students take active part and make valuable suggestions for the quality development issues of the college. Strengths and weakness of the program are identified and Strategies chalked out to increase operational efficiency, output and the perceived quality Decisions taken are implemented and positive impacts reflected in the enhancement of the performance at all levels.

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Impact of ICT on Teaching and Learning Environment

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Abstract

The use of ICT in the classroom is very important for providing opportunities for students to learn to operate in an information age.The initiation of Information and communication technology has made tremendous changes in the present day world. The advent of ICT in education helped to improve the quality of education where teaching and learning eventually became an engaging active process related to real life. Twenty-first-century teaching learning skills emphasize the need to transform the conventional teacher-centered pedagogy to more learner-centered methodology. Active and collaborative learning conditions facilitated by ICT helps to develop a knowledge-based student community. The finding indicate that the use of ICTs in the field of education focusing on its impact on teaching learning process, quality and accessibility of education, motivating learners, learning environment, and students' academic performance.

Key Words: ICT, Education, Teaching, Learning Environment, Motivation

1. INTRODUCTION

Information and communication technology (ICT) has become an important part of most organisation and businesses these days. Over the past two decades, Information Technology (IT) has broadened to become Information and Communication Technology (ICT), and has become better established within schools and colleges. It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies (ICT). When looking at the current widespread diffusion and use of ICT in modern societies, especially by the young – the so-called digital generation – then it should be clear that ICT will affect the complete learning process today and in the future. ICTs have an important role to play in changing and modernising educational systems and ways of learning.The contemporary society is highly influenced by ICTs in every aspect of life, including education. The effects are experienced more in the field of education since it has the potential for teachers to transform the teaching methodology to meet individual needs. ICT provide remarkable opportunities for developing countries to enrich their educational system since it can help in acquiring and assimilating knowledge.

The importance of ICT has been recognized by educational institutions worldwide. Asserts that ICT has influenced the way people function today, both personally and professionally, which demands change in the educational arena. Colleges that train their students in yesterday's skills and outdated technologies are not meeting the

needs of tomorrow's world. Such students will not fit into tomorrow's professional requirements. Effective use of ICT is crucial to countries that are progressing towards information or knowledge-based society. ICT is a pivotal tool in spreading quality education. The application of information and communication technologies in education has been divided into two main categories: ICTs for Education and ICTs in Education. ICTs for education identify the development of information and communications technology especially for teaching-learning purposes while the ICTs in education includes the adoption of basic elements of information and communication technologies in the teaching-learning process.

2. ICT INTEGRATION ENHANCE TEACHING AND LEARNING

The application of ICT is creating significant changes in the teaching and learning process. The traditional approach in teaching has stressed on content. ICT-enhanced learning stimulates augmented learner involvement. The constructivist method views learning as realistic and learner-centered. ICT is an effective tool in constructivist approach of learning, where teachers can layout simulated and tailor-made learning conditions to students. In this regard, applying educational technology as a constructivist device can help students to display their ideas, express their knowledge, examine, exploit, and process information, in a collaborative learning environment. For instance, software applications like databases and excel sheets foster inquiry-based learning activities. Multimedia is a powerful tool

that assists thinking activities of learners and also helps them to share and express their knowledge. These software applications help students in understanding the concept by doing. It also facilitates in developing an independent approach towards problem – solving. Also went in the same direction by stating that ICT integration helps in constructivist learning where students interact with other learners, the teacher, sources of information, and technology. Such an atmosphere provides the learner with direction and settings to build their knowledge and skills. It also gives a rich collaborative learning condition providing the learner to mull over different perspectives in dealing with issues and solve problems.ICT also facilities collaborative learning. Points out that "the flexible time-space accounted for by the integration of ICT into teaching and learning processes contributes to increasing the interaction and reception of information. Such possibilities propose changes in the communication models and the teaching and learning methods used by teachers, giving way to new scenarios which favour both individual and collaborative learning‖.

Teachers play a crucial role in integrating ICT. According to in order to integrate ICT in teaching teachers must recognize the usefulness of technology, they should believe that the application of technology does not disrupt the classroom climate. Moreover, they should also have the confidence to manage technology. Nevertheless, research studies indicate that majority of the teachers do not take advantage of the potential of ICT to promote the quality of learning, even

though they have a favorable attitude towards it. Thus, "ICTs are exerting impacts on pedagogical approaches in the classrooms. Their contribution to changes in teaching practices, school innovation, and community services is considerable."

3. ICT ENHANCES ACCESSIBILITY TO LEARNING

Education is not just teaching students based on prescribed syllabus in the four walls of a classroom. It has much border objectives, goals as well as other concepts. Hence, Classrooms without borders needs to be the concept of the contemporary education system. It helps to deliver education anytime and from anywhere. It also affects the way knowledge is imparted and students learning process since learning will be effective if only the strategies are learner driven rather than by the teacher.

ICT provides a great flexibility in education to ensure that learners are able to access knowledge regardless of space and time. Observed that using ICT helps students to communicate, share ideas, and work as a team anywhere, anytime. This includes teleconferencing classroom where students around the world are invited to meet together for discussion related to a specific topic. Under such circumstances students besides acquiring knowledge collectively, also share their learning experiences, which enable to express themselves and contemplate on their learning. ICT also helps to involve the students in a global collaborative learning.

Mobile technologies and immaculate communications technologies support 24/7 teaching and learning process. The

time duration will be utilized within the 24/7 time frame which will be a challenge that educators face in future. Hence, the ICT-empowered education system will eventually result in the democratization of education, predominantly in developing countries like India. Effectual utilization of ICT for the educational purpose will be able to bridge the digital divide that exists in the nation today.

The need for spreading education in developing countries like India has gained impetus since education remains an important platform of social, economic and political mobility of individuals. According to, there are several impediments exist in India, such as socio- economic, physical, linguistic and infrastructure, for individuals who wish to access quality education. The same scenario can be seen in most of the developing countries where there is a lack of learning resources, poor educational facilities, lack of teachers and high rate of dropouts. ICT can be a solution to these problems since it has the potential to overcome the barriers of lack of teachers, lack of quality education, as well as geographical hindrances.

ICT helps to reduce communication obstacles like space and time. ICTs also make it easy for the development of electronic resources such as electronic libraries where the students, teachers and experts are able to access research information and study materials from anywhere at their own pace. Such conveniences provide exposure of academics and research scholars in sharing scholarly material.

4. ICT ENHANCING THE LEARNING ENVIRONMENT AND MOTIVATION

ICT is a powerful tool for promoting educational opportunities. It is transforming the processes of teaching and learning environment by including elements of vitality to the learning milieu. Present day education system insists on research, critical thinking, and evaluation skills since students have access to large variety of sources to get information. Hence, the learning environment provided should follow an effective application of knowledge that students are required to master, in order to avoid the attained knowledge being passive .Furthermore, teachers need to encourage students to be active learners so as to engage in active knowledge construction. This entails open-ended learning situations rather than a learning condition which focus on the sheer transmission of facts.

ICT has the potential to create powerful learning environments in various ways. It has the potential to access numerous information using various sources. It also helps in examining information from different perspectives, thus promoting the credibility of learning environments. Furthermore, ICT may also help to understand complex concepts through simulations, contributing to an authentic learning environment. Consequently, ICT functions as a facilitator of active learning and high-order thinking.

Moreover, ICT can also function as an instrument of curriculum differentiation .It promotes opportunities to modify the learning material and activities to the requirements and capabilities of every individual learner, particularly by giving personalized feedback. As emphasize, ICT might appeal to an array of educational techniques, ranging from traditional to ingenious.

ICTs are also transformational devices, if used effectively, can shift the classroom atmosphere to a learner-centered environment. Therefore, it is necessary to equip the classroom with computers in order to enhance the learning opportunities for students through different curriculum activities. ICT environment develops the experience of both teachers and students so that they can utilize the learning time effectively. Hence, ICT-enriched learning is a motivating factor for both teachers and learners.

ICT can strengthen the quality of education in different ways. It can boost up the learner motivation and involvement, by providing the opportunity to gain basic learning skills.

Multimedia computer software can be used to provide an audio-visual effect which helps to create interest and engage students in the learning process. Interactive software applications can also help students to get engaged in the lesson activities.

Research proves that students using ICTs for learning purposes are engaged in the process of learning. Since ICT can alter the learning tasks and nature of problems, it acts as a mediator of cognitive development, augmenting the acquisition of basic cognitive competencies which are essential in a knowledge society. Stated that students utilizing ICTs for educational purposes get immersed or involved in the process of learning. As a greater number of

students utilize computers as a source of information and as an intellectual device the impact of the technology on promoting student learning will develop constantly .Computers with Internet access can enhance learner motivation since it incorporates the media opulence and interactivity of different ICTs. It gives an opportunity to connect with real people and to get involved in real life situations. Consequently, the application of ICT in teaching and learning will not only improve the learning environments but also help next generation for their future lives and careers.

5. ICT ENHANCING ACADEMIC PERFORMANCE

The relation between ICT integration and student performance has been the topic of research and discussion for the last two decades. Believe that ICT improves the performance of students since technology helps to improve teacher-students interaction. Meta-analysis study pointed out that, in general, students who used computer-based learning scored higher than students who taught without computers.ICT integrated learning helps students to grasp the concept better and also retain it for a longer period of time. ICT also help students to develop a positive attitude towards learning since they are engaged in the learning process. Analyzed the international data from the Programme for International Student Assessment (PISA).The findings revealed that there is a significantly. Positive correlation exists between the availability of ICT and students performance. .However, the correlation becomes weak and insignificant when other student environment factors are taken into consideration. Similarly,

studied the correlation between having a home computer and students' academic performance. Thus, ICT helps to intensify students' content knowledge, involving them in building their own knowledge of the topic, and also help them in the development of high order thinking skills. ICT-enhanced learning is student directed and homiletic. Unlike inert, text books or any other printed course material, ICT-enhanced learning identifies that there are different learning techniques and types of knowledge. Therefore successful integration of ICTs facilitates collaborative and constructive learning, which promotes the academic performance of students.

6. CONCLUSION

The aim of this paper was to provide the impact of ICT in the present day education system. The findings of this study indicate that teachers have a strong desire for the integration of ICT into education. Persistent application and development of ICTs in the education system will have a strong influence on teaching learning process, accessibility of education, motivating learners, creating a congenial learning environment and improving academic performance. ICT integration in education has a positive impact on both teaching and learning process. Technology makes a lot of difference in the delivery of lessons or even education at large. ICT has the potential for a wider accessibility to educational resources.

Furthermore, it enhances flexibility, so that, students can have access to learning irrespective of time and geographical limitations. It can also have an impact on the way students are taught in the classroom and the way they learn. It

helps to motivate the learners by creating a rich learning environment by providing new opportunities for both teachers and students. These opportunities can have a significant influence on students' academic performance and educational achievement. Likewise, broader availability of good educational practices and educational programs, which can be shared through ICT, can enhance the spread of best education system.

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Role and Accountability of NAAC & Its Parameters

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Abstract

The present paper is an approach paper to explore role and accountability of NAAC in assessment, reassessment and accreditation HEIs, which primarily relies on SSR, Student Satisfaction Survey & Peer Team Report. It further advances to appraise its parameters in the light of impending expectations of the Higher Education System of the Country. It attempts to assess the need of assessment and accreditation of HEIs by NAAC. It also evaluates the entire process adopted and various criterion observed by emphasising on the key indicators provided to arrive at CGPA, which provides a base to grade an HEI. The significant indicators under various criterions have been explored. The contribution made by grading process towards institutional development is also attempted to appraise in the present paper.

Key Words: HEIs, CGPA, IQAC, AQAR, Criterions, Indicators

1.0   PROLOGUE

'The mark of higher education isn't the knowledge you accumulate in your head. It's the skills you gain about how to learn.' (Adam Grant)

Connoting higher education to quality education, one should comprehend its prerequisite swinging its prominence from mere accretion of knowledge towards need for skill development. India has always been known for her education all over the World.   Rather the country may be attributed by a pertinent catchword '*Education for all*' which dreams to impart basic education to each and every Indian. On one side, education policies of the country are continually endeavouring its best to achieve targets, India is dreaming intense for her next goal of achieving higher education. When it comes to higher education in diversified educational areas, the dream requires miles to go to transform into reality due to its varied paradigms.

Higher education is imparted through number of universities encompassing central, state, deemed or private predominantly governed by UGC at tertiary level. Utterly based on colonial legacy, these universities are administered and funded by State or Central Government. The Universities imparts education on diversified subject areas through numerous colleges, institutions and through direct mode also. The thrust to provide quality education through these institutions necessitates UGC to establish several accreditation autonomous bodies under the umbrella which encompasses AICTE, DEC, ICAR, BCI, NTE, RCI, MCI, PCI, INC DCI, CCH, CCIM, VCI and NAAC.   All these bodies act independently from each other due to their distinct area in the sector, though all mainly concerns with assessment and assurance of quality of higher education of India.
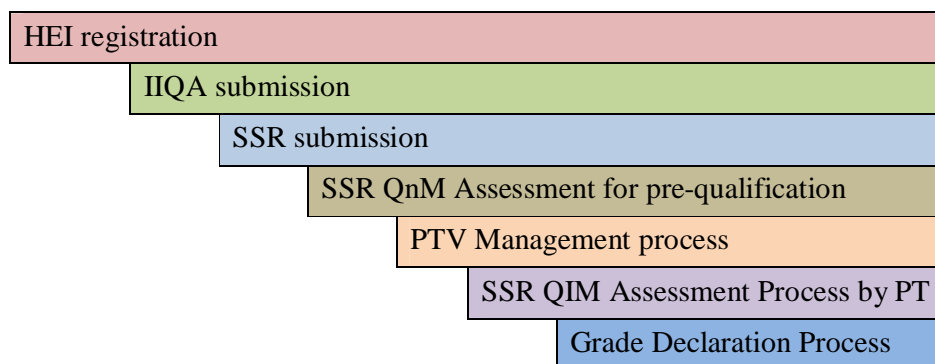
The present paper is in fact an approach paper to explore role and accountability of NAAC in assessment, reassessment and accreditation HEIs. It further advances to appraise its parameters in the light of impending expectations of the Higher Education System of the Country.

2.0 ROLE AND ACCOUNTABILITY OF NAAC

Not a new name in education society, National Assessment and Accreditation Council (NAAC) funded by UGC under MHRD emerges in 1994 as a consequent effect of recommendations of NPE. It assesses, reassesses, and accredits HEIs by adopting eight grade levels to classify them based on CGPA range. The accreditation through NAAC payback HEIs as well as funding agencies in many ways and therefore nowadays educational institutions have been more wary about enhanced grade to be awarded through NAAC. For institutions, it is one of the effective ways to conduct SWO analysis and to initiate innovative methods for thrust of improvement.

The body has provided a very handy process for accreditation to institutions as well as departments. However, at present, NAAC is undertaking only institutional accreditation. The process may be glanced over by analyzing the following steps:

HEI registration

IIQA submission

SSR submission

SSR QnM Assessment for pre-qualification

PTV Management process

SSR QIM Assessment Process by PT

Grade Declaration Process

In short, NAAC's accreditation involves preparing & uploading SSR followed by its hard copies, online submitting LOI & IEQA before visit of peer team. When an institution gets accreditation for the first time, it is Cycle 1 and consecutive five year periods as Cycle 2, 3, etc.

Performance of an HEI is evaluated by assessing its CGPA which provides the final assessment outcome and is determined by considering the key aspects by giving appropriate weightage. The various grades may be glanced over as follows:

Grade	A++	A+	A	B++	B+	B	C	D
Range	3.51-4.00	3.26-3.50	3.01-3.25	2.76-3.00	2.51-2.75	2.01-2.50	1.15-2.00	<=1.50
Indicator	Very Good			Good			Satisfactory	Bad

NAAC confers a systemized methodology to introspect all three types of HEIs based on its seven slab criterion with summated weightage score of 1000. Its seven criteria

subsumed pertinent key indicators within each of its category enabling the task of assessment and accreditation. These criterions have been designed by taking into purview all parameters concerned to students' development, teachers' assessment, constructive curriculum, resource availability, institutional approaches and values. Key indicators are, however assigned with varied applicable weightages differentiating according to the type of HEIs. For HEIs as universities, highest weight of 10% is imparted to research publications and awards to stimulate research activities enabling it's prolong development. All other indicators on the other side, ranges from 0% (NA) to utmost 5%. For HEIs as autonomous and affiliated colleges, weightage in each key indicator would not exceed 5% of overall score. The HEIs should well acquainted with weight allocation under various categories, like for Universities, Criterion for Research, Consultancy & Extension can achieve maximum 250, while its Teaching-Learning & Evaluation criterion with maximum achievable score of 300/350 in case of Autonomous/Affiliated Institutions.

3.0 PROCESS OF ACCREDITATION AND APPROACHING NAAC

Figures quoted by UGC in December, 2018 depict existence of total 892 universities. Comprising a major pie of state and private universities, it has less than 6% of Central universities and around 15% of deemed to be universities. In last decade, India observed around 122% growth in number of universities. The number of colleges under these universities at present is just below 40,000 with approximately 10 lakh teaching faculties serving the country. It is not mandatory for all these colleges and universities to get accredited through an accreditation council but it is RUSA which makes it mandatory for funding purpose by taking over a major part of funding from UGC. After successful conduct of SSA and MSA, the Government relies upon RUSA (The National Higher Education Mission) to perform the task of quality improvement and granting accreditation to HEIs.

Primarily, HEIs are expected to submit LOI, SSR, requisite registration fee & IEQA to approach NAAC. SSR should contain SWOC analysis, profile, criteria wise reports, inputs from each department etc. Moreover, it is also mandatory for every accredited institution to establish an IQAC as a post-accreditation quality sustenance measure with the intention to improve the academic and administrative performance of the institution. IQAC should constitute a Chairperson (the Head of the institution), senior officers from administrative and academic wings, member from the Management, nominees from local society, Students and Alumni, Employers /Industrialists/stakeholders and a Coordinator/ Director also. HEIs are expected to annually submit AQAR to NAAC. Submission of periodical & timely AQAR and continual operating of internal IQAC are MIR to proffer for 2nd, 3rd or subsequent cycle's accreditation.

AQAR necessitates to embrace details of accreditation including grade and CGPA awarded in previous cycles, previous AQAR submitted, IQAC composition, details of meetings and funding, outcome and significant contributions made by IQAC in Part A.   Part B contains concerned information under following criterions:

I	Curricular Aspects	II	Teaching-Learning and Evaluation
III	Research, Innovation and Extension	IV	Infrastructure and Learning Resources
V	Student Support and Progression	VI	Governance, Leadership and Management
VII	Institutional Values and Best Practices		

SSR in fact encompasses quantitative and qualitative metrics which remain 121/136/137 for Affiliated/Autonomous Colleges/Universities with key indicators 32/34/34 respectively. The criterions provide an exhaustive approach to gather all the relevant information about HEI as entailed for its assessment. All HEIs have also been found due cognisant in submitting this information, however at certain areas, it require rather integrity with authenticity to exhibit the factual situation.

Criterion I deal with curriculum design, enrichment, its utilization and its revision in the form of feedback. Criterion II entails students' & teachers' profile, learning & evaluation process and most vital SSS. Most sensitive information sought is about average percentage of attendance of students, as it really acts as a matter of concern and seeks sincere efforts for thrust of improvement. Criterion III which relates to research activities is always appreciable for all kinds of HEIs as it is directly connoted with institutional as well as students' realistic advancement. It focuses on research facilities, resource mobilisation, publications, consultancy and collaboration. Criterion IV deals with Learning resources, IT & Campus infrastructure. Information about Library services nowadays accentuates to entail technological upgradation and facilities to provide information access in digital form also. Criterion V relates to student support, progression, participation and alumni support. It not only encourages recognition of students' aptitude in academics, sports and other developmental spheres but also provides a scope of improvement. Criterion VI cares for effective functioning of HEI and encompasses information about IQAS. Last criterion deals with institutional values & distinctiveness and best practices adopted by HEI. These criterions also makes an institution alert about conduct of various periodical audits including academic and administrative audit, environmental audit etc.

It provides a basis of evaluation of quality assessment of HEIs. However, assessment mainly relies on SSR, SSS & Peer Team Report. SSR further seeks co-ordinated efforts of management, teaching & non teaching members, students, parents, alumni and other stakeholders. The QIF provides Q_lM & Q_nM under each KIs for all seven criterions. The assessment is done by converting qualitative measurements into grade points and finally arriving at appropriate CGPA to grant Grade to the HEI.

4.0 CONCLUDING REMARKS

Education sector is transforming and so as the educational pattern. Quality higher education is gradually becoming an attainable vision of transforming India. Incessant strive to acquire better grade benefits HEI to sustain quality standards, contributes in its overall promotion and ultimately serves the very purpose of education. Though it obliges UGC &

NAAC to continue review and reassesses the process of assessment and accreditation. Besides, preservation of acquired grade requires its forthright periodical internal assessment and monitoring controls imposed by UGC through NAAC.

Abbreviations used:

A&A	Assessment and Accreditation
AQAR	Annual Quality Assurance Report
CGPA	Cumulative Grade Point Average
HEI	Higher Education Institutes
IEQA	Institutional Eligibility for Quality Assessment
IQAC	Internal Quality Assurance Cell
LOI	Letter of Intent
MHRD	Ministry of Human Resources Development
MIR	Minimum Institutional Requirements
MSA	Madhyamik Shiksha Abhiyan
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NPE	National Policy of Education
QIF	Quality Framework Indicator
Q_lM	Qualitative Metrics
Q_nM	Quantitative Metrics
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SAR	Self-Assessment Report
SSA	Sarva Shiksha Abhiyan
SSR	Self-Study Report
SSS	Student Satisfaction Survey
SWOC	Strengths Weaknesses Opportunities and Constraints
UGC	University Grants Commission

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Implementing the Learning Management System in University Affiliated Colleges: Perks and Challenges

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Abstract

The present article explores the perks and challenges of implementing LMS in University Affiliated Colleges while focusing on the importance of ICT in higher education and innovative teaching. With the availability of MOOCs and other online sources the content is easily available to students. Using this content in meaningful way can enhance learning among students which could be assisted by teachers. LMS helps teachers and students to manage learning in an effective way. But implementing LMS in colleges possess challenges due to the economic diversity of the students. This and other road blocks can be taken care of by proactive intervention by the college authorities and creative teachers.

Key Words: Learning Management System (LMS), Google Classroom (GC), Information and Communication Technology (ICT), MOOCs, National Assessment and Accreditation Council (NAAC)

Role of ICT in Education

As defined by National Assessment and Accreditation Council (NAAC) in its newly published manual for Self-Study Report (SSR) for affiliated College, Information and Communication Technology or ICT "consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services."[1] Until now the implementation of ICT was restricted to the use of overhead/LCD projectors and smart boards for delivering lectures by the means of power point presentation. This method of delivering lectures limits the scope of pedagogy in the classroom as same lectures could be repeated every year without keeping up with the latest development in the field. In order to project the use of ICT in SSR, mentioning the power point presentation as ICT demean its exact purpose and meaning in teaching and learning process. This is because of unimaginative and non-explorative approach of teachers.

With the growth of Internet and World Wide Web, ICT have been proven to be a very powerful and effective tool in different fields including education. For example very good quality of scientific content is generated and posted on YouTube by both well-known scientific institutes as well as private individuals. Such resources have proven to present complicated ideas in an interesting way. Beside this the content can be repeatedly seen which is not possible in the live lectures.[2]

The Rise of MOOCs and other online resources

To reach larger groups of students with similar interest many leading Universities started their online courses in early 2010s. These courses followed a uniform design which is available to anyone and anywhere with little or no price and are now known as Massive Open Online Courses or MOOCs. Government of India also initiated its own MOOC as SWAYAM which stands for Study Webs of Active –Learning for Young Aspiring Minds where good quality of online courses is available for students worldwide. These and other online resources are easily available to students with good internet connection and a computer. It has become possible for students to get almost every information from internet which poses threat for live lectures as teachers may reason that student will not attend their lectures.

QUALITY INDICATOR FRAMEWORK (QIF) Criterion II: - Teaching Learning and Evaluation and use of LMS

Criteria II of QIF by NAAC suggest that Higher Educational Institutes (HEIs) should ensure effective teaching-learning for students. NAAC advises to use "Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources."

NAAC also states that "Quality of learning provided in the institution depends largely on teacher readiness to draw upon recently available technology supports and also the initiative to develop such learning resources to enrich teaching-learning; on teacher's familiarity with Learning Management Systems (LMSs), other e-resources available and how to meaningfully incorporate them in one's scheme of teaching-learning." Where "A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training Programmes. They help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping [1]." Such software applications are commercially available which requires dedicated personals to manage suggesting investment from authorities in terms of both monetary and space. MOODLE is a good example of this.

Google Classroom: A free LMS

Google Classroom (GC) is web service created by Google and freely available to anyone with G mail account. This web service is combination of other application by Google like Drive, Docs, Sheets and Forms. GC can be used as a LMS where teachers can create their classes and share study material, give and asses assignments and take tests. On larger scale these services by Google can be used using Google Suite for Education. All the data used in the classroom is saved in Google Drive therefore can be recovered or reused in future classes. With GC students can access the study material posted by the teachers anytime and anywhere. It has been seen that using GC tracking and assessing assignments becomes easy as compared to traditional manual submission. And as with

most of the web services the more it is used the more refined it gets with users feedback.[3]

Flipped classroom and LMS

A novel concept of flipped classroom is being used in several institutes where the classroom teaching or the material is provided to students before actual class. Thus enabling the students to inculcate self-learning abilities while skipping lecturing in the class. In the class the teacher's major role is assessing the students understanding of the material provided and directing them to apply the gained knowledge. Combining lectures from MOOC and/or other open sources and LMS, a teacher can create new lesson plans and enhance the learning of their students in an innovative method. Group discussion and debating on given topic can also lead to deeper understanding of a topic and higher order thinking among students [4].

Applying Bloom's taxonomy using LMS

Bloom's taxonomy is central part of pedagogy where knowledge based learning objective is classified into levels like Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. These levels when used in teaching and assessing students, gives clear picture of the learning of whole class. Due to larger size of classes in colleges these techniques are not applied, resulting in mediocre learning experience by the students. LMS can be used to apply Bloom's taxonomy in teaching and assessing the students. With easy access to each student's learning, teachers can track their progress and design personalized

material and quiz to help weaker students [5].

Major Challenges for LMS implementation

As discussed before LMS like MOODLE require specialized person to manage and operate it as an administrator. It also require dedicated server at institute level. All these things require financial support from the institute which might not be possible for every college. GC being a free service proves to be an effective alternative. Besides being freely available other services by Google are easily and effectively used in GC.

Another challenge faced by colleges and teachers is, the device on which GC is used. GC can be operated from any personal computer with an internet connection and from smartphones as well. For smartphones GC app can be downloaded from Google Play store for free. This indirectly implicates that both students and teachers must have at least a personal computer if not a smart phone with an internet connection. Such things cannot be expected from economically weaker students. Here the college administration must intervene by providing computer labs to both students and teachers. With the development of technology it has become mandatory for any youngster irrespective of their background to be familiar with computers and related technologies. Therefore having an email ID and knowing how to use computer is essential for students but owning a computer or smartphone is secondary and not necessary.

When it comes to use of technologies in colleges, older teachers are more reluctant towards it and show resistance to learn new things. But learning new things and other cognitive stimulation have proven the positive effect on healthy brain aging including delaying dementia [6]. Besides this the huge experience possessed by older teachers when combined with the technology like LMS can lead to extraordinary classroom experience for students.

Conclusion

ICT is an important aspect of 21st century education. With arrival of MOOCs and other online resources which are available for less or no price, role of teachers as content provider will be diluted if not become obsolete. To keep up with such trends teachers have to include tools like LMS in their classrooms. They also need to develop deep understanding about teaching and learning in addition to keep up with the overflowing knowledge in their domain. Application of Bloom's taxonomy while preparing and delivering lectures will keep the human touch in education intact. LMS provides an effective tool for creating and managing the teaching learning process in colleges whilst providing proper monitoring by the authorities. At the end it is up to the creativity and willingness of teachers and HEIs to use LMS, MOOCs and other ICT for the benefit of students and for country.

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Some Reflections on Program Evaluation and Students' Satisfaction Survey and Role of Higher Education Institutions

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Abstract

NAAC is performing excellently to oversee quality preservation in higher education institutions, with set processes and procedures. However, it was observed that the tool used for students' satisfaction survey is not comprehensive. This tool includes 20 questions in the form of rating scale and 21st question is qualitative as it asks students to write freely and frankly about their own institution. The author has a feeling that the tool should have questions related to the subjects they learnt in a particular period say semester or academic year, in order to develop affinity about what is learnt and how it is going to be useful in future life. This would also facilitate modifying syllabus so as to put more relevant and newer aspects. NAAC enforces on specified infrastructure to comply with the quality, however, at the same time it should appreciate if the institution is utilizing information from feedback to enhance the quality.

Key Words: Assessment, accreditation, evaluation, feedback, HEI, students' satisfaction

INTRODUCTION

Restructuring of comprehensive B. Ed. Program such that it could have main thrust on practicum and be done as regular samskaaras in two/three years span, was suggested earlier in 2010. That was also the time when the concept of accreditation and assessment of higher education institutions such as colleges and non-technical universities was to be implemented through NAAC-National Accreditation and Assessment committee. NAAC continued to work in this direction, however, the new B.Ed. proposal seemed to have appealed to the authorities only superficially, since the revised program approved by NCTE/UGC and offered by B.Ed. Colleges was made of two years, but comparatively with less weightage to practicum. Lengthening the time frame from one to two years worsened the

program, since it lost the control over students' behaviour and performance subsequently making poor quality of teachers. Most of the pass out student teachers rote memorized theoretical material with many important concepts unlearned, thus unable to apply them in school environment. This created a feeling and strengthened the idea of importance of feedback from students in terms of program evaluation and students' satisfaction. This reflective thinking type paper tries to emphasize role of B.Ed. Colleges in program evaluation and students' satisfaction; however, the ideas expressed could well be looked into and applied in the context of other non-technical programs/courses/subjects also.

Assessment and Accreditation of higher education institutions started with the guidelines provided by NAAC and

different B.Ed. colleges along with other institutions went in accreditation process. Some were assessed and accredited positively and graded accordingly, whereas others had to redo the process after complying with suggestions of NAAC reports. In the entire process, assessment and accreditation of infrastructure and human and other resources is involved along with students satisfaction survey that mainly focuses on teaching-learning process without consideration to teachers performance and evaluation from students' perspectives. Unfortunately there seems to be no provision in NAAC process to evaluate the program that students are undergoing nor the evaluation of teachers by the students. NBA-National Board for Accreditation is in existence in order to maintain uniformity but then only in technical programs / courses.

Teachers are concerned about their students' learning that will be meaningful, beneficial and instrumental to them. This is because the teachers are to be trained during their B.Ed. program through several activities, in B.Ed. colleges. At global level comparison, we, the Indians have proved to be the world class leaders in medicine, construction, IT and engineering. If this is true, and this is true, then the teachers of tomorrow should also be looked forwards as leaders to provide world class service. However restructured B.Ed. program seems to be futile in this context. Time frame has been increased but the activities to be done are not on regular, repetitive manner like rituals or samskaaras. Many important concepts remain unlearned, thus turning these novice teachers unable to implement several concepts at work place or in school

environment. To add on NAAC does not specify on the feedback or evaluation of program by student teachers. In fact, such feedback from learners or student teachers would be of immense value in the context of assessment and accreditation process. Feedback or evaluation being an essential and effective part of education as well as training program helps learners and stake holders obtain maximum benefits from potentially effective program. It creates awareness and increases strength of the program by bringing improvement through various actions and innovations or renovations. An effective feedback could be positive and or negative, being helpful, as it will explore valuable information adding to the strength, through important decisions.

Maintenance of quality in higher education institutions is an important function of NAAC-National Assessment and Accreditation Council. The Council conducts assessment and accreditation activities to decide and inform the status of an educational institution to see that the quality in higher education nationwide is sustained as well as enhanced. This process of deciding on quality is carried through several steps related to curriculum delivery, teaching – learning, faculties, infrastructure, governance and administration and student-related services.

It would be appropriate to understand the working definition or meaning and context of the frequently used terms in this paper, as given below-

Assessment: Rating that decides value based on various criteria under consideration

Accreditation: Status or quality to perform a particular activity

Evaluation: Judgment about quality, value or amount of something

Feedback: Reflective thoughts or reactions of students pursuing higher education

HEI: Institutions such as colleges or universities where education is provided at a degree or P.G degree level through program or course or subjects

Students' satisfaction: Students' short-term attitude resulting from educational experiences related to various elements of teaching-learning processes

WHAT IS THERE IN NAAC?

Vision of NAAC states, "To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives" http://naac.gov.in/about-us

Mission states, "To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;
- To undertake quality-related research studies, consultancy and training programmes, and
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance." http://naac.gov.in/about-us

Value framework states the following,

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

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence http://naac.gov.in/about-us

WHAT IS MISSING?

Vision does not say about internal quality evaluation or students' evaluation about course / subject/s learnt in a specified period of time.

Mission also does not highlight on subject / course evaluation, although it has in its first bullet, assessment and accreditation of specific academic programmes or projects;

In its value framework also the assessment and accreditation process does not say anything about value/s to be instilled through a specific program.

The primary focus of educational innovations should be on teaching and learning theory and practice, as well as on the learner, parents, community, society, and its culture. Technology applications need a solid theoretical foundation based on purposeful, systemic research, and a sound pedagogy. One of the critical areas of research and innovation can be cost and time efficiency of the learning."(Peter Serdyukov, (National University, La Jolla, California, USA)

WHAT SHOULD BE DONE?

Through interaction with industries and institutions, it has been agreed that current higher Education largely does not develop

skills related to a particular job. Our P.M. honourable Shri Narendra Modi has suggested that job-related skills should be developed through a particular higher education program to reduce gap between what is needed and what is learnt. Higher education thus is being made more skill-specific that will reduce employers' dissatisfaction and employees' frustration. If this is so, and this is so, then this will also add a value to higher education, its assessment and accreditation process. This is because we will confirm that in any education system teacher, learner, subject to learn and its evaluation are four important elements to consider its success. It will also make the whole process time and cost effective.

ROLE OF HIGHER EDUCATION INSTITUTIONS

Institutions of higher education play a significant role in individual, social and economic development of a country. Along with dissemination of knowledge, these institutions are also contributing towards development of the world through innovations, creativity and preparedness of students to face new challenges. In many universities subject / course evaluation to be done by learners is introduced recently so that the stake holders could know what learners feel about their programs in general and subjects / course in particular. This will provide scope to learners reflect on questions such as –

- what was learnt, / what could not be learnt,
- how the teacher/s taught that particular subject / course,
- What appealed/ did not appeal to you,
- where the teachers' teaching was or was not effective,

- How that learning will help in future-for further studies or for employment purpose.

The added benefits of this will help teachers / lecturers / professors decide where to bring improvement-in lectures, in reading materials, in assignments or in examinations, so that they will work hard further in future reiterations or teachings. This will further lead to customization of course / subject/ program that based on learners' evaluation or feedback questions specific to students' class or group could be included and this input from learners' side would contribute to further development of quality in the program / course or subject. Now is the time when higher education students are turning to those universities or institutions that are more specific about their programs and quality therein. Popularity of institutions like Symbiosis, Amity or IIM is growing mainly because of such an evaluation of program or subject done by their students. It also benefits peers in selecting and decision-making while choosing a particular course / subject /program. It will also reflect on students' concern as well as commitment towards university or institution of higher education and vice-versa.

In some universities or institutions of higher education, such evaluation of program/course /subject is done, but just marginally. Also its cognisance is not registered, as if students have no voice or have voice that is not to be heard. Such evaluation for the sake of process will not benefit in future improvement.

Institutions of higher education could first undertake internal evaluation/feedback to be done by the students; based on this they

would be in a position to suggest some valid points in the light of program / course / subject evaluation and persons who taught them. There should be no reason for teachers to feel offended, or hurt, since this will lead towards their own betterment.

SUMMARY

Students' satisfaction and feedback survey is crucial element that should be given serious attention in assessment and accreditation process in order to enhance external as well as internal quality in higher education. The instrument to be used for such survey, though questionnaire should provide scope to the students to write freely about subject / course/program pursued. The instrument could be made available well before examination so that it would be answered quickly and honestly by the students.

SUGGESTIONS

NAAC- National Assessment and Accreditation Council conducts assessment and accreditation of higher education institutions to confirm quality status and suggest for further quality – related compliance of an institution. The standards of quality of an institution are judged by performance through various processes such as curriculum delivery, teaching – learning, faculties, infrastructure, governance and administration and student-related services.

Many of us are of the opinion that such course evaluation is not useful as also it is not helpful. However, Abby Neiten stated that, "With the right questions, design, and distribution, you can create course evaluation surveys that produce meaningful results—and lead to improved teaching methods and outstanding curriculum."

Students' evaluation or feedback helps in Quality sustenance and quality enhancement measures, promotion of assessment and accreditation, internal quality assessment systems, promotion and sharing of best practices and student participation in quality assurance or any quality related issues in higher education. It thus helps to bring out-

- Environment for Teaching, Learning and Evaluation
- Audit of Academic and Administration processes /procedures
- Curriculum innovations / Design and Development
- time it should appreciate if the institution is utilizing infrastructure for multiple uses especially under CSR

In the age of ICT, when most of the students pursuing their higher education are smartphone-friendly and techno savvy, they can provide informative, useful and quick feedback, if feedback forms or evaluation survey forms are provided to them online, before examination or holiday/vacation break. They are more possibly to complete these forms by accessing them through devices such as smartphones with internet support. This will also provide them more flexibility to complete survey /feedback forms. In addition to this, the information provided through feedback forms will ensure validity through in-built processes that the information would be complete and accurate, thus maintaining quality, as expected by NAAC.

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http://naac.gov.in/about-us

Peter Serdyukov, (National University, La Jolla, California, USA)

Synergistic Approach of ICT and Innovative Assessment for Enhancement in Teaching-Learning Process

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Abstract

Information and Communication Technology is a broad domain and encompasses different sources of information and communication. Innovation is a new idea or a method. Current Indian higher education system is in a need of a paradigm shift from conventional methods of teaching and learning towards a new domain consisting of a synergistic combination of ICT and innovative ways of teaching, learning and assessment. In this research, an attempt was made to design and implement a synergistic combination of use of Google classroom, innovative assessment method of Concep Test and Edmodo for S.Y.B.Sc. students of Microbiology. It was observed that there was an enhancement in the learning abilities of the students where they could comprehend the concepts and gain a better understanding.

Key Words: ICT, Innovation, Google classroom, Edmodo, Concep Test

INTRODUCTION:

In the current era of globalization, Information and Communication technology (ICT) has pervaded almost all the domains of life. There is a significant impact of different sources of information on our routine lives. In the present situation, India holds the second position of being the largest higher education system and a rapidly growing economy as one of the BRIC nations, but at the same time faces significant challenges in building both capacity and excellence in higher education(Altbach, 2014). India's higher education is characterized by "island of excellence in a sea of mediocrity"(Altbach, 2014). Very few educational institutions like Indian Institutes of Technology could make their positions at an international level (Altbach, 2014).There is no doubt that education plays a pivotal role in the building of a nation. Education does has a social domain attached to it and quality education has traditionally been correlated to with strong teachers having high degrees of personal contact with learners(Oliver, 2003). With the advent of science and technology in the 21st century, the role of ICT is consistently becoming important and will continue to grow in the future(Oliver, 2003).

At the same time Assessment plays a crucial role in the education scenario. Assessment regulations and external quality assurance demands are constraining the available options, driven by the threat of plagiarism and concerns of standards and reliability(Bryan & Clegg, 2006). Innovations in assessment offer a combination of possible alternatives. Different ways of innovative assessments are known such as Concept Maps, Concep Tests, e-portfolios, Podcasts, Vlogs Talk-show performances etc.

Google classroom is a free web service provided by Google with a purpose to simplify creating, distributing and grading Assignments in a paperless way(Chaiyo & Nokham, 2017). Concep Tests consist of a set of questions designed to check the understanding level of the students(Kovac, 2009).Concep Tests consist of questions that are posed during the lecture immediately after the key concept has been described. Students work independently to arrive at an answer and then try to persuade their neighbours that they are correct. All the students offer their answer and the instructor confirms the correct answer, followed by a discussion as to why some students are misled. It is basically a kind of constructive peer instruction mode. Edmodo is an educational technology company offering a learning platform in a blended mode for communication, collaboration and a coaching platform (Purnawarman, Susilawati, & Sundayana, 2016).

METHOD:

Sample: S.Y.B.Sc. Class, Semester III for the academic year 2018-2019, 60 students with subject combination Chemistry-Microbiology were taken into consideration for the experimental research.

Google classroom: A Google classroom was created on the google mail platform initially and the class code was shared with the students. Students were instructed to join the Google classroom using their official email-IDs.

Preliminary Session: A diagnostic assessment was done using Google classroom which had a set of basic questions to know the understanding level of the students. A set of questions was asked about basic concepts of Transcription initially, before the commencement of lectures, to the students and the response of the students was observed and documented. This was done to know the initial understanding level of the students. Different e-bookswere uploaded on the Google classroom and the links for e-resources were shared with the students.

Concep Test: This test was adopted to get a formative assessment status of the class at a later stage when the lectures initiated. A set of questions was designed and immediately put forward to the students in the actual theory class after covering the basics of Transcription topic. A comparative study was undertaken where the response was observed before (preliminary session) and after sharing the resources (Concep Test).

Edmodo: Classroom was created on Edmodo with an intention to have a platform for discussion, transfer of study materials and tests. Class-code was shared with the students and they were instructed to join the class. Edmodo was used while allotting the topics of Internal Assignment of Third Semester for Paper II. Students were instructed to refer one scientific Research paper related to their topic and were instructed to upload the same paper on the Edmodo classroom.

RESULTS:

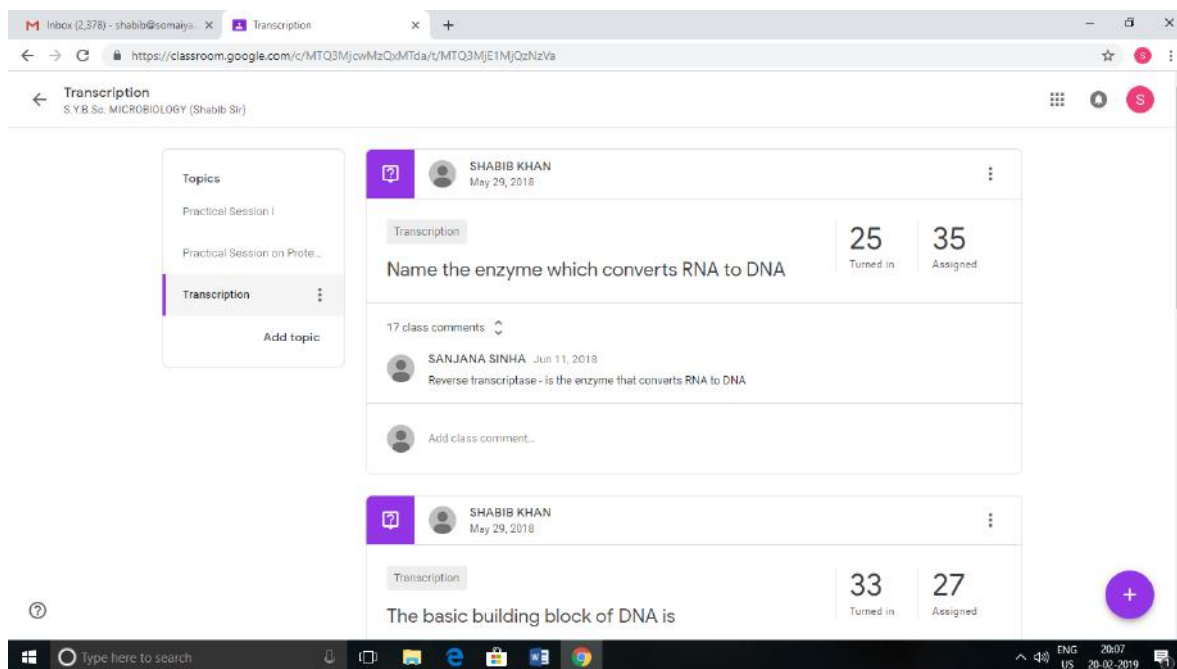**Google classroom and Preliminary Session:** Students had responded to the following questions: **(Fig: 1)**

1) Name the enzyme which converts RNA to DNA.
2) Define: Gene.

The response was observed and documented as follows:

Table-I: Response of the students to Preliminary Diagnostic Assessment:

Question Number	Assigned to:	Turned in:
1	35	25
2	40	20

Fig-1: View of Google Classroom with Preliminary Diagnostic Assessment:

Concep Test strategy had the following questions which were asked to the students in actual theory class?

1) What is the role of Reverse Transcriptase enzyme?
2) Define: Gene.

The response of the students was documented as follows:

Table-II: Response of the students to Concep Test Formative Assessment:

Total Number of students present	61
Number of students who could answer the first question in the theory class.	54
Number of students who could answer the second question in the theory class.	60
Number of students who did not respond to the first question in the theory class	07
Number of students who did not respond to the second question in the theory class	01

Use of Edmodo:

Students selected their topic and uploaded the respective Research articles as per the instructions given to them. **(Fig: 2)**
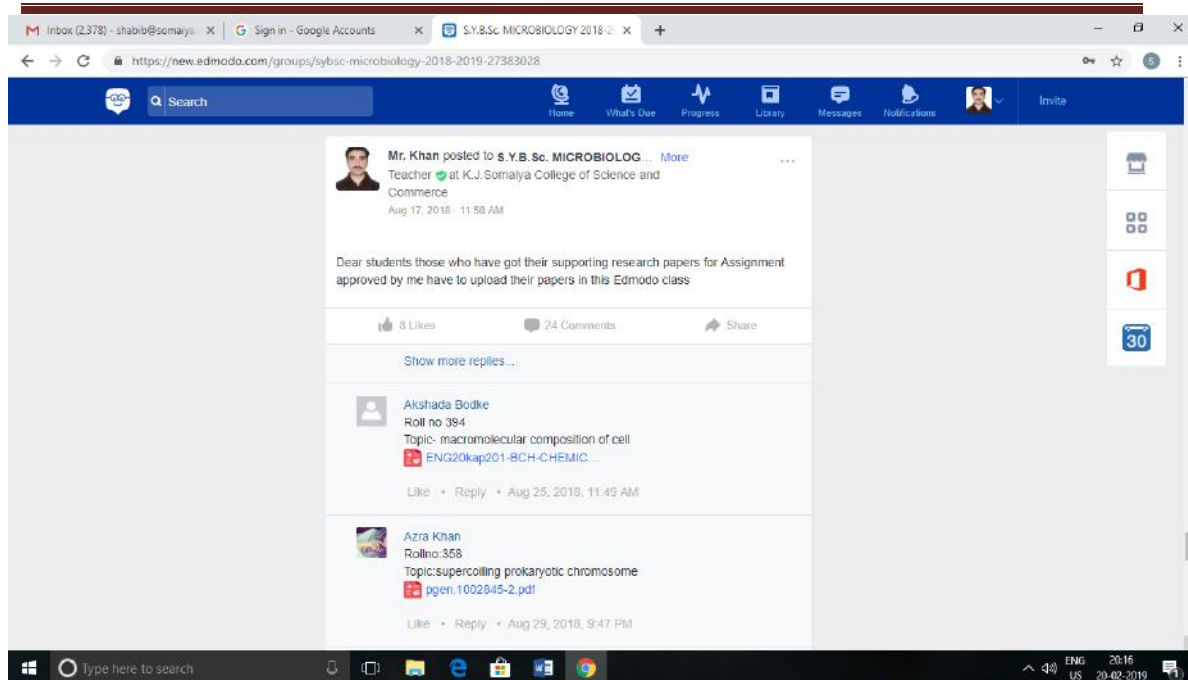
Fig-2: Edmodo Classroom where the students uploaded their respective papers in support of the Assignment after approval from the teacher.

DISCUSSION:

Google classroom was initially created to have a platform on which a preliminary diagnostic assessment was conducted in order to know the basic knowledge level of the students. At present, major proportion of the student population uses android smart phones, they have access to the Internet and could join the google classroom. Diagnostic assessment made the students also realize about their conceptual understanding**(Fig-1)**, which eventually made them introspect on the weaker aspects of their understanding of the basic concepts. Analysis of the diagnostic assessment makes it clear that, initially all could not come at the same level, initially only 25 turned in for first question and 20 for the second question**(Table-I)** which is definitely less than the number observed in the theory class after the use of Google classroom and the links. In the formative assessment by Concep Test **(Table-II)** it was observed that 88.52% of the students could answer the first question and 98.36% could answer the second question which is definitely more than the earlier number of the students.

Edmodo proved to be a user-friendly platform, where students could upload their selected paper in support of the topic of their Assignment**(Fig-2).** This inculcated two main aspects in the minds of under-graduate students: first was the need to search the huge scientific literature in order to screen the research papers useful for them and the second was uploading it on the Edmodo class platform where it will be maintained in the digital form and always retrievable in the future. Literature survey definitely added to the knowledge level of the students which also enabled them to become familiar with different scientific databases and allied resources.

CONCLUSION:

Overall the synergistic use of Google classroom, Concep Test and Edmodo had a positive impact on the understanding level of the students' at-least with respect to the basic concepts of Transcription topic. When information is available in a digital readily retrievable form it is always available to the learner, where a learner has access to it whenever and whenever required. Another advantage of ICT based teaching-learning methods consists of minimum paper work, sufficient digital space for storage and authentic documentation which can always be presented in different formats as per the requirement.

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Significance of Extension Activities and Social Outreach Programs in the Higher Education Institutions for NAAC Accreditations

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Abstract

NAAC is an autonomous institution established by the UGC with the prime agenda of assessing and accrediting institutions of higher learning with all objective of helping them to work continuously to improve the quality of education. The purpose of this research paper is to focus upon the role of NAAC in ensuring the quality in defining the element of Higher Education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. This paper makes efforts to promotion of quality of teaching-learning and research in H.E. Institutions. It especially highlights the significance and importance of extension activities and social outreach programs in the Higher Education Institutions for NAAC Accreditations. Social outreach programme and extension activities can provide more efficiency in the Higher Educational Institutions. They can also make classroom learning more meaningful, as they give learners a chance to personalise language and content.

Key Words: NAAC Accreditation, Higher Education, Extension Activities, Social Outreach Programs

"Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initialization into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue" – Dr. S. Radhakrishnan

Introduction

NAAC insists for the quality and excellence in its vision of every Higher Education institution and advocates the Best practices, benchmarking approach for quality enhancement in Higher Education. 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.

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.

Role of Higher Education in Quality Education

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. Higher education is the backbone of any society.

There has been a dramatic progress in establishment of Higher Education Institutes (HEIs) both under the public and private sectors. Higher Education Institutes offers variety of programmes through on and off campuses, adopt different strategies of teaching and learning, enrol heterogeneous groups of learners in diverse discipline and engage themselves in multifarious activities of teaching, research and extension services. The concern for quality assurance has therefore acquired paramount significance.

The National Policy on Education (1986) and the plan of Action (1992) responded to this concern by initiating action. Accordingly, the colleges and universities were encouraged to make a self-assessment of their performance primarily on the basis of the self-assessment. This led to the establishment of NAAC in 1994, with its headquarters at Bangalore and its major function includes

- To acts as a catalytic agent to motivate Higher Education Institutes to achieve excellence in all spheres of academic activity
- To promote the idea of accountability among the academies.

Since its establishment, the Council has made significant headway in evolving the procedures and criteria for assessment and accreditation of universities and colleges. It is mandatory for such institutions to undergo the process of accreditation.

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[1]

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.[2]

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.

UGC Guidelines

As one traces the recommendations of the various Commissions and the UGC guidelines issued from time to time for Adult, Continuing Education & Extension, it is evident that one of the goals of the UGC is to transform the university system into an active instrument for social change through the institutionalization of Extension as the Third Dimension and by ensuring that the university system is adult learner friendly and pro-life long learning.

It is commonly known that through the dimension of teaching, there is dissemination of knowledge, through research new knowledge is generated and through the dimension of extension there is application of knowledge in real life situations, which leads to the further generation of new knowledge.

Kothari Commission:

It was way back in 1960 that the Kothari Commission first articulated the concept of Extension and the TRINITY of Teaching, Research & Extension.[3] The Commission stated that Extension was essential for:

• Making education relevant to real life situations

• For preventing the alienation of the educated from society

• For developing in the educated a sense of responsibility towards society

• For deepening the teacher's knowledge through a wider exposure to real life situations

In 1977 the University Grants Commission first incorporated Extension into its Policy Statement for Higher Education[4] when it stated that

"If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as teaching and research. This is a new and extremely significant area which should be developed on the basis of high priority". [5]

The acceptance of Extension as the Third Dimension equal in importance to teaching and research was in the context of a growing realization that the universities and colleges having institutional resources-knowledge, manpower and physical-have an obligation to develop sensitivities to involve the development of the community

with particular reference to the overall and diverse learning needs of all the segments of the people of the community.

Objectives:

The Third Dimension was to aim at promoting a meaningful and sustained rapport between the Universities and the community.

Firstly, its objective was to extend knowledge and other institutional resources to the community and vice-versa and secondly its objective was to gain insights from a contact between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It was to be a two-way process between the experts and the people, an intellectual intervention in the community's living problems which need to be overcome through an educational process. It was to be that education which helped students to face life and its challenges and which created an ambience for a learning society.

Extension and Field Outreach to focus on:

• continuing education programmes at the grassroot level through the CECs of the National Literacy Mission and through the National Institute of Open Schooling and State Open Schools;
• Communal harmony and peace education;
• Human rights and rights of vulnerable groups;
• Environmental issues;
• Panchayats and development issues;
• Health education for the community and through the Health Care Centre of the university;
• Women's empowerment and

• Social issues and gender issues.[6]

Importance of Extension Activities in HE Institutions:

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

Extension Activities in Law Colleges-An Overview

Various law colleges conduct and organises legal literacy and legal aid camps in nearby villages to spread legal awareness among the masses through its Legal Aid Cell.

The Colleges are also closely associated with a NGO and Social Activist Groups where social issues, legal issues and

gender sensitivity programs can be organized in collaboration with them**.**

Criteria III (Research, Consultancy and Extension) of SSR of NAAC

As the present paper categorically dealt with the importance of Extension Activities and the outreach Programme, as given in Criteria III of SSR, is elaborated as follows:

Criteria 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development

The very purpose of these outreached programmes is to make aware the students about various social issues which will create the sense of social responsibility amongst them. The institution must work for the betterment of society. The College/ Institution should organize many activities to sensitize the students to social issues and educate them for better community service.

Following are few examples of such Community Service Activities:

Tree Plantation Drives:

Such activities like tree plantation and Cleanliness dive can give the student better understanding of their responsibly and duty to conserve and protect the environment. Various colleges had made tree plantation and cleanliness drive an integral part of their college extension activities. It has great impact by making students aware of the reality and understands the need of protecting the environment.

Blood Donation Camps:

The students can understand the importance of saving a life and giving back to the society. Students and staff members from all age groups can donate blood for this noble cause.

Organizing Free Legal Aid Camp

The student gets acquainted with the problems of citizen related to family, property etc. they can gave advices to the needy and poor people. Such types of legal aid camps provide training to the students to become socially responsible, besides creating an awareness of rights for the common man.

Family Counselling Centre

Family Counselling Centre provides free guidance to members of the society on family related problems. Apart from quality legal education it has always been the objective of the college to work for the betterment and progress of the society in a holistic way. Such Centre can also organize seminars to help them to easily understand the depth of social problem and how solve them.

N.S.S. Programme

The NSS is involved in many social activities and awareness campaigns. The National Service Scheme is a student–centered programme complementary to education. It is a noble experiment in academic extension. It inculcates the spirit of voluntary work among students and teachers through sustained community interaction.[7] It brings our academic institutions closer to the society. It is a link between the campus and the community, college and village, knowledge and action. The overall aim of NSS is the Personality Development of Students through Community Service. It gives an extension dimension to higher education system and

orient the student youth to community service.

Participation in Government recognized health care programs:

Faculty, staff and students can participate regularly in various health care programs, flood relief, disease outbreaks and disaster management. Free Health check-up, with aim of providing health awareness to the people of slum area. In this way the college can help providing free health checkups, Diet plans and specially making the people aware about Hygiene

Earn and Learn Scheme

Through the Earn and Learn Scheme, the poor and needy students can get an opportunity to learn some basic knowledge about computer programme and other official work which can be beneficial for them to get employment in future. It also gives financial support and strength to the needy students.

Central Jail Visit

The students had an opportunity to have discussion with the prisoners. The students can create awareness among the prisoners of their rights. The visit sensitized the students to the problems of under trial prisoners. The students can get an experience, understanding about the reality in prisons.

The visit to the Supreme Court and High Court as a part of their field trip

The Supreme Court and High Court are temples of Justice. The students had first-hand experience of how these courts actually work. They had an opportunity to observe how the senior advocate and judges' functions during the court proceedings.

Conclusion

Apart from the above extension activities and social outreach programs, students can be encouraged to participate in Extension Activities like awareness programmes, field visits, participation in seminars, workshops, field projects. Computer Awareness programme, etc. The College / Institutes should organised the Seminars on the issues like Environmental Awareness, Protection of women from Harassment, Social and Legal issues like Protecting Gender Equality, Protection of human rights of vulnerable groups, Prohibition of child labour, upliftment of prostitutes, etc.

Thus, every Higher Educational Institutions should make efforts to promote community welfare work in the society. Serving the community through its extension activities is the social responsibility of all the H.E. Institutes. Such an Institution[8] has strong linkages with the stakeholders and is responsive to the needs of the community. It should actively engage in training and developing instructional and other teaching learning materials. Then only such institute will be well known across the Nation for the Quality it is providing to society and which will act as a benchmark Institute for other newly established Educational Institutions.

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Research of Sports Performance through Sport Nutrition and Innovation in Teaching Metabolism on Exercise

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Abstract

Research of Sports Performance Through Sport Nutrition Sports Nutrition focuses its studies on the type, as well as the quantity of fluid and food taken by an athlete Innovation in Teaching Metabolism on Exercise. In addition, it deals with the consumption of nutrients such as vitamins, minerals, supplements and organic substances that include carbohydrates, proteins and fats. Good eating and drinking practices along with talent, training, conditioning, motivation, dedication, adequate sleep and recovery are essential for optimal sports performance. Without these basic elements, no amount of sports supplements will turn you into a champion. However, more athletes are becoming distracted by the mind-boggling range of sports nutrition products out there in the hope of maximizing their sports performance. This is understandable when you consider how athletes are bombarded by marketing hype from the sports supplement industry, much of it not based on sound scientific research.

Key Words: Sports Nutrition, Caffeine, Milk, Creatine, protein

Sports Nutrition:

Consuming the right balance of food and drink is important for everyone. Yet those actively participating in sport on a regular basis need to be aware that it can also affect their performance. Athletes, for example, may need more calories than the average person. So if you're an athlete, or simply someone who's made the decision to start exercising on a regular basis, you shouldn't let a good nutrition plan fall down on your list of priorities.

Dietary proteins main uses are for hormones, oxygen transport, cellular repair, enzymes and conversion to fuel. The intake of protein is a part of the nutrient requirements for the normal athlete and is an important component of exercise training. In addition, it aids in performance and recovery. Dietary protein intake for well-trained athletes should occur before, during and after physical activity as it is advantageous in gaining muscle mass and strength.

The supplement, Creatine, may be helpful for well-trained athletes to increase exercise performance and strength in relation with their dietary regimen. The substance glutamine, found in whey protein supplements, is the most abundant free amino acid found in the human body. It is considered that glutamine may have a possible role in stimulated anabolic processes such as muscle glycogen and protein synthesis, for well-trained and well-nourished athletes. Other popular studies done on supplements include androstenedione, chromium, and ephedra. The findings show that there are no substantial benefits from the extra intake of these supplements, yet higher health risks and costs. High energy supplements have shown to increase the performance of physical activity in athletes. A study done at

the University of Texas saw a 4.7% increase of performance in 83% of participants after drinking Red Bull Energy The energy drink most dominantly increased the epinephrine and norepinephrine (adrenaline and its precursor) levels and beta endorphins in the blood than before consumption. Caffeine, carbohydrates and Vitamin B are factors that may have favored no change in perceived exertion, but an increase in performance.

Caffeine

Caffeine has been around since the 1900s and became popularly used in the 1970s when its power of masking fatigue became highly recognized. Similarly, the caffeine found in energy drinks and coffee shows an increased reaction performance and feelings of energy, focus and alertness in quickness and reaction anaerobic power tests. In other words, consuming an energy drink or any drink with caffeine increases short time / rapid exercise performance. Caffeine is chemically similar to adenosine, a type of sugar that helps in the regulation of important body processes, including the firing of neurotransmitters. Caffeine takes the place of adenosine in your brain, attaching itself to the same neural receptors affected by adenosine, and causing your neurons to fire more rapidly, hence caffeine's stimulating effects.

Post-exercise nutrition is just as important, if not more important than pre-exercise nutrition as it pertains to the recovery of the body. Traditionally, sports drinks such as Gatorade and Powerade, are consumed during and after exercise because they effectively rehydrate the body by refueling the body with minerals and electrolytes. Electrolytes regulate our nerve and muscle function, our body's hydration, blood pH, blood pressure, and the rebuilding of damaged tissue. Gatorade was founded in the 1960s, when the University of Florida, Gainesville Gators improved their performance with "Gator Aid." The drink was made of glucose and sucrose in water and was seen to improve the football players' performance. By the 1970s, many other sports drinks of its kind had been manufactured.

Milk

Studies in 2008 have found cow's milk, especially skim milk and chocolate milk may be effective replacements for current sports drink as milk leads to protein the synthesis which boosts net muscle protein balance. Milk contains many electrolytes, nutrients and other elements that help to make it an effective post-exercise beverage. It is true that chocolate milk has been a proven study that is just as effective of a recovery drink as Gatorade. Chocolate Milk includes key ingredients such as Vitamin D that helps replace fluids and electrolytes lost after the athlete has worked out. A recovery drink is supposed to replenish the sugar lost, and build muscle again so that you are ready for the next workout. When compared to plain water or sports drinks, research suggests that chocolate milk is more effective at replacing fluids lost through sweat and maintaining normal body fluid levels. Athletes drinking chocolate milk following exercise-induced dehydration had fluid levels about 2 percent higher (on initial body mass) than those using other post-exercise recovery beverages. These results allowed for prolonged performance, especially in repeated bouts of exercise or training.

Creatine

Simply explained, creatine is a high-energy compound which helps to store and provide

energy. It is produced within the body, occurs naturally in fish and meat and can also be taken in supplement form. As a dietary supplement, creatine is used by athletes and sports men and women to increase muscle strength and explosive power. It is intended to help you train for longer and also to boost performance during frequent high-intensity exercise.

Factors influencing nutritional requirements

Differing conditions and objectives suggest the need for athletes to ensure that their sports nutritional approach is appropriate for their situation. Factors that may affect an athlete's nutritional needs include type of activity (aerobic vs. anaerobic), gender, weight, height, body mass index, workout or activity stage (pre-workout, intro-workout, recovery), and time of day (e.g. some nutrients are utilized by the body more effectively during sleep than while awake).Most culprits that get in the way of performance are fatigue, injury and soreness. A proper diet will reduce these disturbances in performance. The key to a proper diet is to get a variety of food, and to consume all the macro-nutrients, vitamins, and minerals needed.

Consultation

Fats, protein and carbohydrates all provide your body with fuel to maintain energy. Carbohydrates are the primary fuel used by working muscles. Adequate intake is essential for preventing muscle fatigue. While you should monitor your fat intake, you should not remove it from your diet completely. Fats provide fatty acids that can be used as a source of energy - especially if your exercise sessions last longer than one hour. Fats also provide the building blocks for hormones and formation of cell walls.

Protein can be used as a source of energy and is critical for building new muscle tissue. If you are taking part in resistance training, your body will require additional protein.

Strategic Thinking

- Failure in competition affects self-direction of the athlete if he does not have something to look good chances of success. This type of strategic thinking provides confidence to him at the time is facing anxiety provoking environment prior to competition.

- Building a wall around his goal—directed efforts, he must put barricades against the thoughts winch distract his attention. Once the athlete senses danger to his solid defenses against destabilizing factors. He experiences a host of negative feelings. To overcome their mounting pressure he relies on will-power, an invaluable source of preparedness for the competition. During competition or preceding it, he feels that the resource of will power is far from enough to mobilize his energy. This is truer towards the end of it when each hit of energy is required for success. Al this moment he is helplessly unable to put a defence against unproductive thoughts expressed for example in the form: "1 cannot do more than what I am doing. The dragon of defeat looms over his head. To counter depressing thoughts, he must learn to think strategically. For example he must know that in the event of his unsuccessful performance he has something else to do.

Factors Facilitating Flow

Positive mental attitude:

a) Confidence   b) Positive thinking

c) High motivation

Positive competitive affect

a) Being relaxed   b) Controlling anxiety
c) Enjoying what you are doing

Maintaining appropriate focus

a) Staying in the present   b) Very narrow
focus c) Focusing on key points

Physically readiness

a) Being well trained b) Working hard c)
Being well prepared

Factors Disrupting Flow

Physical problems mistakes

a) Physical problems b) Mistakes by self

c) Mistakes by partner

Inability to maintain focus

a) Losing concentration b) Distractions

c) Interruptions

Negative mental attitude

a) Negative self-talk b) Doubting self c)
Self-critical attitude

How to Increase the Chances of Flow Occurring

a) Be well trained b) Maintain appropriate
focus   c) Enjoy the activity at hand d) Keep
confident and think positive
e) Channel energies and stay relaxed

Mental Skill Training

Mental Skills Training involves several interrelated activities. Any of these activities may be used alone. However, the most successful outcomes are achieved when all are combined. Hardy and Nelson state that following Mental Skills are successful for athletes:

a) Imagery Ability. b) Mental Preparedness.

c) Self- confidence. d) Anxiety and Worry

 Management. e) Relaxation Ability.

f) Concentration Ability.

Importance of the Training (Quotation)

- "The only place where success comes be/bye work is in the dictionary" John Wooden

- Everybody wants to win but fir from all are willing to prepare for victory" Bobby Knight

- "It is not the hours you spend on training which count, it is the training which you put into the hours." Eldon Marshall

- "The harder you work the more fun you may have later." Unestahl

- "One thing I don't wish to be accused of is I did not do my best in training and in a match." Don Shula

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Assessment of Student Satisfaction on Teaching, Learning and Evaluation Process in Government Ayurved College, Nagpur Affiliated To Maharashtra University of Health Science - An Observational Study

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Abstract

This paper highlights the need for strengthening faculty development as a vehicle for capacity building in Ayurved medical college. The assessment was based on student satisfaction survey (SSS) questionnaire was based on teaching learning and evaluation process, designed with the help of NAAC manual for health science colleges[3]. Assessment was done on 200 undergraduate students of institute, which emphasizes on teaching facilities, demo based learning, and case based learning, Facility maintenance, and continuous internal evaluation process. Data collected with the help of Google forms and analyzed by using statistics software. 143 out of 200 undergraduate B.A.M.S. students rated 5 stars (maximum) to the institution in relation to quality of teaching learning & evaluation.

Key Words: Students Satisfaction Survey, Ayurved, NAAC

Objectives

1. To collect the information from the undergraduate students of Government Ayurved College Nagpur affiliated to Maharashtra University of Health Science student satisfaction survey questionnaire was based on teaching learning and evaluation process, designed with the help of NAAC manual for health science colleges

2. To analyze the outcomes for improvement in teaching learning and evaluation process in terms of qualitative and quantitative matrices.

Introduction –

Medical education in India is challenged with the shortage of higher faculty. Instruction by faculties and learning approaches should focus on empowerment and not on transfer of information; on the development of skills, and not on learning about skills. Learning activities should fully engage the learner and place responsibility on the learner to demonstrate personal progress, to achieve professional skills.

Definition

(Zeithaml, 1988) also Elliot & Shin define student satisfaction as students' disposition by subjective evaluation of educational outcomes and experience. There are 3 aspects of the study i.e. teachers role, student's role (learning skills), and evaluation process.

Teacher's role [1]

The teacher plays a critical role in structuring and managing an effective and

efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the professional skills and abilities required to demonstrate outcomes. Teacher shall provide direction and encouragement to students as they are engage in individual and collaborative learning activities. The teacher shall act as a mentor and as a resource person as students make decisions about their own learning and the kinds of activities that will assist them in that process recognize and plan for diversity in students' backgrounds, learning styles, personal assets and abilities[1].

Student's role

Students must respect the set limits and established parameters for individual and class, and lab behavior they must engage in opportunities to integrate knowledge, professional skills, attitudes and behaviors. They shall be responsible for directing their own learning, completing tasks and monitoring progress. This will strengthen student teacher relationship[1]

Learning skills

These depend on Communication, Critical Thinking, Problem Solving and Decision Making, Goal Setting, Planning and Organization, positive thinking, adaptability, developing research aptitude. This will strengthen doctor patient relationship even inter person relationship.

Evaluation

This is done to evaluate course outcome, so that definite strategies will be made applicable on average students. This will help and encourage students to achieve their goals with full energy. In case of government Ayurved College, Maharashtra University of health science has structured continuous evaluation system as a part of curriculum. It has institute level 2 exams every professional year – one midterm and another term end exams [2].

Research Methodology –

The important tool for collection of information has been done from National Assessment and Accreditation Council (NAAC) *Student Satisfaction Survey* Key Indicator - 2.7.1 Under Criterion II of Teaching – Learning and Evaluation (For Health Science Colleges) [3]. Questionnaire has been designed in such a way that it contained

personal information questions (Q. No A – F)
teaching related questions   (Q.No1-9)
learning related questions   (Q. No 10 -15)
Evaluation related questions (Q. No. 16 -19
Gross rating of institution   Q. No.20
suggestion by students   Q. No. 21

Guidelines for students – while conducting NAAC (National Assessment and Accreditation Council) Student Satisfaction Survey regarding Teaching – Learning and Evaluation following instructions were given

1. The identification of the respondent will not be revealed.
2. A student will have to. respond to all the questions.
3. Each question has five responses, choose the most appropriate one.
4. The response to the qualitative question no. 21 is student's opportunity to give suggestions for improvements.
5. Total time allotted to students for filling up this questionnaire was within 20

minutes.

Information of SSS has been collected with the help of Google forms and analysis done by excel and SPSS software

Student Satisfaction Survey On Teaching Learning And Evaluation Process

Personal Information

Age, College Name, Gender, Undergraduate or Postgraduate, Program Name (Degree)

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying? In terms of %

2 What categories of teachers are involved in theory & practical classes in your Discipline? In terms of Professor, Associate Professors, Assistant Professor & others (lecturers, Tutors, Demonstrator & Residents)

3. What Percentages of Teacher is effectively communicating domain knowledge, IT skills & soft skills in the teaching learning process.

4. What percentage of the teacher's build-up in you the expected curricular competencies, program outcomes and course outcomes?

5. Does your mentor do necessary follow up of the tasks assigned to you?

6. To what extent the mentoring process in your institution is beneficial to you for academic, social and personality growth?

7. To what extent clinical and practical facilities related to your discipline have been made available to you?

8. What extent of training you are provided in the skills & simulation labs, clinical ward rounds /rotations and lab exercises related to your discipline?

9. What percentage of teachers uses ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?

10. What the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects?

11. Does the institution provide the opportunities provided by your learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?

13. What is the level of value -added courses /training given by your institution in the area of professional ethics and values, community service, preventive health care &rural health care?

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and instructiveness of the classroom /learning sessions?

15. To what extent the institutional ambience & class room teaching has improved your creative thinking

16. How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

17. What is your assessment about the fairness of the int. evaluation process by the teachers?

18. How do you rate the procedures involved in preparation of the examination halls, invigilation, evaluation of answer papers and arrangements for addressing examination related grievances?

19) Do your teachers enable you to identify your strengths and weaknesses &help you to develop your strengths & overcome your weaknesses by providing timely counseling & care?

20) If you were to award rating of your institution in terms of "stars" in relation to quality of teaching learning & evaluation, what be your rating ?

21) Give three suggestions to improve the overall teaching, learning and evaluation process in your institution` Date

Results and observation

Information was collected from 200 Undergraduate students of GAC Nagpur, out of which 94 respondents were from 1st year 75 from 2nd year and 31 from final year B.A.M.S.

Gender
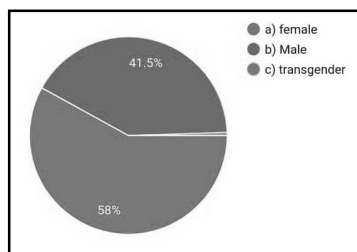
Chart No. 1 Out of 200. 116 were female and 83 male and 1 was transgender

1. How much of the curricula and syllabi are covered in the Discipline in which you are studying?
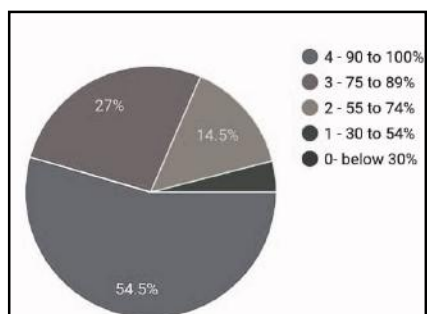
Chart No. 2 Out of 200 , 109 students states that 90 to 100 % syllabus is covered, 54 students stated 75 to 89% , 29 stated 55 to 74% and only 8 students stated that 30 to 54 % syllabus is covered in their respective disciplines.

2 What categories of teachers are involved in theory & practical classes in your Discipline?
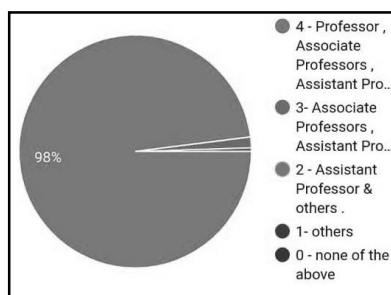
Chart No. 3 196 out of 200 students stated that teachers from all cadres conduct their lectures and practices

3 .What Percentage of Teacher is effectively communicating domain knowledge, IT skills & soft skills in the teaching learning process
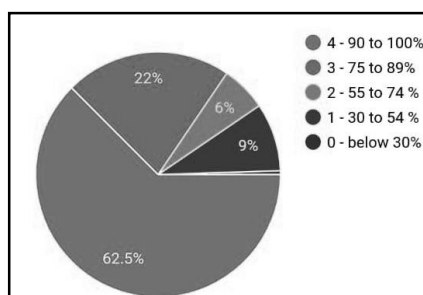

Chart No. 4. 125 students stated that > 90% teachers uses ICT where 44 students stated 75 to 89%, 12 – 55 to 74%, 18 – 30 to 54% and one student stated that below 30% of total teachers use ICT while teaching.

4. What percentage of the teacher's build-up in you the expected curricular competencies, programmed outcomes and course outcomes?
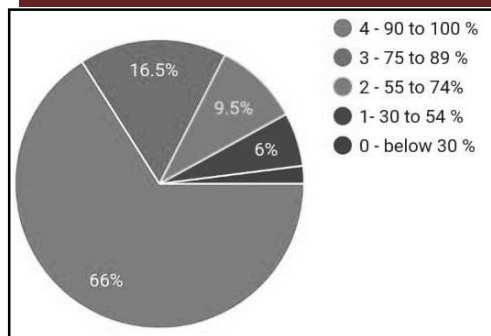
Chart No. 5 132 students stated that > 90%, where 13 students stated 75 to 89%, 19 – 55 to 74%, 12– 30 to 54% and 4 students stated that below 30% of total teachers fulfill their expectations

5. Does your mentor do necessary follow up of the tasks assigned to you?
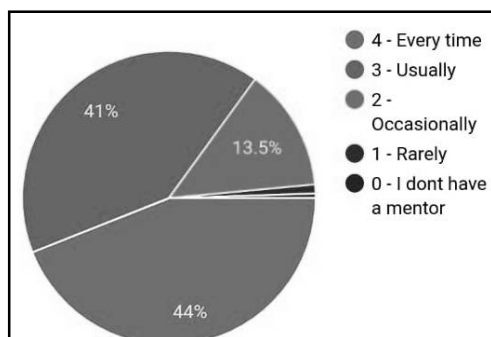

Chart No.6 88 students were every time satisfied by task assigned by their mentor where as 82 students said usually, 27 were occasionally, 2 rarely satisfied by mentor and 1 student has no mentor.

7. To what extent clinical and practical facilities related to your discipline have been made available to you?
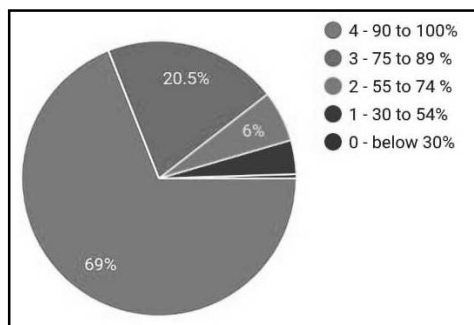

Chart No. 7   138 students are stated that > 90 % clinical and practical facilities are available to them where as 41 students stated 75 to 89%, 12 – 55 to 74%, 18– 30 to 54% and 1 student stated that below 30%.

8. What extent of training you are provided in the skills & simulation labs, clinical ward rounds /rotations and lab exercises related to your discipline? %
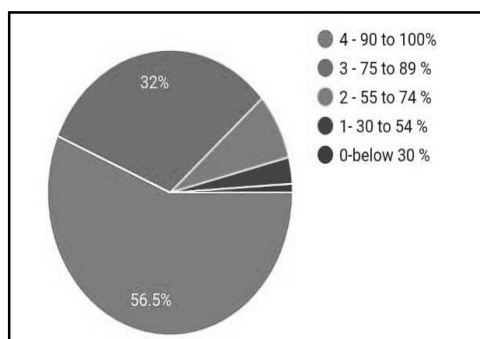

Chart No. 8   113 students   stated that training provided in the skills & simulation labs, clinical ward rounds /rotations and lab exercises were related to their   discipline > 90 %   where   as 64 students stated 75 to 89% , 15 – 55 to 74%, 06 – 30 to 54% and 2 students stated that below 30%.

9. What percentage of teachers uses ICT-enabled methods like multimedia, web-based learning and national e-resources while teaching?
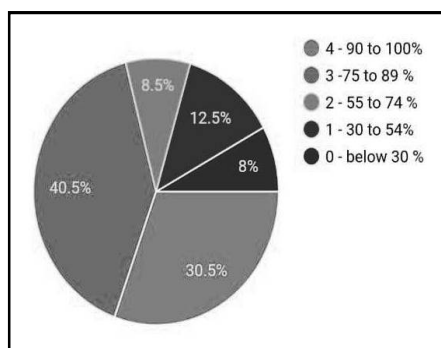

Chart No. 9   61 students   > 90 %   of teachers use ICT- enabled methods like multimedia,   web-based   learning   and

national e-resources while teaching where as 81 students stated 75 to 89% , 17 – 55 to 74%, 25 – 30 to 54% and 16 students stated that below 30%.

10. What the extent of opportunities given to you for outdoor learning like internship, student exchanges, field visits and projects? 123 6 14 7
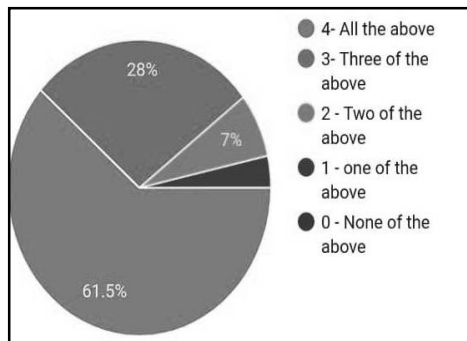

Chart No. 10   123 students stated that all 4 opportunities are given to them, where as 61 students got 3 of the above opportunities 14 students got 2 of the above 7 students got only 1 opportunity of the above.

11. Does the institution provide the opportunities provided by your learning, case-based learning, evidence-based learning, competency building, seminars, group discussions, to enhance knowledge and skills in your discipline?
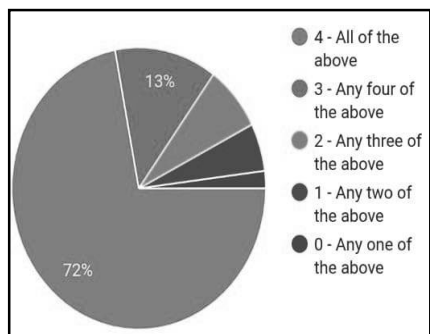

Chart No. 11   144 students stated that all 4 opportunities are given to them where as 26 students got 3 of the above opportunities 15 students got 2 of the above 11 students got

only 1 opportunity of the above and 4 stated no opportunity.

12. What is the level of opportunities provided by your institution to develop employability and entrepreneurship skills to prepare you for your career?
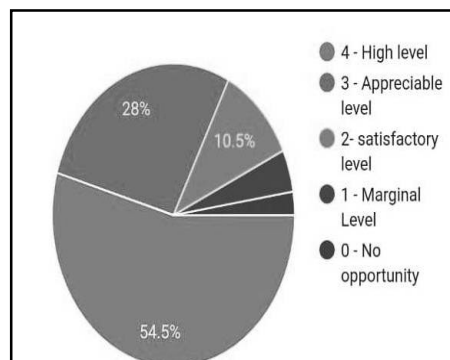

Chart No. 12 109 students had high level of opportunities, where as 56 students had appreciable level, 21 students got satisfactory 1 student got marginal opportunities

13. What is the level of value -added courses /training given by your institution in the area of professional ethics and values, community service, preventive health care &rural health care?

Responses - 99 students had high level of training, where as 34 students had appreciable level, 25 students got satisfactory 7student got marginal opportunities.

14. What level of monitoring and evaluation is available in your institution for assessing the effectiveness and instructiveness of the classroom /learning sessions?

Response for Q.No 14 -   114 students had high level of evaluation process, where as 45 students had appreciable level, 38 students

had satisfactory 2 students had marginal 1 student stated no opportunity

15. To what extent the institutional ambience & class room teaching has improved your creative thinking?

Responses to Q.No.15   83 students stated that institutional ambiance improve their learning skill highly, where as 53 students appreciably, 48 students satisfactorily 15 student marginal 1 student denied

16). How frequently your performance in academic assignments are discussed and reviewed with you by the teachers?

Responses to Q.No.16   132 students stated that their evaluation process took place regularly, where as 31 stated often   20 students stated sometimes, 14 student had rarely faced evaluation and 3 students denied

17). What is your assessment about the fairness of the int. evaluation process by the teachers?

Responses to Q.No.17   153 students stated that their evaluation process is always fairly took place, where as 26 stated more often, 14 students stated sometimes, 5 students usually unfair 3 stated always unfair denied.

18). How do you rate the procedures involved in preparation of the examination halls, invigilation, evaluation of answer papers and arrangements for addressing examination related grievances?

Responses to Q.No.18   140 students rated excellent in evaluation process methods, where as 34 rated very good, 21 rated good, 5 rated average.

19) Do your teachers enable you to identify your strengths and weaknesses &help you to develop your strengths & overcome your weaknesses by providing timely counseling & care?

Responses to Q.No.19   86 students stated every time they get timely counseling, 72 students get usually, 27 students occasionally, 13 students get rarely and 2 students stated they never get counseling.

20) If you were to award rating of your institution in terms of "stars" in relation to quality of teaching learning & evaluation ,what be your rating ?
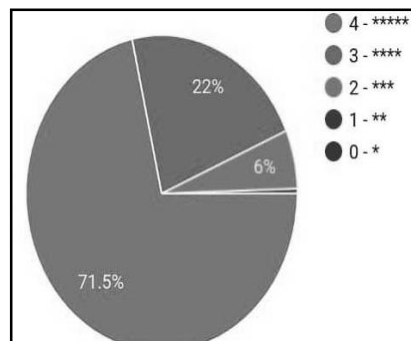

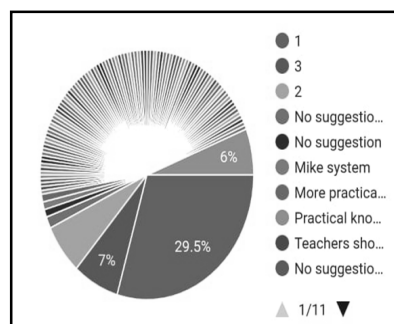Chart .No.14   143 students rated institute as 5 stars, where as 44 rated 4 star, 12 rated 3 stars, 1 rated 2 stars

21) Give three suggestions to improve the overall teaching, learning and evaluation process in your institution

Multiple suggestions stated by students out of these 11 suggested improve infrastructure 17 for hostel facility 67 no suggestion 30 mike systems and rest were general administration related suggestion.

CONCLUSION

1. Students are highly satisfied by getting knowledge from higher faculties also.
2. 71 % students rated institute as stars

3. Infrastructure wise students are < 50% satisfied

4. Evidence based clinical and practical knowledge.

5. Institute has Fair evaluation process practices.

6. The shortcoming of the survey is variation in responses due to cognitive inability, less attendance of the students, lack of seriousness regarding accreditation of institute.

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An Analytical Study of Learning Based Information Communication Technology as Effective Teaching Technique

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Abstract

Greater demands are being made as to the core qualifications of individuals, as well as to their understanding and knowledge of the consequences of the introduction of information technology for the work and organization .The Information and Communication technology to be precise has become a driving force behind economic growth and a knowledge developmental tool as well. ICT is an extended term for Information technology which is a technological source to make information available at the right time, right place in the right form to the right user. Earlier, one had to wait for the newspapers to get the information across the world. Now with the smarter technology, information can be accessed from anywhere using smartphones and gadgets. All this is made possible with the help of Information and Communication Technology. Information Communication technology has been influencing our lives in the recent years in the fields of education, healthcare, and business.

Key Words: Internet, Communication, teaching techniques, IT

Introduction

In recent years, the speedy, effective and global communication of knowledge has created a new foundation for co-operation and to work in team both nationally and internationally. The increasing role played by information technology in the development of society calls for an active reaction to the challenges of the information pool.

In a society which is becoming increasingly dependent on information and the processing of knowledge, great demands are therefore made that the individual should have a solid and broad educational foundation to make his niche. As in the current scenario youth are more techno savvy ,they are more influenced by social media , educational sector undergone so many changes from last three decade from traditional teaching techniques i.e. Chalk- talk to transparency with OHP machine to power point presentation to online lecture to online classroom .Keeping the same concept in the research study.

Meaning & Definition As technology does not exist in isolation same way ICT contributes at various points along a line of activity   ICT is used in activities – the ICT use depends on the activities   The key outputs of educational activities are context are knowledge, experience and products The output should be useful to the users (self and other)

ICT is technology that supports activities involving information. Such activities include

gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. Hence IT has become ICT: information and communication

Information	Technologies
Creation	Personal Computers, Digital camera, Scanner, Smartphone
Processing	Calculator, PC, Smartphone
Storage	CD, DVD, Pen drive, Microchip, Cloud
Display	PC, TV, Projector, Smartphone
Transmission	Internet, Tele/Video conferencing, Mobile technology, Radio
Exchange	e-mail, Cellphone, etc

Objectives of the research Study

- To understand the concept of ICT.
- To study the various Information communication technology learning tools used in education Sector.
- To know effectiveness of learning based ICT in teacher and student performance.

Research Methodology

- This study based upon the on secondary sources like Text books, Journal, e-resources

Overview of ICT in Educational Sector

The International Society for Technology in Education (ISTE) and a number of other people and organizations have made recommendations about students learning to use generic tools. For example, since 1980 the National Council of Teachers of Mathematics has supported use of calculators in the curriculum. ISTE believes that all students can and should develop a reasonable level of skill in use of all of the tools in the bulleted list--by the end of elementary school, or early into middle school. Continued use of these tools should be thoroughly integrated throughout the curriculum after students gain an initial functional level of expertise.

Features of ICT as Learning tool in a nut shell

Keeping pace with technological development and the changing competencies required of both students and their teachers requires a state-of the- art curriculum and appropriate teacher development.

Professional development for teachers

Teachers need to be adequately prepared to implement a state-of-the-art ICT curriculum. Indeed, introducing any new curriculum calls for careful preparation, management, resourcing, and continuing support. In the case of an ICT curriculum, even more concerns have to be considered. Educational research studies show that programmes of professional development for teachers are most effective if directed to the stage of ICT development reached by schools. The implications of these research findings are that teacher development is best conceived as an ongoing process, with many professional development activities conducted in schools.

Availability of resources

In any educational system, the level of available resources places a restriction on the degree to which any new subject can be

introduced into the school curriculum, especially where only the most basic facilities have so far been provided. But ICT is of such importance to the future industrial and commercial health of a country that investment in the equipment, teacher education, and support services necessary for the effective delivery of an ICT-based curriculum should rank high in any set of government priorities. The curriculum proposed takes account of these resource issues and specifies minimum requirements for effective delivery in different circumstances. Information and communication technology, or ICT, is defined as the combination of informatics technology with other, related technologies, specifically communication technology

Periphery of ICT

ICT based Learning tools

1. MOODLE:(*modular object-oriented dynamic learning environment*)

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

With customizable management features, it is used to create private websites with online courses for educators and trainers to achieve learning goals. Moodle (acronym for modular object-oriented dynamic learning environment) allows for extending and tailoring learning environments using community sourced plugins.

2. Google Classroom

Google Classroom is a free web service developed by Google for and post graduates students that aim to simplify creating, distributing and grading assignments in a

paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. Students can be invited to join a class through a private code, or automatically imported from a school domain. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be a graded by a teacher. Mobile apps, available for IOS and Android devices, let users take photos and attach to assignments, share files from other apps, and access information offline. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments.

Features of Google Classroom

- **Assignments**

Assignments are stored and graded on Google's suite of productivity applications that allow collaboration between the teacher and the student or student to student. Instead of sharing documents that reside on the student's Google Drive with the teacher, files are hosted on the student's Drive and then submitted for grading. Teachers may choose a file that can then be treated as a template so that every student can edit their own copy and then turn back in for a grade instead of allowing all students to view, copy, or edit the same document.

- **Grading**

Google Classroom supports many different grading schemes. Teachers have the option to attach files to the assignment which students can view, edit, or get an individual copy.

Students can create files and then attach them to the assignment if a copy of a file wasn't created by the teacher. Teachers have the option to monitor the progress of each student on the assignment where they can make comments and edit. Once graded, assignments can only be edited by the teacher unless the teacher turns the assignment back in.

- **Communication**

Announcements can be posted by teachers to the class stream which can be commented on by students allowing for two-way communication between the teacher and students. Students can also post to the class stream but won't be as high of a priority as an announcement by a teacher and can be moderated.

- **Archive course**

Classroom allows instructors to archive courses at the end of a term or year. When a course is archived, it is removed from the homepage and placed in the Archived Classes area to help teachers keep their current classes organized. When a course is archived, teachers and students can view it, but won't be able to make any changes to it until it is restored

Mobile applications

Google Classroom mobile apps, introduced in January 2015, are available for iOS and Android devices. The apps let users take photos and attach them to their assignments, share files from other apps, and support offline access.

Privacy

In contrast to Google's consumer services, Google Classroom, as part of G Suite for Education, does not show any advertisements in its interface for students, faculty, and

teachers, and user data is not scanned or used for advertising purposes

3.   You tube EDU

With over 100 hours of content being uploaded every minute on You Tube, and reaching people in 61 countries around the world, an astonishing six billion hours of video content is being watched every month. The figures climb higher by the day.

Schools and universities are integrating free video platforms like YouTube into their classrooms. Sessions are produced either by content developers or by the teacher/lecturer themselves, using a webcam and some easily learnable software, and uploaded to YouTube. The link is then embedded in the course website where the students can watch it on demand. These videos can be public or private. Recognising the growing influence of video-on-demand in education, YouTube are aggregating their educational content into easily navigated categories and playlists to

create "You Tube EDU". In one year alone, YouTube EDU partnered with over 300 universities and other providers to offer more than 65,000 free lectures, news items and snippets of campus life.

4.   TED: - Online lectures and tutorials (the Technology Education and Design Conference)

It has become a global force in education since the first conference was staged in Monterey, California, in 1990, just a short drive down Interstate 101 from Silicon Valley.

With 450,000 people a day watching more than 1900 free lectures from top-rated speakers on almost every conceivable topic, TED Talks hosted on YouTube are doing for educational videos what David Attenborough has been doing for nature documentaries since the 1970s, setting the standard for others to follow.

Example of TED

5.   Organisational Based Enterprise resource planning (ERP)

Enterprise Resource Planning systems are the new solution to business systems. These systems provide comprehensive business functionality in an integrated fashion using a state-of-the-art IT architecture. This trend

towards enterprise systems in large and mid-sized organizations as well as in college has a significant impact on careers paths. Enterprise systems essentially change fundamental education and knowledge processes thus

implying that the system that supports to students. Graduate and professional who are knowledgeable about these systems and they have added impact on educational sector as well as in management and also in accreditation.

6. BLOGS:

Blogs are like a keynote speech where the speaker (blogger) is in control of the discussion, but allows questions and comments from the audience. Blogs are journals often authored by one individual, and sometimes teams. In the context of business communication, these are often used to talk with the marketplace and to join the conversation that existing external bloggers may be having. A blog is a discussion or informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries (posts).

Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the web page.

Until 2009, blogs were usually the work of a single individual, occasionally of a small group, and often covered a single subject or topic.

In the 2010s, "multi-author blogs" (MABs) emerged, featuring the writing of multiple authors and sometimes professionally edited. MABs from newspapers, other media outlets, universities, think tanks, advocacy groups, and similar institutions account for an increasing quantity of blog traffic.

Example of Blog : Author's self blog

7. Forum

A forum is a place where people come and exchange their views on a particular topic. The topic could be of a related niche. It is also referred as an area for discussion. These days there are internet forums as well that'll help you in discussing on issues and topics of your interest.

Types of Forum:

Standard Forum for General Use: This format is the type of forum that is most familiar to instructors and students. This is what you typically see on many Web sites. Students can post responses to an instructor's topic, post their own topics and respond to everyone's postings. All responses are visible to everyone.

Single Simple Discussion: An instructor posts a topic into the forum, and this is the only topic to which students can respond. All responses are visible at all times.

Q&A Forum: Similar to the simple discussion but with one catch: when an instructor posts a question within this forum, other students' replies to the question are not visible until the student responds in the forum.

8 MENTit

MENTit facilitates and promotes Mentoring, Consulting, Advising and other related activities worldwide MENTit is a platform designed to help individuals and organizations accelerating their success. Using the platform mentors and mentees can connect with each other online (virtually), or in-person and can give and obtain advice, consultancy, coaching, guidance and any other support.

The platform is useful for aspired individuals, and progressive organizations, educational, business or non-business, who wants to achieve success in their respective endeavours.

https://www.mentit.org/mentoring-session

Conclusion

The paper is an attempt to present the use of ICT tools that must be addressed by both pre-service teacher's education and in-service teacher professional development programs if educational institutions are to fully utilized the potential of computers and the Internet as educational tools .In terms of using internet and other ICT as a resource for lesson preparation, most of the teachers interviewed, admitted to never or rarely using it, while very few used the internet to gather information sporadically or regularly. Most of teachers were comfortable however, with using computers as an individual than as a teacher. A positive find is that all those teachers who are not well versed with the computer and other technology, expressed keen interest in undergoing training for the same. In addition, teachers must have adequate access to functioning computers (or other technologies) and sufficient technical support. Shifting pedagogies, redesigning curriculum and assessment tools, and providing more autonomy to local schools all contribute to the optimal use of ICTs in education. Very few strong examples of integration of ICT into classroom teaching learning is visible, though some business schools do use the audio visual aids and integrate teaching of some lessons. Largely however, even where ICT is used in the classes, it is usually as an information source and a part of core learning process further it will make classrooms lecture more interesting rather than one way or monotonous in nature. Daily attendance will be online as well as circulation of notes case lates, discussion will be possible and easier. Teacher and management can take feedback regarding lectures , attendance as well as coursework and timetable. Mentit is again a boon were teacher or group of professional advice, guide to student or knowledge seeker to move ahead

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Innovations in Teaching & Learning

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Abstract

Education is a light that shows the mankind the right direction to surge. When there is a willingness to change there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. The purpose of this paper is to suggest others useful technologies of teachings & learning which helps to easer. As a new technologies are invented rapid changes occurs in Higher Education System. In modern world various challenges faced by the Higher Education System, which requires training in Interdisciplinary fields.

Key Words: Technology, Innovations in teaching, Methods, Learning

INTRODUCTION

Different Innovative teaching methods are now in use across the globe. The objective of this work is to incorporate technology into teaching learning methods to create a rich learning experience for students and a rewarding teaching experience for the faculty.

According to Wikipedia, A teaching method comprises the principles & methods used by teacher to enable student learning. These strategies are determined partly on subject matter to be taught & partly by the nature of the learner.

Teaching & learning are the two sides of a coin. There are consistently high correlations between students rating of the amount learned in the course & their overall rating of the teacher & the course. These who learned more gave their teachers higher rating (Cohen 1981, The all & Franllin, 2001). The best criterion for measuring good teaching is the amount of student learns.

Different types of teaching methodologies are used by the teacher in which Chalk-Board, Presentations, Simulations, Analogy, Audio-Visual Aids included.

As the new technologies are invented rapid changes occurs in Higher Education System. In modern world various challenges face by the Higher Education System which requires training in interdisciplinary fields. Thus research and exploration to figure our useful and effective teaching and learning methods are one of the most important necessities of educational system.

Now a days use of information technology in the field of education is eliminating concept of jurisdiction of a university & creating IT enabled facilities such as distributed classroom with many other appliances and applications.

The use of modern technology in students' perspective is that they can interact better with the faculty & classmates also develop soft skills, critical thinking & problem solving, computer skill and technical skills of students increase.

The use of modern techniques in faculty perspective is that they accomplish course teaching objective better, can re-evaluate course work material, effectiveness of in-class activity increase it encourages out of class learning.

Teaching with Technology

Technology engage students with different kind of stimuli involve in activity based learning. Technology makes material very interesting it makes students and teachers more media literate various types of technologies can be used by the faculty such as Blog, Prezi, Social Book Marking, Moodle.

1) Voice Threads Technology:

Voice thread is a web service that allows users to upload PowerPoint slides, videos, photos etc. and add voice narration to create a multimedia presentation. It allows you to transform collection of media line images video, documents & presentations into a place for a conversation. The advantages are of this technology is to start student driven discussion with better understanding. It is a way to deliver project and solicit feedback.

2) Blogging:

It is a public post. Students can post case studies in a class blog. Students can be asked to post notes on class blog. The blog can act as a kind of mirror to show you what you are thinking.

3) Prezi:

Prezi is a new way to do the presentation it is an app that lets you make professional looking lets you make professional looking presentation. It is advanced free pared down version of PowerPoint Prezi can capable of dealing with feature rich & complex material and making it looks good.

4) Social Bookmarking:

It is a simple process of saving the address of a website in the favorite folder of your web browser so that you can find it again, later.

This enables you to access your favorite sites from wherever you are rather than wherever you bookmarked the site.

6) Smart Boards:

Smart board products bring learning to life helping students by making course content interactive & visual. Smart products are flexible complementary & evolving. It also helps deeper understanding and promotes retention of course material.

7) Moodle: Innovative Technology Tool for enhancing the Classroom Interaction.

It is open source system to help design your session Moodle is virtual learning Environment which provides staff & students with access to electronic teaching & learning material such as lecture notes & links to useful website & activities such as discussion forum grows it is something that lets you capture your experience.

Conclusion:

There are a number of ways that teacher can be bypass the system & offer students the tools and experiences.

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Promotion of Universal Human Values through Education

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Abstract

Ancient Indian literature and philosophy, and Indian Constitution show the existence of Human rights and moral human values. Indian democracy is one of the largest democracy in the world directly show the equity, liberty brotherhood in its preamble. The elements of noble Human values are generated from gross roots of Indian philosophy. One of the challenges of the education system is how to make value education effective and interesting to the modern youth. Value based education is required at all levels of education system. The role of administrators, teachers and supporting staff is very important to build culture and quality of the environment by following Indian culture. Particularly, the managers have to play a key role in maintaining quality and standards in education system. The National Policy on Education had laid considerable emphasis on Value Education by highlighting the need to make education a powerful tool for promotion of social and moral values.

Kew Words: Universal Human Values, promotion, Education

"Universal human values"

They include the principles, that all the persons should possess social and economic rights, including free education and health care, adequate nutrition, housing, clothing, and that special attention should be given to the needs of vulnerable populations and to sectors that historically have been abused by discrimination, such as children, women, the elderly, indigenous populations, cultural minorities, and migrants; that all persons have the right to meaningful political participation; that all persons have the right to cultural formation and to the development of political consciousness; that women have the right to full and equal participation in the society; that all peoples and nations have the right to self-determination; that all peoples have the right to the preservation of their cultures and their languages; and that states should act indiscriminately to protect this environment.

Ancient Indian literature and philosophy, and Indian Constitution show the existence of Human rights and moral human values. Indian democracy is one of the largest democracy in world directly show the equity, liberty brotherhood in its preamble. The elements of noble Human values are generated from gross roots of Indian philosophy. In ancient India, all societies have their laws and rules which reflect the today's morals and values of Human rights. Some of them are considered as Universal rights. The Buddhist philosophy advocates the equity, freedom and brotherhood.

The assault of technology, and its effects on society and industry, is an ongoing phenomenon and this impact cannot be reversed. The damage of values in our society is a cause of serious concern. It deserves suitable attention and remedial measures need to be taken before this trend threatens to destroy the very essence of our society. Hence before beginning these corrective actions, we will have to modify and depend upon our education system to achieve the human values in the young minds. To achieve this objective, there is a need to introduce value education to prepare the youth to take right decision in the hour of problem. Hence the value education needs to be introduced in the education system.

One of the challenges of the education system is how to make value education effective and interesting to the modern youth. Present day syllabus is full of content of techno informative data consisting of facts, figures, theories and laws etc. The present day youth with its capability and good will to learn concentrates on learning only the academic subjects. This poses a challenge to those concerned with the all-round development of the learner through education. Thus it brings a variety of problems, which the existing pedagogy cannot cope with. The social background and cultural locations of the learners and their teachers pose a new set of problems to the educational process.

Value based education is required at all levels of education system. The role of administrators, teachers and supporting staff is very important to build culture and quality of the environment by following Indian culture. Particularly, the managers have to play a key role in maintaining quality and standards in education system. They need to be open-minded, free from certain weaknesses to build strong structures and systems in the education institutions. The fact of today's importance is that teaching and learning strategies have to be proactive making use of the motivations, allowing for multiplicity of concepts and conflicting views and adopting problem solving techniques. The teachers' role should change from teacher to facilitator. They have to teach learner how to find one's way in conflicting and contradictory situation. They have to facilitate the students taking advantage of easy access to the infinite stock of easy information and knowledge to promote their vision of the world and role in the society. Value education means a positive effort for bringing about a blend of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being. Education is a powerful instrument of social change and human development. It is also a powerful instrument to cultivate moral and spiritual values in an individual. Education system is the part of society or we can call them as small society. All the elements of this education system whether teachers, administrators, parents of the students, should coordinate with each other for promoting Universal human values.

UGC (University Grants Commission) for Human Rights & Values in Education

In 1985, the UGC prepared a scheme for promotion of Human Rights teaching and research at all levels of education. This scheme contained proposals for reformation of existing syllabi, and introduction of new

courses or foundation courses in Human Rights. This was for students of all faculties at the under-graduate, graduate and post-graduate levels for both professional and non-professional education. The UGC had promoted and supported Human Rights and Duties Education in universities and colleges since the IX Plan and the UGC had continue to strengthen this programme in the X Plan, also.

In the current times of unparalleled changes dislocating traditional values and creating clash between traditional and new values there is a universal concern in respect of degradation of values. And is more acute for our country which has lead its own distinct culture, worked view and a living value tradition. In the process of developing state it is important that we examine the challenges and prepare our youth to face and resolve them.

The National Policy on Education had laid considerable emphasis on Value Education by highlighting the need to make education a powerful tool for promotion of social and moral values. The policy has stated that in our culturally plural society education should factor universal and eternal values leaning towards the unity and integration of our people.

This National scheme has two components in this aspect

A. Human Rights and Duties Education

B. Promotion of Ethics and Human Values

The main objectives for Human Rights and Duties Education are as follows:

a. to develop interaction between society and educational institutions.

b. to sensitize the citizens so that the norms and values of human rights and duties education programme are realized.

c. to encourage research activities.

d. to encourage research studies concerning the relationship between Human Rights and Duties Education and International Humanitarian Law.

The main objectives of promotion of Ethics and Human Values rare as under

(i) To create awareness, conviction & commitment to values for improving the quality of life through education, and for advancing social and human well being.

(ii) To encourage universities and colleges to undertake academic and other activities pertaining to teaching, research and extension programmes in respect of values and culture like extramural lectures, seminars, conferences, workshops and orientation programmes for teachers and students.

(iii) To encourage universities to undertake preparation and production of requisite material including books, handbooks, Journals, teaching materials, video CD and films relating to values.

His Holiness the Dalai Lama in the panel discussion on 'Universal Human Values and Education' at Zurich University of Applied Science in Winterthur, Switzerland, has elaborated on the essence of inner values in today's world and had elaborated that such value needs to be incorporated into education that has nothing to do with

religion but purely from a secular point of view.

Conclusion

Promotion of universal human values, concern for duties, and protection of human rights through education is an important aspect to bring the peace and harmony in society. Human values education should be included at all levels and should be review from time to time because cherishing deep respect for human values and fundamental freedoms are the supreme goals of education.

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Role of Principal and Teacher for Quality Enhancement in HEIs

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1. Introduction

The earliest known university in India was set up in Takshshila in sixth century B.C. Nalanda & Vikramshila Universities were set up in the fourth and fifth centuries A.D. But the emergence of modern higher education system in India affiliated to the establishment of three universities Mumbai, Kolkota & Chennai in1857. At the time of independence, there were 20 universities in the country. Today, the number of universities increased to about 890 whiles the number of colleges from less than 500 to about more than 40,000. Now a day, we are experiencing multidimensional crises which have encircled every aspect of life-social, cultural, economical, political & ethical. It has noticed that every nation had a troubled soul & is in need of a solution. Attempts have been made to solve these problems separately. Educationalist, philosopher, bureaucrats and laymen put more stress on higher education. They believe that the troubled countries can make meaningful progress and get solution for their problems through the internationalization of higher education. Education is a process wherein knowledge is not an end in itself but a means to promote general welfare. The path of education is full of milestones. What distinguishes the coming years from the past is the change in educational technology. In the context of globalization, our aspiration should be to inculcate quality in our education system. We must be well prepared to show the world we have arrived on the global ocean because globalization is inevitable and unstoppable. The quality of education, to large extent, depends upon the quality of teacher. Hence, a concrete framework of teachers training is needed and system of teachers' education needs to be revolutionalised. In the present scenario, teachers should be attentive for the quality. University Grant Commission (UGC) & National Assessment Accreditation Council (NAAC) have taken up the task of making universities and colleges aware of the need of quality improvement.

Quality:

Quality in higher education means relevance of courses, adequate infrastructure, effective teaching-learning process, student support services, effective management of administrative & academic activities, healthy practices & services to the community. Quality assurance is an evolving mechanism throughout the world. The Indian system of quality assurance is based on the philosophy " well began is half done" and other half is done by fine tuning the experience of discovering our strengths and sustained improvement by eradicating weaknesses.

The term "Quality" is always the result of higher intention, sincere efforts, skillful directions & intelligent guidance. Quality refers to the degree of excellence. The concept of Overall Quality is connected with molding all-round personality of the

students. The NAAC expects that the role of teacher is important in order to attain the overall quality excellence.

2. Objectives of Higher Education:

As per the Radhakrishanan Commission, the followings objectives are to be attained through the higher education

1) Attainment of knowledge
2) Development of mental abilities
3) Creation of practicable efficiency
4) To create productivity & self-sufficiency as a national project
5) To create ability of abstracts & concrete intelligence among students
6) To develop social sense, civilization & national integration among students
7) To make character building
8) Development of Adaptability

In order to attain the above said objectives, the roles of Principal and teacher are of immense importance.

3. Objectives of IQAC & Role of Principal in its effectiveness:

For performance evaluation, assessment & accreditation and quality upgradation of institution of higher education, the National Assessment & Accreditation Council (NAAC), Bangalore has proposed that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Establishing IQAC in accredited institutions co-ordinates the quality initiatives.

In the days of globalization & privatization, enhancement in the quality of higher education is a need. Quality enhancement is a continuous and never ending process. Quality enhancement in higher education is a deliberate process

of change that leads to improvement. So NAAC expects that IQAC should become a part of an institutions system and work towards the realizing the goals of quality enhancement and sustenance. NAAC has also defined the functions of IQAC. Some of them are**:** development and application of quality parameters in the various activities of the institution, dissemination of information on the quality aspects, recording and monitoring quality measures, acting as a nodal agency, preparation and submission of Annual Quality Assurance Report to NAAC and such others.

To achieve these objectives and fulfill the functions of IQAC, the Principal of the institution has to play a key role as a chairperson of IQAC.

The Principal is a captain of the ship. The Principal, who is academic and administrative head, is a key person in the field of higher education. In all the quality enhancement activities, dynamism of Principal will decide the speed and level of achievement. To achieve the objectives of IQAC, he must co-ordinate teaching and non-teaching staff, students, parents, management and the alumni. He has to see the strong and weak points and also the suggestion made by the peer team in their report. As the Principal has to manage the affairs of college including college management, he has to ensure that whatever should be done in the institution should be done effectively and efficiently to achieve excellence in the higher education. He has to take the regular follow up to check out whether quality sustenance strategies are implemented effectively or not? In this context, he should take the action where necessary. In doing so, he should be impartial. The Principal should give

the stress to inculcate the sense of belongingness and participation in all the constituents of the institution for the success of IQAC. He has to be realistic in Quality, Quality Assurance and Quality Sustenance. Above all he should see that quality should be developed into the system and procedures of organization.

4. Quality of Teacher:

In the words of William Lyon (1970): "In my mind, teaching is not merely a lifework, a profession, an occupation or a struggle, but a passion. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, and as a strong man rejoices to run a race".

For sustenance of quality and its enhancement at the higher educational level, the role of teacher is vital. Mere 'talking' is not teaching & mere 'listening' is not learning. The teacher has to bring out meaningful, fruitful interaction between students and rest of the things in the universe. The teacher can be categorized as follows-

> A poor teacher tells
> An average teacher explains
> A good teacher demonstrates
> A best teacher motivates
> And an ideal teacher inspires to use, to imbibe & to apply the knowledge for oneself & for the society.
> It is also said that

- **Teacher is a social engineer.**

In order to impart the quality education, our education system has to acquire some quality pre-requisites of which followings are very important as far as role of teacher is concerned.

- ✓ Quality teaching and evaluation
- ✓ Quality research

- ✓ Quality character

Some of the quality indicators of teaching & learning are: teacher-student ratio, modes of teaching, innovative teaching methods, students' keenness to attend classes, effective teacher-student relationship, regular assessment, impartial and transparent evaluation. Likewise, measures of quality research are: it's evidence of breaking a new ground, research publications acknowledgement by way of frequency of citations, awards & honors etc. Last but not the least, the quality of character & outlook of faculty is as important as is the quality of its intellect.

The NAAC expects ideal teacher for quality sustenance & enhancement in higher education. Such ideal teachers will uplift spiritual, social & scientific aptitude among students, which will help to achieve the objectives of higher education. The NAAC expects the social accountability of teachers in creating quality among students at higher education level. The teacher's role is to motivate, persuade & inspire students to work hard in order to achieve the objectives.

5. Ethical Principles in Teaching: -

The followings are ethical principles in the teaching that defines the professional responsibilities of teachers at higher educational level

1) Content Competence
2) Pedagogical Competence
3) Dealing with the sensitive topics
4) Students Development
5) Dual relationship with students
6) Confidentiality
7) Respect for the colleagues
8) Valid assessment of students
9) Respect for institution

The teacher should attain these principles to show his students the importance of moral dignity & to undergo his civic and educational responsibilities.

6. Role of Teacher:

The National policy on Education, 1986 has said about the role of teacher, "The statues of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teacher. The government and the community should endeavor to create condition, which will help motivate and inspires teachers on constructive and creative lines. Teachers should have the freedom to innovate the needs and capabilities and the concerns of the community".

On the basis of all the recommendations given by committees, major roles of teachers are in Traditional society, Industrial society and Classroom.

Teachers are the concrete pillars of any educational system. They influence generations of students and promote the welfare of the society. Therefore, the quality of teacher is of at most importance. The recent surveys and studies have shown that the professional efficiency of teachers in HEIs is fading away and quality of in-service teacher education is yet to acquire desired excellence. Everything has to be done to ensure that Teachers Training Institutions produce teachers of high caliber.

In the current competitive global setting, teachers must play the following roles:

- **Professional Efficiency**:

Mr. B.K. Passi says that profession is the specialized area of activity acquired through a systematic programme of education and training. According to him, the concept of a profession is characterized by (1) noble cause (2) rigorous preparation (3) code of conduct & ethics and (4) practicing the duties with freedom, responsibility & accountability.

But today teachers lack these elements and it affects the smooth flow of knowledge from teacher to student or teacher to society. So teachers should maintain the high level of professional efficiency by upgrading domain knowledge and they should develop and adopt the right attitude to transfer this knowledge to students.

- **Human Values**:

A teacher should be well equipped and well informed to teach in the classroom. His behavior with the students should be based on Gurukul System of learning. His traditional role is to shape the future of student and hence he is not expected to be result oriented. Otherwise the target of developing life through education will remain a dream. Before acting as a teacher he should be a good person and have humanitarian approach to all. In modern era, we see a difference between theory and action. He should uplift himself from the barriers of religion, caste, region and race. The current loss and dissensions in the domain of values across the world is reflected in the present study. Hence values need to be taught through all institutions.

- **In-service Training:**

Orientation courses, refresher courses, workshops, seminars and conferences have been given a great importance in modern educational scenario. The gradation and promotion in the job requires the attendance of such programmes in service. Academic staff

colleges are catering services in this regard but the majority of teachers do not attend seminars, workshops and conferences. The difference between the compulsory orientation, refresher courses and optional seminars, workshops & conferences should be strictly eradicated. All these programmes put forth innovations, strategies and clear our visions. The majority of teacher should actively participate in these programmes.

- **Teaching-Learning Process & Evaluation**:

Educational technology is broadly classified into three forms: hardware approach, software approach & system analysis. Teacher should be able to

1) handle the tools of teaching
2) produce the audio-visual aids &
3) use e-media & computer-aided packages.

By making the use of new educational technology, learning aids & innovative teaching techniques, the learning experience of students will definitely be enriched. In the current global setting, teachers must look into this aspect with positive approach.

The term evaluation refers to continuous internal assessment of the development & the knowledge of students by teachers. Raghavendra Bhat & Shanmugam formulated a set of principles to be followed in continuous internal assessment. According to them evaluation is to be done by teacher who teaches the course. It is to be treated as teaching & testing device. It has to indicate the effectiveness of instructional method. They have also recommended that assessment should be done periodically. Teachers should supplement evaluation as an aid to learning process. It will motivate students to learn and plan their studies.

In additions to this, we would like to say that teachers at higher educational level must perform social responsibilities by inspiring & motivating students to become the responsible & productive citizens of the country, which is the purpose of all educations.

We conclude with:

In all the quality enhancement activities, role of Principal and teacher is very important. Dynamism of Principal decides the speed and level of achievement.

Teaching is considered the noblest of all profession. Teachers should not take the freedom, flexibility & even the feasibility of the job for ride. Teachers should be committed to work day & night for the upliftment of higher education so that higher education can be able to respond to rising student expectations and the demands of global competition.

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Internal Quality Assurance Cell (IQAC) - It's Role and Functions in HEIs

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Abstract

The IQAC forms an important constituent in a Higher Education Institution. It consists of laying down systems/working out procedures and modalities for various activities to achieve holistic academic excellence. Continuous monitoring of such systems further strengthens the functioning of IQAC. It is the responsibility of the IQAC to encourage quality initiatives in the form of innovative and best practices in teaching –learning process, research, extension and outreach programs and in infrastructure (including IT infrastructure) utilization and development. The IQAC has to ensure that the activities are undertaken on a sustained basis and show a gradual improvement in their standard thus ensuring sustainable quality enhancement. Further, all these initiatives should be in tune with the Core Values of NAAC so that internalization of quality culture is achieved.

Key Words: IQAC, Quality, Systems

Introduction:

The IQAC (Internal Quality Assurance Cell) recommended by NAAC, is a post – accreditation initiative. It is a quality sustenance and enhancement measure. Hence it is a continuous measure for developing systems for overall performance of the institution and for achieving holistic academic excellence.

The IQAC forms an important constituent in an educational institution and can be compared to quality circles in the industry. Just as the quality circle in an industry sets benchmarks and evolves processes and modalities to achieve them, IQAC sets its objectives and undertakes academic initiatives to achieve these objectives and help the institution move towards excellence. It strives to achieve the health and growth of the institution. It works out strategies to promote and encourage quality initiatives and also intervenes to remove deficiencies in the existing systems. It therefore plays a proactive as well as reactive role while internalizing the quality culture in the institution.

The composition of the IQAC, as prescribed by NAAC consists of representatives of various stake holders of the institution like the industry, academicians, management, alumni, students, faculty and the administrative staff. The Principal/Director of the institution is the Chairman of the cell and a senior faculty member may be appointed as the co-ordinator of the cell.

Role of IQAC

The twin objectives of IQAC are Quality sustenance and Quality enhancement. From this perspective, the IQAC has a very comprehensive role to play in an HEI. It has to initiate new and innovative projects/activities in various aspects like teaching-learning, research, infrastructure, outreach programmes etc. through well designed systems. It has to add value to the existing systems or set them right by identifying the lapses and gaps if any. Continuous monitoring of systems strengthens the functioning of IQAC because a well set, well monitored system gives better output that can serve the

purpose. It also allows the institution to assure itself of the continued quality and relevance of systems.

The IQAC also plays a major role in interacting and establishing good rapport with stakeholders, receiving feedback from stakeholders, compliance of their suggestions, making suggestions to the Management of the institution on infrastructure development and expansion and in preparing a perspective plan for the institution. To put it succinctly, the IQAC has to play a very comprehensive role with the ultimate aim of internalization and institutionalization of quality culture in HEIs.

The three components which the IQAC should consider while designing systems are – inputs, process and outputs which are shown in the chart below:
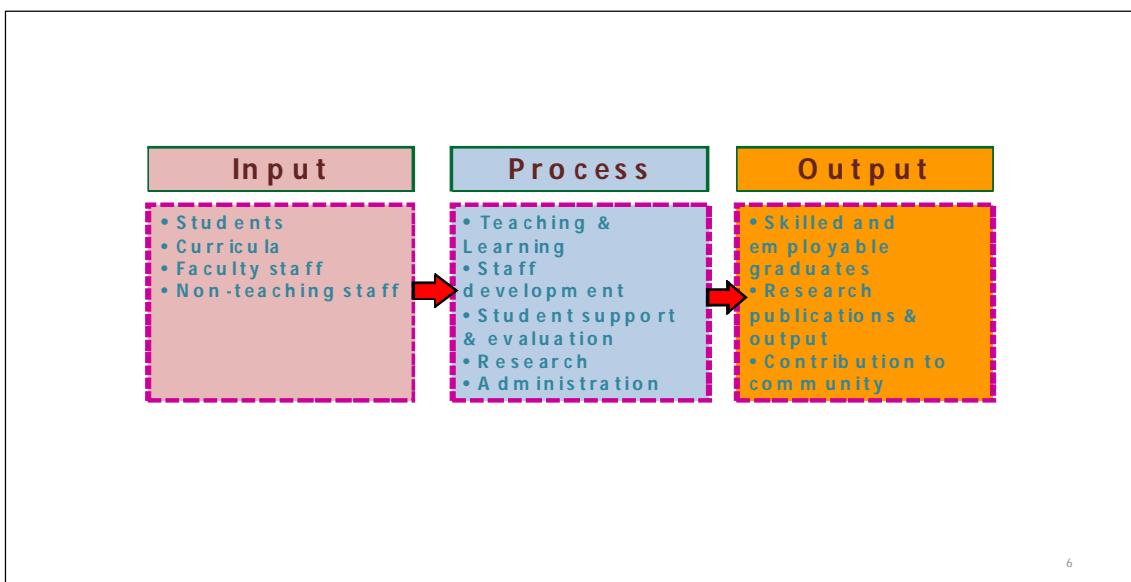
For an HEI, the input factors are students, curriculum, faculty and non teaching staff, infrastructure which are independent factors whereas all processes like teaching –learning, research, staff development, facilities like laboratories etc. are dependent on input factors. Outputs, viz. employable graduates, publications are dependent on the processes employed. Thus processes depend upon inputs and outputs depend upon processes. Therefore the role of IQAC is to identify such processes that are relevant to its inputs and turn them into tangible outputs. The processes employed should be modular and scalable in approach so that new changes can be incorporated without having to bear extra costs. They should be crystallized into formal units/cells so that the outcome is measurable /quantifiable.

Functions of IQAC: In order to play its role effectively, **t**he IQAC has to perform various functions which are explained as below:

- In congruence with the core values prescribed by NAAC and the mission statement of the institution, a perspective plan for five years has to be prepared which would serve as a guideline for the institution. Based on this plan, an academic calendar for each year can be prepared.

- Compliance of Suggestions made by previous NAAC peer team: The suggestions and recommendations

made by the peer team in previous accreditation have to be complied with by the end of five years. They have to be mentioned in the compliance report of the RAR.

- Quality initiatives: It is the responsibility of the IQAC to encourage quality initiatives in the form of innovative and best practices in teaching –learning process, research, extension and outreach programs and in infrastructure (including IT infrastructure) utilization and development. These activities must be undertaken on a sustained basis and show a gradual improvement in their standard thus ensuring sustainable quality enhancement.

- Feedback System: A strong feedback system must be developed so as to get good suggestions from the stakeholders. Feedback has to be collected from students on faculty and college and from other stake holders like the alumni, industry, academicians and parents on the overall performance of the college including administrative office, library, gymkhana, canteen etc. Such a feedback must be analyzed, interpreted; action must be taken and displayed on the website.

- Documentation: Documents provide authenticity to the activities conducted in the college. It is also a part of the NAAC assessment and hence documentation must be full proof. In the new NAAC process, since July 2017, all relevant documents in all

seven criterions have to be uploaded as evidences. Minutes of the meetings conducted by the IQAC and all other departments are an important document. So they must be neatly maintained.

- Preparation of AQAR: This is an important task of the IQAC. Towards the end of the academic year, a review of all activities conducted must be taken, and documents for the same along with financial data must be collected. The AQAR has to be written in the given format and submitted online to the NAAC. Timely submission of AQARs is a pre-requisite to filing the IIQA.

- Drafting the RAR (Reaccreditation and Assessment report): The culmination of these annual reports would be RAR. The IQAC, based on these reports and other data must draft the RAR. Various committees should be formed for drafting the report and through frequent meetings a draft report must be prepared. The draft must be read and suggestions invited from all the members. The final report must be drafted after incorporating the suggestions and uploaded on the college website.

Thus the IQAC acts as a nodal agency of the institution for all quality related activities and ensures internalization of quality culture by coordinating all activities and institutionalizing all good practices.

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Fostering Universal Human Values in Education

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Abstract

Values are things that have an intrinsic worth in usefulness or importance to the possessor, or principles, standards, or qualities considered worthwhile or desirable. Values are important in the sense that they serve as a guiding principle for an individual. Human values are the foundation for any viable life within society. The universal human values of Love, Truth, Peace, Right Conduct and Non – Violence, compass all the human virtues as an essential component of quality learning and teaching. At the heart of human values education is the conviction, that above all else, it is the dedication of the teachers who are willing for the sake of children to commit themselves to an ongoing self transformation.

Key Words: human values, education

"To educate a man in mind and not in morals is to educate a menace to the society" - Theodore Roosevelt

Introduction:

Values are things that have an intrinsic worth in usefulness or importance to the possessor, or principles, standards, or qualities considered worthwhile or desirable. Values are important in the sense that they serve as a guiding principle for an individual. Human values are virtues that guide a person to take into account the human element in his interaction with other human beings. There are many positive dispositions which help in creating bonds of humanity between people thus setting values for all human beings. These positive feelings create an essence of humanity and fellow feeling for each other. Human values are the foundation for any viable life within society; they build space for a drive, a movement towards one another; which leads to peace. Human values thus defined are universal: they are shared by all human beings, irrespective of their religion, nationality, culture, and personal history.

There is a universal moral law written on the human heart. (Pope John Paul II, as cited by Moody, 82) This quote implies that Pope John Paul II would like all of humanity to recognize certain universal moral principles. History is replete with calls for universality. The most agreed upon universal value identified by many writers with only slight variations is "Do unto others as you would have them do unto you" (Kane, Maciver). Gandhi promoted self- suffering, non- violence and the search for truth as universal values. Krieger believed that love was the singular foundation principle of all ethics and morality. Darwin speculated that the desire for approval and sympathy was the primary root of morality. Contemporary psychologists view altruism as the universal and the most important survival mechanism for the human species. The UN (1948) document titled "Universal

Declaration of Human Rights" affirmed the dignity, equality and freedom (from tyranny, fear and torture) of all people.

Human values in education has its roots in 'educare', that has as its goal the transformation of students, teachers, parents and the community into members of a society who truly care about each other and the environment in which we all live. The universal human values of Love, Truth, Peace, Right Conduct and Non – Violence, compass all the human virtues as an essential component of quality learning and teaching. Values in education not only enhance academic diligence and performance but also lifts student and teacher, well -being, promotes higher thinking skills and galvanises community involvement. Value education fosters the primary goal of creating an environment in which children can bloom and flower into their own unique manifestation of human excellence. It prepares them for a lifetime of selfless service to the community. Values can't be taught they have to be caught is a common adage. To become an exemplar teacher is therefore becoming akin to a gardener. One must know one's plants, i.e. your students, as well as the soil and climate, and on the basis of this knowledge, one's "green thumb," become an improvising, loving artist. At the heart of human values education is the conviction, that above all else, it is the dedication of the teachers who are willing for the sake of children to commit themselves to an ongoing self transformation. The teachers tend to be the humble and inspiring role models of good character as well as the catalysts of change to foster a spirit of compassion, harmony, common sense and care for a better environment to prevail in educational institutions. The role of human value education is to mould and shape the children in such a manner as to bring forth from within the innate goodness, beauty, love and wisdom that lies hidden within them like fire within wood. The teachers' role is to become a blazing log that, by its very proximity, will set all others alight to manifest the peaceful mind and open heart which is their birthright.

"It is vital that when we are educating our children's brains we do not neglect their hearts". (14th Dalai Lama).

"Values education refers to any explicit and/or implicit school based activity to promote student understanding and knowledge of values and to inculcate the skills and disposition of students so that they can enact particular values as individuals and as members of the wider community." (DEST 2003)

Universal human values is about understanding our existence, coexistence, interdependence and understanding yourself. Teaching human values in colleges helps bring change in perspectives and way of thinking.

Several writers have tried to identify core or universal values. Their lists have been generally created through informal search for recurrent themes found within major sacred books like The Bible or The Koran. Amongst the most frequently values occurring are like treating others with respect and compassion; and the virtues of truthfulness, justice, personal responsibility, self-discipline, courage and faith. Huston Smith, a renowned scholar of religions identified seven religions as the great world religions which are as follows; Judaism (the Tanakh), Christianity (the New Testament), Hinduism (the

Upanishads and The Bhagvad Gita), Islam (the Koran), Confucianism (the Analects of Confucius), Taoism (the Tao Te Ching of Lao Tzu), and Buddhism (the Dhammapada). These religious texts and secular documents were thoroughly studied and searched upon to arrive at a relevant working list of universal moral values.

The analyses yielded to four major categories and more specific values:

1. Commitment to something greater than oneself.
   - To recognize the existence of and be committed to a Supreme Being, higher principle, transcendent purpose or meaning to one's existence.
   - To seek the Truth (or truths)
   - To seek justice
2. Self respect, but with humility, self-discipline, and acceptance of personal responsibility.
   - To respect and care for oneself
   - To not exalt oneself or overindulge – to show humility and avoid gluttony, greed or other forms of selfishness or self – centeredness
   - To act in accordance with one's conscience and to accept responsibility for one's behaviour
3. Respect and caring for others
   - To recognize the connectedness between all people
   - To serve humankind and to be helpful to all individuals
   - To be caring, respectful, compassionate, tolerant and forgiving of others
   - To not hurt others (e.g. do not murder, abuse, steal from, cheat or lie to others

4. Caring for other living things and the environment.

In the wake of a knowledge explosion by which the present-day education system has been overwhelmed, the primary goal of education for improving the quality of life has been lost sight of. In the formative years when the people should be experiencing tender care in a tension-free atmosphere, the school presses them hard to master vast content areas. The parliamentary standing committee on Human Recourse Development in its Eighty First Report on Value based Education (1999) has underlined that Truth (Satya), Righteous Conduct (Dharma), Peace (Shanti), Love (Prema), and Non-violence (Ahimsa) are the core universal values, which needed to be identified as the foundation stone on which the value based education programme can be built up.

The National Policy on Education has laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society education should factor universal and eternal values oriented towards the unity and integration of our people. In the present times of unprecedented changes dislocating traditional values and creating conflict between traditional and new values there is a universal concern in respect of erosion of values, promoting values and culture which fit in with the needs of the modern times. This concern is universal but is more acute for our country which has led its own distinct culture, worked view and a living value tradition. The process of developing in to a modern nation, with new social, political and economic

institutions, and with emphasis on science and technology, has thrown up many new values – challenges in all areas of our national life. It is important that we examine these challenges and prepare our youth to face and resolve them. Universal values are also more acutely needed, in this age of globalization, than ever before.

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Development Programs for Support Staff

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Introduction

When we think about the development programmer for support staff initially we should know that what is support staff who works under Registrar /Principal in any college or educational institutions. therefore we can simply define it as " the people who work for an organization or college to keep it running and to support the Principal/Registrar called as support staff". It include to Registrar, vice principal,HOD,lecturers,accountant,clerks, labattendant,labtechnician,peons,drivers,g uards,gardeners,carpenters,electricians too, because everyone plays an important role in organization and they must be trained through the development programmer for doing their work better than before. It is the responsibility of the principal to organize such development programmers for support staff and to motivate them to attend these programmers.

Importance of Support Staff Development

Staff development is important for the future of any college. An effective staff development policy will be connected to the college improvement plan. Remember that this includes all staff – both teaching and support staff. The profile of staff development has been raised in recent years by reforms in colleges' workforces and the greater impact on continuing professional development.

Along with the colleges' assessment of present and future skills requirements, the performance reviews form the basis of the overall staff development plan. This will also be increasingly reflected in personal development planning in now days.

Many colleges have staff development managers who fulfill a cross-college role in aiding and supporting staff and line managers, but Principal/Registrar has also moved towards the individual being responsible for their own development, the role of the Principal/Registrar for staff development has improved from the decision of training courses to a truly developmental role, planning and offering individually tailored schemes for all staff.

Role and Duties of Principals for Support Staff Development in College.

- Training courses, external and internal
- Action learning
- Coaching
- Work shadowing
- Mentoring

The Principal is part of a Divisional Administrative Team whose function is to support and assist the college in meeting the overall objectives of the Division and the needs of individual students. The role of the Principal is to provide leadership, direction and co-ordination within the college. The Principal's main focus should be to develop and maintain effective educational programs within his/her college among all staff member and to promote the improvement of teaching and learning with his/her college. The Principal should work hard to create an organization and or climate which encourage employees and teacher growth.

In fulfilling this role the Principal shall work under the supervision of the Superintendent of college and within the provisions of the University Act, the Department of Education and Training regulations, and Board Policy. The duties of the college Principal are all wide as all aspects of the college operations are either directly or indirectly under his/her jurisdiction. In general terms of the Principal shall be responsible for: (a) the detailed organization of the college; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of his staff and: (d) the general operation of the college facility. The amount of time a Principal will be able to devote to administrative duties will vary according to the size and grade level of the college, the amount of time released from teaching, and the demands of a particular year.

However the following are all included n the powers and responsibilities of the Principal.

1. Leadership and Climate

a) Continually effort to improve the operating effectiveness of the college staff for which he is responsible. b) Keep informed of current practices and techniques relating to college programs, teaching and administration by attending meetings and professional development conferences, and reading professional materials. c) When not involved in teaching duties, to devote as much time as possible to the supervision of the college; observing methods of instruction and try to improve the efficiency of the staff and in general. d) Suggest appropriate changes in and ensure adherence to approved policies, practices and procedures within his area of responsibility.

2. Programming

a) Assist the support staff in the development, implementation, modifications, and selection of curriculum, technical and managerial materials, and keep the Superintendent informed as to any modifications in or substitution of approved courses. b) Develop and support a high degree of staff morale through curricular and extracurricular activities and services and co-ordinate the participation of all members of the support staff in the extracurricular program.

3. College Organization and Staffing

a) Participate with the College Division Office in the selection of professional, clerical and support staff. b) Be responsible for the preparation of timetable, class lists and schedules, and supervision schedules and be responsible for their functioning. c) Hold regular staff meetings for the purpose of discussing educational and administrative matters. d) Be responsible for the proper registration and transfer of students in the college and for the maintenance.

4. Staff Supervision and Evaluation

a) As building administrator the Principal is responsible for the daily supervision of the college, its students, facilitators, professional and support staff, volunteers, and personnel from outside agencies b) Shall evaluate the effectiveness of each member of the staff in accordance with the establishment plan and shall forward written reports to the Superintendent.

Discussion About The Success Of Development Programs For Support Staff.

1. Improve Registrar / Principal's passion to train their staff. Historically, principal passed on knowledge, skills, and

insights through coaching and mentoring. But in our more global, complex, and competitive world, the role of the Registrar/Principal has become less. They are now overburdened with responsibilities. They can barely handle what they're directly measured on, let alone offer coaching and mentoring. Organizations need to support and incentivize them to perform this work.

2. Deal with the short-shelf life of learning and development needs. It used to be that what you learned was valuable for years, but now, knowledge and skills can become obsolete within months. This makes the need to learn rapidly and regularly more important than ever. This requires organizations to rethink how learning and development happens from a once-in-a-while activity, to a more continuous, ongoing campaign.

3. Teach support staff to own their career development. Highly-structured, one-size-fits-all learning programs don't work anymore. Individuals must own, self-direct, and control their learning futures. Yet they can't do it alone, nor do you want them to. The development and growth of your talent is vital to your ongoing success, ability to change, and overall productivity.

4. Provide flexible learning and training options. Telling staffs they need to engage in more learning and development activities with their already heavy workload often leaves them feeling defeated and consumed by the question, "When and how will I find the time?" Colleges must respond by adopting on-demand and mobile solutions that make training opportunities more readily available for your support staff.

5. Serve the training needs of more virtual teams. While most organizations have more people working remotely and virtually, it does require more thought and creativity in how to train this field of your workforce. This includes formal types of learning through courses, but also the informal mentoring and coaching channels. Just because employees are out of sight doesn't mean they get to be out-of-mind when it comes to learning and development.

6. Build trust in organizational leadership. Employees of any college are eager to transparency, openness, and honesty from their leaders. Unfortunately, leaders continue to face issues of trust. According to a survey by the American Psychological Association, one in four workers say they don't trust their employer, and only about half believe their employer is open and upfront with them. If leaders disengage or refuse to share their own ongoing working experience journeys, how can they expect their people to enthusiastically pursue theirs? It's the old adage of "lead by example." If managers want employees to engage in training and development, then they need to show that they are actively pursuing their own personal learning journeys as well.

7. Match different learning options to different learning styles. With five generations actively in the workforce, organizations must restructure the way employees learn and the tools and activities they use to correctly match the different styles, preferences, and expectations of employees. As leaders, we know the value our learning and development programs bring to our organizations. But we also want to ensure we're receiving a high return on

investment. By clearly understanding the trends emerging in our learning

8. Understand the benefits of support staff training

Some colleges might fear that employee development only helps employees find jobs elsewhere. Others might worry that they don't have the time or money to make training happen. However, well-run training opportunities help colleges to create an expert and updated support staff and retain talented individuals, and these programs can pay for themselves by cultivating an efficient workplace.

Finding new employees and bringing them up to speed in the workplace is often a chore, but development programs can help.

In addition to boosting employee engagement, training can increase workplace competition, official brotherhood, and sensitivity. Staff will learn both the hard skills and soft skills necessary for a smooth-running workplace. And if you design training to adjust for individual needs, you can ensure each employee receives support where they need it most.

9. Start Staff development before its necessary

Every educational organization has some way of training new employees or staff, but how do you know if your organization is ready for an ongoing development program? Staff training isn't only for large educational institutions. As long as your staff seek growth, both your college and your staff can achieve the rewards of an effective career development program. Just adjust the program to fit the size and unique needs of your college.

10. Implement and measure success

Designing a training program for support staff is only the first step—how you implement that program will also be vital for its success and especially its longevity. Measurable and reachable goals are one key feature of a great training system. Inform your staff and help them understand the effectiveness of training and development for both the college and their personal career growth.

Some Ideas About The practical's And Training Methods for - Development Programs for Support Staff.

Administrative Methods or Training

1. Orientation

Orientation is the most common type of staff training. It's a one-time event formally welcoming and introducing new achievements to your college within their first week on the job. This training helps to be relevant to all college-wide roles and departments.

Orientation trainings are usually prepared by HR on big-picture topics such as:

- College mission, vision, and values
- College culture, traditions.
- Organizational structure and leadership team intro
- Mandatory new-achieved paperwork
- Overview of benefit plans
- Administrative procedures.

2. Onboarding Training

Onboarding training is a series of department-specific sessions that take place over a longer period of time. It is strategically created with the goal of enabling new staff employees to be as successful as they can be in their new roles in the shortest period of time. Onboarding trainings ideally start on the first day of

employment and may carry on throughout the first year as needed. It is prepared by department support staff with the focus of reaching departmental goals and connecting them with overall organization's objectives.

3. Technical Skills Development Training

No matter what technical level your support staff employees are at, there is always room for improvement. Technical (hard) skills include the know-how of doing things like data analysis, content writing, social media management, coding, programming, etc. Technical skills training is a fundamental employee education component because it's the main way your staff will know how to technically do their jobs right. And for those who already know how to do their jobs, we guarantee they still have more to learn

4. Soft skills development training

How your staff act is just as important and what they know – that's why soft skills are so essential for growth. Soft skills are personal impacts that enable employees to interact effectively and harmoniously with other people in the workplace, including co-workers, management, and students.

Soft skills trainings are useful for new and existing staffs of all levels and are an extremely effective way to build efficient, respectful and collaborative culture Communication skills

- Presentation skills
- Problem-solving skills
- Conflict resolution
- Leadership skills
- Emotional Intelligence
- Time management
- Teamwork

5. College council training

In this council the staff has to work for college and its problems because this council discusses the problems of college and find out solution for it. In this way, the support staff member develop himself through this training.

6. Examination Department Training-

Examination department is a very important part of any college's administration. It carries a big load of college work and administration. Development Programs able to staff to understand the work of examination department and to associate in it through the training.

Academic Methods or Training

1. To Aware With Women Cell In College- Every college has to operate women cell for the betterment of women. This group works for women and their security while working among men.

For example- equality in working place, limitation in working hours than men, protection from sexual molestation, equality in payment with men worker on account of designation, qualification and experience etc. The staff trainee has to aware about all of these and this training Programs provides him this facility.

2. Student Employment Cell- This cell works for students' employment who have completed their degrees or qualification and training from college, such as:

a. To arrange seminars and workshops
b. Campus selection
c. Send students in different companies or in workplaces.
d. Open students' bank accounts.
e. Give them updated vocational and professional trainings, etc. The staff trainee has to aware about all of these and this training provides him this

facility to understand the need of work and employment for young generation.

3. Student Welfare Department-It is also the inseparable part of Development programs. For Support Staff. While training and working in this department the staff member has to learn several things about students' welfare. Such as:

a. Find out those students who belong poor living slandered.
b. To run the policies and schemes for poor students.
c. Develop scholarship department.
d. Develop minority welfare department.

e. To activate the students for participation in various cultural events.etc. In this way, the staff trainee can develop himself to know and through the participation in this department.

4. Anti - Ragging Cell-While training in this cell the support staff member has to fight against the Ragging, which is the curse for humanity in education system because it is very dangerous and harmful in student life. The staff member has to assure to students for protection against the ragging in college.

5. Beti Bachao Abhiyan-It is a compulsory unit in every college, based on Government's policy of "Save Girl Child" As a human being, the staff member has to devote himself and to promise the saving of girl child. He has to work for:

a. Try to stop the abortions of girl child while living in society.
b. Work for the availability of toilet facility in college premises for girls.
c. Encourage to common people for saving girl child.

d. To give the facility of education to girls.
e. Arrange such cultural and social programs in public.

6. NSS & NCC Programs-National Service Scheme & National Cadet Corps are national units of social service run by every University through the colleges. While working and training in this unit the support staff member has to do some works for:

a. To arrange the NSS & NCC Camps at out- door places.
b. To arrange Blood-Donation Camp.
c. Work for tree plantation in deserted land.
c. Prepare for Army based training.
d. To run Swachhata Abhiyan.
e. Motivate to youngsters to avoid smoking, chewing of tobacco, etc.
f. To encourage them for social and nations service etc.

Conclusion:

As per above discussion, the Development programs for Support Staff is not only the training method or procedure to train the support staff member ,but also is a powerful technique to empower and enhance the capacity, ability of doing and thinking while working for any new support staff.

It enables him/her to use the inner energy of doing and thinking in workplace, take the strong and right decision, improves the personality, shines the character, makes the good human being for society and try to complete the responsibility, whatever is given to him/her by the organization (college).

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The Significance of Universal Human Value Education in Nation Building

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Abstract

Values are the product of belief systems, handed down from one generation to another. They are the motivational construct. They act as guiding principles of our life. Values which are characteristically defines human behavior are called human values. , value concept has been proved to be helpful in understanding human behavior fundamentally. The present paper aims to study the significance of universal human values in the life of human beings. Identifying the absence of universal human values especially among students, the paper suggests strategies to practice universal human values in education institution. It is through education we can promote refinement of senses and such refinement of senses must be based on the principles of universal human values. The aim of all education is the attainment of human excellence and perfection and to achieve such excellence and perfection in our character, human values must be practiced. Value education nurtures students who can build nation with peace, progress and prosperity.

Key Words: human values, motivational construct, value education, strategies etc.

Introduction:

Human behavior is like a black hole concept for the scientists in the field of social sciences. It has always left the intellectuals with the contemplation of knowing less and of remaining more. Human behavior is complex enough that it has garnered the attraction of almost all the sciences. Psychology to study mentally, biology to study physically, political science to study social perspectives, anthropology to study hierarchically and many more have been placed against the complexity of human behavior. However, value concept has been proved to be helpful in understanding human behavior fundamentally because it guides and controls the human behavior. The concept of human values justifies the behavior of

human. It restores the behavior on the mantle of humanity, an ultimate adjective of human beings. Therefore *Rokcach* says that The value concept… (is) able to unify the apparently diverse interests of all the sciences concerned with human behavior (p.67) Values are the product of belief system of human beings. They become guiding principles of our life, They shape both our actions and thoughts. "The term, value, says Barbara Hernestien Smith, seems to name an aspect of the world so fundamental to our thinking- so elementary and at the same time so general"(p.178) Therefore values become very essential element not only in our individual life but also in social life of a country. A value is what is desired or what is sought, values may be operationally

conceived as those guiding principles of life which are conductive to one's physical and mental health as well as to social welfare and which are in tune with one's culture.

The role human values:

Modern world is marching on towards an extreme edge of industrialization, crushing all the human values on its way. The advent of technology has made human beings machine. Man is being made of emotionless day by day. The life of modern man is filled with dissatisfaction, disappointment and frustration. To redeem ourselves from this enigma, we have to practice universal human values. Universal human values play vital role not only in individual personality but also in facilitating socially coordination activities. It teaches us good mannerism. It develops

a sense of gratitude towards fellow human being. It nurtures a sense of brotherhood at universal level. It boosts our confidence and trains us to take good decisions on moral principles. Identifying the vital role of human values in our life, *C.V. Good* writes,

> "Value education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he leaves."

Human life is valueless without human values. Universal human values come through humanity. Following are the basic universal human values
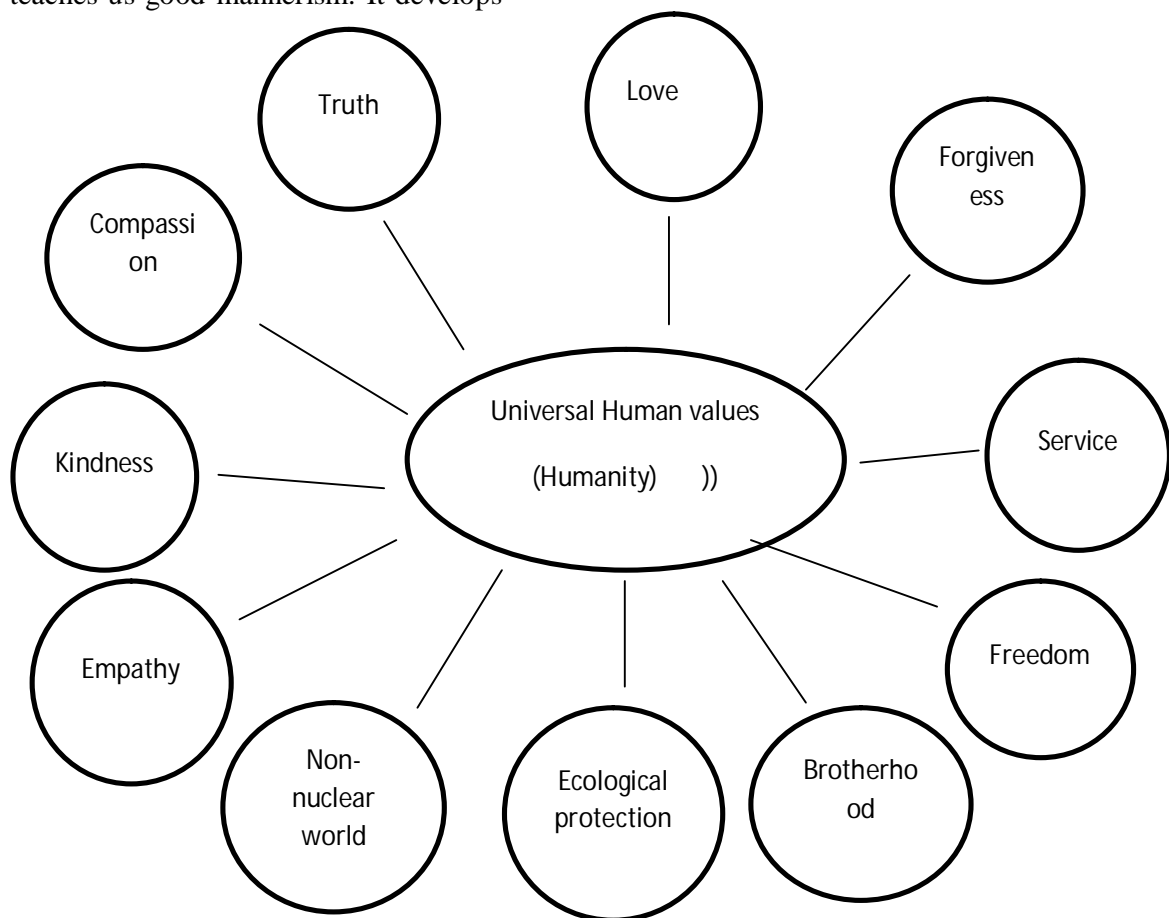
The present condition:

Science and technology has completely changed the lifestyle of people. The whole world is using their/ its knowledge to produce weapons of destructions instead of using it for the betterment of human being. Recently we have witnessed terror attack on Indian army personal at Pulwama in Jammu and Kashmir, killing at least 40 soldiers. Today men have lost his true essence of humanity. Relationship and religions are being destroyed.

Today everyone has become the embodiment of selfishness. Students have become selfish to get high score in exams. Parents also become selfish in encouraging their wards to get good rank instead of making them good human beings, teachers too have become selfish. They are no longer passionate to shape the personality of his/her students. It is said that educational institution and teachers are architecture in carving the personality of the students. In student centric education system teacher has to play most important role to civilize students. Therefore *Dr. Ambedkar* rightly observes,

> "Teacher is the driver (sarthi) of the chariot of a nation. He is in fact the pulse of all educational systems. A teacher should be liberal minded, impartial and always just in his actions. He should have power and sense of his self-education and the evaluation of his students." (p.127)

To sum up, at present, human beings have lost the pride of doing well for the welfare of society. He has lost our true self which was embodied in the universal human values. The roots of universal values are in the individual values. These individual values can be drilled-in among the students in the educational institutions.

Hence, the promotion of universal human values is rested on the shoulder of educational institutions.

Promotion of universal human values in educational institutions:

A nation's values are reflected in the vision and mission of educational institutions. It is through education that society tries to preserve and promote its cherished values. Whatever a student learn and acquire in educational institutions, will determine how he/she leads his/her life in future. Educational institutions offers a positive environment where students learn universal human values of humanity, brotherhood, co-operation, truth, love, forgiveness, liberty, equality, fraternity, ecological protection, non-nuclear world, empathy, kindness, compassion etc.

Educational institution should inculcate value among the students. It must provide congenial environment for the growth and development of universal human values. Teachers should be the incarnation of human values because they can easily be a role model for the students. Educational institutions are already introducing universal human values among the students through NSS but the following activities too can help them in adopting human values in their life.

1) Organize national and international conferences on human values at educational institutions. Such conferences will create awareness about universal human values among the students.

2) Students should be shown tragic stories. They should be asked to express their emotions and feelings towards that tragic character. It grows empathy in them.

3) Students should be asked to play the role of blind, dumb and deaf persons. Such activity develops brotherhood, trust, cooperation, love, compassion for each other.

4) Organize a festival where students should be asked to enact plays related to the thoughts and teachings of saints or preachers or philosophers of all the religion and of all the nations. It will increase universal tolerance among students.

5) There must parents-teacher association on the implementation of human values in every education institutions.

6) Visit to hospitals, old age house, orphanage etc.

7) Organize program for the awareness of organ donate, body donate.

Hence educational institutions can install the love for human values among students. It is through education on universal human values that the impurities in mind can be destroyed. A mind without impurities is vital for the development of character. Purity in thought and action make stress free personality. It kills our false egoism and develops the sense of selfless service, universal brotherhood, love, compassion, humanity etc. In short, excellent education on universal human values nurtures students who can build nation with peace, progress and prosperity.

Conclusion:

The main purpose of education is to develop all-round and well balanced personality of students. Nowadays our education system is focusing more on providing knowledge and information to the students, resulting into developing their intellectuality but not morality. Consequently, they are not growing emotionally, socially and spiritually. So it has become necessary to practice human values.

In ancient times children were spending more time with human beings so they were learning values and practicing it from their childhood. In today's scenario, they are spending most of their time with technology. Now join family culture has gone, everyone loves individuality so they are giving more importance to nuclear family. Hence in the modern world, working parents are not at home to teach human values to their child. They prefer only one child and because of not having siblings and loving neighbors they went towards technology to spend their time. They don't have intimate friends too. Laptop, computers, internet and mobiles etc. are their friends these days. In this competitive world parents and colleges are giving more importance to the results. Instead focusing on making students knowledgeable educational institutions must develop universal human values in them.

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Promotion of Universal Human Values

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Abstract

Human values are the base of the Human beings. Values have both content and intensity attributes. The content attribute specifies how important it is. When our actions and words are aligned with our values, life feels good and we feel content, confident and satisfied. Pleasure and pain are the only things that are of universal intrinsic value. Our values serve as markers to tell if life is heading in the right direction.

Key Words: promotion, human values

Introduction

It is to provide a healthy environment by showing humanity. There should be no dictatorship. This humanity word has taken broad meaning throughout the world. Every Organization is giving message of humanity by providing respect to human beings by value education. Home is the first school of the child and school, college is the second. Value education is education in values and education towards the inculcation of values. It is a Universal phenomenon intrinsic to all learning and education, whether at home or in an institution. Though there is widespread talk about individual capabilities and potentialities, the education system as such is of little or no help. All we see is that there is so little confidence on the part of an individual about his own power to make a difference. The educational system stifles our inborn nature to be a proactive thinker because it tells little of the life values that is the basis for creative thinking.

'Education for All' means ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children, and gender sensitive. Inclusion in education is an approach to educate students with special educational needs.

Inclusive education means all students attend and are welcomed by their neighborhood schools in age appropriate, regular classes and are supported to learn, contribute, and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programmes and activities so that all students can learn and participate together. Traditional education systems and inclusive education systems are different from each other.

Human values are the base of the Human beings. As the Children's are the future of

the Country, the colleges and Institutes are providing value education also. It takes time to know ourselves and penetrate layers of conditioning to arrive at our true selves. To help in this, value education shows the path and tries to throw some light. Values represent basic convictions that "a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. They contain a judgmental element in that they carry an individual's ideas about what is right, good or desirable. Values have both content and intensity attributes. The content attribute specifies how important it is. When we rank an individual's values in terms of their intensity, we obtain that person's value system. This system is identifies by the relative importance we assign to such values as freedom, pleasure, self-respect, honesty, obedience and equality.

Objectives of the study

- To study universal human values.
- To study need of values in life.

Universal Human Values

Keeping in mind that each one of the five universal values in the Educare system of education is regarded as having endless depth and breath, we can give a synopsis of each Value as understood and applied by Too goolawa. These few words act as guidelines for the teachers as they attempt to integrate the Human Values into all aspects of the curriculum. These brief definitions are also helpful for parents wishing to apply the Human Values in the home situation.

With both teachers and parents working together to provide the boys with a human values framework for a sound moral philosophy, the opportunities for healing and personal growth are greatly enhanced.

Need of Values in life

We encounter several circumstances every day which test our patience, our character and peace of mind. We have to make tough decisions each day. What guide us in these circumstances are our values. Our values serve as markers to tell if life is heading in the right direction.

When our actions and words are aligned with our values, life feels good and we feel content, confident and satisfied. But when our behaviors don't match-up with our values, we sense an uneasiness that grows inside us. His uncomfortable feeling tells us that not all is good right now. We feel out-of-sorts. These feelings can be a source of anxiety and unhappiness.

- Guide us in the right path.
- Learn the importance of certainty, goodness and beauty.
- Give direction to life and bring joy.
- Learn satisfaction towards life
- Attain peace in life.
- Develop character.
- Preserve our culture and heritage
- Bring changes in behavior towards positive thoughts;
- Promote the peace and harmony in the society

Universal value plays a different role in virtue ethics, deontological and teleological or consequentialist moral theories. Consequentialist theories are based on the

idea that right actions are those that lead to a result that has universal value. Some utilitarians, Jeremy Bentham for example, have argued that pleasure and pain are the only things that are of universal intrinsic value; that is, that pleasure and pain are the only things that are valued for themselves, and other things are of value only because they produce pleasure or pain. Because utilitarians are consequentialists, this means that utilitarians who hold pleasure and pain to be the only things of universal value then argue that actions are right when they maximize pleasure and minimize pain, when everyone is considered equally.

Conclusion

People everywhere experience conflict between pursuing openness to change values or conservation values. They also experience conflict between pursuing self-transcendence or self-enhancement values. Individual value priorities arise out of adaptation to life experiences. Adaptation may take the form of upgrading attainable values and downgrading thwarted values. Universal values would relate to three different types of human need: biological needs, social co-ordination needs, and needs related to the welfare and survival of groups.

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Best Practices in HEIs: Use of ICT in Teaching Learning

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We observe that there is a constant moving ahead in course of time regarding the teaching methods, methodology, patterns, tools, environment and culture as well as the target groups. This all is supported by those aspects of language that have not been visited till with a serious concern. And these issues are of technological intervention. As the means of communication are being operated by mobile gadgets including the first generation of PAGERS and then to MOBILE PHONES first generation leading to second and third generation phones, there is a changing pattern of use of mobile language. Before and after even the regional languages could have been introduced for users, the use of English language did not see any decline and fall. Even after the incoming regional language softwares in mobile phones, there are varied usages of English language and that is preferred for communication.

The Instructional Technology:

Instructional technology stands for anything that can be called as instruction with the help of technology in its simplest forms and execution. It is said simplest for the reason that it needs to be handy and user-friendly. Technology should not make it worse or difficult as this should be designed for facilitation and maximum utility. There are several instruments that can be covered under this but they are not easy to handle and operate both for instructors and learners. There come in those aspects of learning with the help of such technological gadgets and assisted objects that can really facilitate learning as

a pleasant experience, it should make the pupils curious to learn all they want in academics or though the prescriptions of syllabus. Instructional technology has been very carefully picked up and taken up for deeper research in foreign countries and we observe that they are producers and sellers of such gadgets, softwares, etc. the inland machinery is not that much developed and does not also focus on long term functioning. There is no denying the fact that the maintenance of such gadgets and significance we award to it are all matters of concern. These issues need to be enforced through the apex bodies like UGC and then only the true impact can be seen.

Information Communication Technology:

ICT is a foremost issue that can be seen as a flagship initiative. This started from simple CD ROMs where there was storage of information and it could be retrieved as and when you want it. This is related with the learners as well as teachers. This facilitated the availability of resources even in absence of a fully occupied classroom and teacher. Principally, ICT stands for information and communication technologies and can be defined as 'a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.' There are four broad issues that are integral factors of its appearance in case of teaching learning process. They are Effectiveness, Cost, Impartiality and Sustainability. Though these are not yet handled so ably, there are some

approaches but that can be primarily studied.

i. Learning about computers and the internet, in which technological literacy is the end goal: this includes: Fundamentals, basic terms, concepts and operations, Use of keyboard, mouse, Use of tools-word processing, spreadsheets, database, Collaboration tools: Search engines and e-mails.

ii. Learning with computers and the internet, in which the technology facilitates learning across the curriculum: this includes step further: Presentations, Educational games, drills and practice, visualization, online Information and resources.

iii. Learning through computers and the internet, integrating technological skills development with curriculum applications: the core area is learning about them *vs* learning with them.

What do we need first:

The establishment and development after execution of such matters is not but that much easy. Every time it's a language class, it all begins with a fear of grammar with many of the learners, they somewhat don't like this subject for the reasons that have had hampered their scores in different examinations. They need to be given what are the levels of a language study that needs to be undertaken. We can begin with the Micro and Macro levels of languages. These four language skills LSRW are called the 'macro-skills' and this is in contrast to the 'micro-skills', things like grammar, vocabulary, pronunciation and spelling. We must also teach them what comes first and leads to another. These language skills are related to each other in two ways as follows:

i. The direction of communication (in or out)

ii. The method of communication (spoken or written)

This can be supported with relationship among these skills as:

Receptive-oral   :   Listening

Receptive-written   :   Reading
Productive-oral   :   Speaking
Productive-written :   Writing

If these issues are taken with the help of ICT tolls, they shall help us to examine factors affecting ELS, assess the level of awareness about Internet, explore gender differences, assess the use of internet by students of various disciplines, identify the problems they encounter in using and searching web and to put forward a practical solution to the problems of the users of various disciplines.

Digital Literacy:

MALT: In University of Brighton (UK), this course explores the role of media in the teaching and learning of languages. Students consider and create teaching resources which exploit digital technologies. Typical areas for investigation include interactive multimedia, the use of social software such as blogs and wikis, and the use of interactive electronic whiteboards. Participants develop analytical and investigative skills in relation to language learning and teaching generally. Students engage in preparatory reading for weekly seminars, which offer opportunities for discussion. They may also be asked to present their ideas formally to fellow students.

TELL: An alternative term, Technology-Enhanced Language Learning also

emerged around the early 1990s: e.g. the TELL Consortium project, University of Hull.

CALL: The current philosophy of Computer Assisted Language Learning (CALL) puts a strong Emphasis on student-centred materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

Advantages of ICT Tools

- Learning becomes more personalised.
- Learning becomes more independent as well as collaborative and interactive.
- Learning can happen at any place at any time.
- Learning is enriched with more updated materials and immediate according to the needs of the students.
- Learning becomes more varied and dynamic with the help of multimedia tools.

- ICT enabled learning increases learner satisfaction and motivates supportive atmosphere among various disciplines.

Advantages of ICT for ELS:

- Students can develop four basic language skills.
- Students are exposed to real English.
- ICT motivates students' senses.
- It supports different learning styles.
- Prescribed text can be made more interesting for students.
- Students develop real-life communication.
- It expands students' memory to remember things in an easier way.
- Both teachers and students can have extra chances of improving and polishing the active part of language, i.e. communication as & when needed.

There are some Excellent Google Drive Resources for Teachers that can perform wonders to make English classroom a favourite place. They come with 'Speak with a video Character and get instant feedback', 'Improve your English speaking skills', from beginners to business and academic needs', etc. There are more than 100 levels, 1000 different dialogs, 1800 sentences, 1300 vocabulary, and hundreds of quiz questions.

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Women's Rights & Democracy: Role-Play by HEIs

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Nobel Laureate **Malala Yousafzai** famously quoted "I raise up my voice — not so I can shout, but so that those without a voice can be heard…we cannot succeed when half of us are held back.", and that sentiment precisely outlines the basis of new age women empowerment. Discrimination against women is rampant all over the world even in this 21st century. Historically, women have been excluded from political life and decision making processes. Women's campaigns for participation in the public and political arena date back to the nineteenth and twentieth century have and continue today. According to the Universal Declaration of Human Rights, everyone has the right to take part in the government of his or her country. One of the first tasks of the Commission on the Status of Women was to write the 1952 Convention on the Political Rights of Women**. 1**

The right to a Nationality

Women's ability to participate in public and political life is integrally related to their ability to claim citizenship and nationality-related rights. Article 15 requires State parties to "accord to women equality with men before the law" as well as identical legal capacity in civil matters. The Committee has further explained that any restriction in this field seriously limits the woman's ability to provide for herself and her dependants.

Participation in public life is, however, much broader than elections or being elected to public office. The Committee on the Elimination of Discrimination against Women has explained that the Convention's article 7 extends to all areas of public and political life and is thus not limited to those specified in the article itself. According to the Committee, the political and public life of a country is a broad concept, and can refer to the exercise of political power, in particular legislative, judicial, executive and administrative powers, all aspects of public administration and the formulation and implementation of policy at the international, national, regional and local levels. Women's right to participation also includes participating in civil society, public boards, local councils and the activities of political parties, trade unions, professional or industry associations, women's organizations, community-based organizations and other organizations concerned with public and political life.

Particularly, the positive impact of increasing women's representation in public and political life will not be felt if the women who gain access are not also empowered to actively participate in the discussions and exercise influence in decision-making.**2**.

Why Women Empowerment is Important

A strong patriarchal society with deep-rooted socio-cultural values continues to affect the progress of women's empowerment in the country. The need of the hour is an egalitarian society, where

there should be no place for gender superiority. Aim of Government policies should be to identify and eliminate forces that are directed towards keeping the tradition of male dominance over its female counterpart alive.**3**

Education is considered as the means for development of personality and awareness .An educated person can work efficiently for his\her socio-economic and political development .Education is one of the most important human rights but the position of women's education in India is not satisfactory.**4**

Land, Property, Housing

Rights to land, housing and property are essential to women's equality and well-being. Women's rights in, access to and control over land, housing and property are a determining factor in their living conditions especially in rural economies, essential to women and their children's daily survival, economic security and physical safety. Despite the importance of these rights for women and female-headed households, women still disproportionally lack security of tenure.5

This is often because property is registered in a man's name; the father, husband or brother. In the event of separation, divorce or widowhood, the man or his family often retains rights to the property or the land whereas the woman becomes homeless or will have to share the property with her in-laws without gaining control or rights over it. Women's disadvantaged economic position in this regard creates a structural dependence on men for access to resources, which in turn can subject women to

insecurity and violence. Cultural and religious practices, as well as customary practices, can also have an impact on women's rights related to land, property and housing. These practices often exist in parallel with statutory laws. This happens in particular in rural areas, where customs and practices still shape and influence family matters and determine the position of women. Most often, these customs or practices make women's access to or control over land, property and housing dependent on a man—the husband, father or brother. In practice, the interpretation of statutory laws is influenced by customary laws or practices to the detriment of women's rights. Women have equal rights to all relevant information, full consultation and participation throughout the entire process of eviction. In the event of eviction, remedies and compensation should be equally available to women and States should ensure that women are not subjected to discrimination or to sexual or gender-based violence.

Violence against Women and Their Right to Housing

Domestic violence has been found to be a leading cause of women's (and often their children's) homelessness and many women try to avoid homelessness by staying in abusive relationships. Women who are property owners or landowners experience less domestic violence, which points to the importance of guaranteeing women's security of tenure. Overcrowding, poverty and unemployment also have an impact on the above-mentioned rights and directly affect the level of violence and sexual abuse in homes and communities. In addition, insufficient protection for victims of

domestic violence, including insufficient shelter homes, legal aid and information to women about their rights, has an impact on the level of domestic violence and women's homelessness.

Consequently, States should address all these issues as issues of women's rights to property, land, housing, life, personal security, gender equality and being free from violence and discrimination.

"eliminating discriminatory laws and cultural practices; supporting the development of women's cooperatives; employing more women in the extension services sector; titling schemes combined with broader agricultural support; issuing titles in the name of both the husband and wife; and encouraging more diverse farming practices such as diverse crop plantings and combining cash crops with subsistence crops".7

Women in all countries, irrespective of status, class, age, caste or religion, experience violence in virtually all spheres of life, whether in the home, at work, on the street, in government institutions, or in times of conflict or crisis. Violence is also present throughout the lifetime of a woman, affecting girls and older women too. Specific groups of women suffering from various forms of discrimination, such as women with disabilities or migrant women, lesbian, bisexual and transgender women are particularly vulnerable to violence. Understanding that violence against women is a manifestation of historically unequal power relations between men and women, a human rights analysis posits that the specific causes of such violence and the factors that increase the risk of its occurrence are grounded in the broader context of systemic gender-based discrimination against women and other forms of subordination. Vulnerability to violence is understood as a condition created by the absence or denial of rights. Women's lack of information on contraception has a direct impact on their right to decide on the number and spacing of their children, as well as on their right to health. The work of human rights mechanisms indicates that States should ensure access to abortion at least where there is a threat to the woman's life or health, or where the pregnancy is the result of rape or incest.8

Goal and Objectives

1) Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential.
2) Equal access to participation and decision making of women in social, political and economic life of the nation.
3) Equal access to women to health care quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
4) Strengthening legal systems aimed at elimination of all forms of discrimination against women.
5) Changing societal attitudes and community practices by active participation and involvement of both men and women.

6) Elimination of discrimination and all forms of violence against women and the girl child; and building and strengthening partnerships with civil society, particularly women's organizations.

7) Mainstreaming a gender perspective in the development process. 9

Conclusion

Training to prepare educational programmes for women's empowerment needs to integrate the four components:

gender issues, work oriented activities, literacy and numeracy skills and principles of curriculum design. It is yet too early to discuss the impact of this training programmed which could only be assessed in terms of how it influences changes at the national level. What is certain is that the seed of education for learners' empowerment has been sown. C l early, many problem areas arise. Better understanding of these issues will help improve the effectiveness of the programmed which will ultimately help promote women learners as "empowered" members of their society

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Student Satisfaction Survey: Challenges & Strategies in Rural Region

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Abstract

It is well known that India is having 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 significant access to higher education in the country. At the same time, it has also been led to widespread concern on the quality and relevance of the higher education. Recently NAAC has released its revised Assessment and Accreditation framework modifying the old one in July 2017 with modifications in old framework. Similar to old one, new RAAF is also based on Core Values, seven Criteria with some changes in Key Indicators. But the practical implementation in dealing with these Key Indicators becomes more poignant for the HEIs in rural region. In the present paper, an attempt has been made to throw the light on newly added Key Indicator 'Student Satisfaction Survey' (SSS) in the criteria II (Teaching & Learning) and the hurdles faced by HEIs in rural region. The goal is also to highlight the challenges and strategies rural institutions come across.

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

Introduction:

National Assessment and Accreditation Council (NAAC) has launched a revised accreditation framework which has become operational in July 2017. The revised manual directed that, "the main focus of the revision has been to enhance the redeeming features of the accreditation process and make them more robust, objective, transparent and scalable as well as make it ICT enabled." The purpose of this methodology is to bring transparency and objectivity in the accreditation giving room to the HEIs for self-assessment. Promoting quality culture and upgrading the standards of Higher Education in India with the student-centric methods is the major aim of this methodology.

Undoubtedly, NAAC has been constantly working for the quality enhancement in the field of higher education in India. Basically, India is a country with diverse educational system across the nation. The NAAC is trying its level best to bring uniformity and objectivity in fulfilling the needs of the major stake holder i.e. the student by the Higher Education Institutions in India. The new ICT based New Assessment and Accreditation (A&A) Methodology launched by NAAC is in tune with the methods those are followed by Quality Assurance Agencies in the field of education across the world. A&A was not only an

evolution for benchmarking past achievements, but also an opportunity to reflect the challenges facing all HEIs in a rapidly changing Environment.

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

1. Contributing to National Development

2. Fostering Global Competencies among Students

3. Inculcating a Value System among Students

4. Promoting the Use of Technology

5. Quest for Excellence

It has been also directed by NAAC that the HEIs may also add their own core values to these in compliance with the goals and mission. These values, no doubt, can bring the drastic change in the quality of higher education in India. In the light of above mentioned core values, it is clear that now NAAC has strongly recommended the role of student, the most important stakeholder, as the core evaluator of the institution.

NAAC's Criterion II 'Teaching-Learning and Evaluation' is one of the most important criteria to serve as basis for assessment of HEIs. Criterion II relates to the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order '*thinking*' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and

application of ICT resources are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this Criterion. This Criterion is captured in the following Key Indicators:

2.1 Student Enrolment and Profile

2.2 Catering to Student Diversity

2.3 Teaching-Learning Process

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

2.6 Student Performance and Learning Outcomes

2.7 Student Satisfaction Survey

Amongst these seven Key Indicators, Student Satisfaction Survey (SSS) is the new key component of accreditation. HEIs are supposed to upload data of all currently enrolled students with their email address for a questionnaire to be filled by them and sent back. In this process of SSS, technology has a vast importance. Nowadays, Internet and communication technology has changed the scenario completely. As Eric Schmidt, software engineer and the Executive Chairman of Google aptly say, *"The internet is the first thing that humanity has built that humanity doesn't understand, the largest experiment in anarchy that we had ever had."*

According to revised NAAC framework, feedback data of SSS shall be incorporated in the Data Validation & Verification

(DVV) process and the DVV report generated will be intimated to the HEI within 10 days stating that HEI has successfully cleared the Pre-qualifier. This indicates that the institution has entered the next round of assessment to be done by the Peer Team during their on-site visit. The focus of Peer Team visit will be on the 30% Qualitative Metrics (QlM). SSS will be conducted as per the following conditions:

a) SSS will be administered to institutions which qualify for the Peer Team Visit.

b) Institutions will have to submit the entire database of students with e-mail/mobile numbers.

c) The SSS questionnaire (20 objective & 01 subjective) will be e-mailed to all students and the following rule will be applied for processing the responses.

For colleges – (UG/PG and Autonomous) responses should be received from at least 10% of the student population or 100, whichever is lesser.

d) If the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.

In addition, NAAC also states that all the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the "comfort" feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly exhibits the actual quality of teaching-learning process enabling identification of the strengths of teaching as well as the possible improvements. Student satisfaction, thus, is a direct indicator of the effectiveness of teaching-learning in the institution. It may be impractical to capture this aspect from every student; however, every HEI can resort to a sample survey on a formalized basis to capture this significant feature. This is the reason the revised assessment framework of NAAC adopts survey of student satisfaction.

However, in adopting this survey, there are various challenges in SSS process.

Challenges in SSS Process

➤ In reality, there are still a large number of students in rural colleges who don't have their email accounts.

➤ The analysis of the survey administered to a satisfied random sample will generate a score out of 50 for the HEIs. In this case, despite the NAAC restriction, there is enough scope for the institution to influence students to project it in a flattering manner.

➤ The charge against an institution of coaching students during the onsite peer team and student interaction in the previous system is very much applicable in the revised method too.

➤ Survey based outcomes can be highly unreliable when it is dependent on variables such as sample size, composition, location, literacy level, etc.

➤ It is hardly possible that the students from rural area use smart phones regularly. Availability of internet and smart phone can be a major issue in this regard.

Strategies to overcome the challenges

➢ As mentioned above, a large number of students in rural colleges have no email accounts. Maximum students, especially boys are more irregular in the college because many of them are involved into traditional jobs like agricultural work and assisting to the parents to meet both ends. For the honest response, it can be suggested that only regular students should be given the representation in the response to the NAAC. NAAC should ask to submit the list of only regular students in the institution rather than the entire list of the enrolled students.

➢ The questionnaire to be filled by the students should be in tune with the geographical location and the concerned issues of the institution.

➢ SSS should be viewed with the social responsibility of the HEIs. It should not be restricted only to academic happenings in the institutions but the involvement of HEI in social activities needs to be evaluated. It is observed that there are various institutions in the rural region which are working hard for the larger interest of the society through extension activities.

➢ Face to face interaction with the peer team could have been retained as part of onsite evaluation. A dynamic exchange with the members often brings out the best and honest responses from the students about the institution. It gives to the students, the most important stakeholders, a sense of ownership and participation in the exercise about quality education.

Conclusion:

In a changing educational scenario, it is imperative that new systems of assessment & accreditation are to be undertaken to update and upgrade the HEIs across the country. Nevertheless, during the evaluation of SSR for the A&A, the difficulties faced by the HEIs in rural region in SSS process should not be ignored. Unless the HEIs in rural region are made enriched with continuous and long-lasting ICT resources, they shall be unable to face the competition with the standard norms of NAAC in the larger interest of the nation in the field of higher education.

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