



NAAC, Bangalore Sponsored One Day

NATIONAL SEMINAR

on

REVISED ASSESSMENT AND ACCREDITATION FRAMEWORK OF NAAC : ISSUE AND PERSPECTIVES

15th February 2020.

Organized by

Prin. Dr. Haridas Fere

Vasanturao Kale Mahavidyalaya, Dhokhi,

Tq. & Dist. Osmanabad (MS)

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आ. विक्रम वसंतराव काळे

(औरंगाबाद विभाग शिक्षक मतदार संघ)
सदस्य पंचायत राज समिती
प्रांताध्यक्ष, महाराष्ट्र राज्य राष्ट्रवादी शिक्षक संघ

MESSAGE

I am extremely happy about Our Institution's Vasantrao Kale Mahavidyalaya, Dhoki, Tq. & Dist. Osmanabad is organizing one day National Level Seminar on 'Revised Assessments and Accreditation Framework of NAAC: Issues and Perspectives' sponsored by NAAC, Bangalore on 15th February, 2020.

I welcome all delegates and participants and wish them pleasant and memorable stay in Dhoki, Tal. & Dist. Osmanabad. I would like to congratulate the Principal and organizing committee of the seminar.

On this occasion, I wish the best luck to the National Seminar organizers and college staff,

I wish that the Seminar will be grand success.

(Vikram Vasantrao Kale)

Monday ,10th Feb. 2020

PRINCIPAL ADDRESS

I have a great pleasure for organizing NAAC sponsored One Day National Seminar on 'Revised Assessments and Accreditation Framework of NAAC: Issues and Perspectives' on 15th February 2020 at Vasant Rao Kale Mahavidyalaya, Dhoki, Tq. & Dist. Osmanabad.

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Accordingly, in order to ensure external and internal validity and credibility, the Quality Assurance (QA) process of NAAC is grounded within a value framework which is suitable and appropriate to the National context. The purpose of this issue is to make awareness regarding NAAC system among the people and the institutions is an essential thing. All the delegates and resource persons have focused on the issues and perspectives of NAAC about it through their discussion and publication in this National Seminar.

I hope this seminar is going to be very useful for the Principal, IQAC Coordinators, NAAC Steering Committee Members as well as staff to improve the knowledge about Revised Assessment and Accreditation Framework of NAAC. The process of NAAC enables to promote quality enhancement in higher education. It is benefited personal as well as for the institutions. This seminar will be a platform to exchange new ideas among each other with interaction with experts in this field. I assure that this seminar will prove fruitful for one and all.

Dr. Haridas Fere

Principal

Vasant Rao Kale Mahavidyalaya,
Dhoki, Tq. & Dist. Osmanabad.

EDITORIAL

It is an immense pleasure to welcome you all for attending the NAAC sponsored National seminar on **“Revised Assessments and Accreditation Framework of NAAC: Issues and Perspectives”** organized by the Internal Quality Assurance Cell, Vasantryao Kale Mahavidyalaya, Dhoki Tq. & Dist. Osmanabad. The purpose of this seminar is to share and discuss new ideas about revised framework of NAAC and A & A methodology in revised Accreditation framework. Its impact is on various higher educational institutions in India and various issues and challenges in front of all those who are working in the field of Higher Education. In this seminar, sectors like administration, academic issues and their various problems, challenges, remedies and advantages regarding NAAC process and IQAC system are discussed.

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

We invited paper written on the various themes related to ‘Revised Assessments and Accreditation Framework of NAAC: Issues and Perspectives’ to develop research knowledge.

I, the convener truly delighted in collecting experiences, inspirations, encouragement, suggestion, co-operation from the delegates and honorable resources persons.

I must express our deep sense and gratitude to our patron Hon. Shri. Vikramji Kale (MLC, Teachers Constituency Aurangabad Division) Hon. Anilji Kale (Treasurer, KSPM), Hon. Madhukarrao Gaikwad (Ex. IC Vice Chancellor, SRTMU, Nanded) and Principal Hon. Dr. Haridas Fere.

It is our prime duty to express our sincere thanks to NAAC, Bengaluru for their kind co-operation extended to the Internal Quality Assurance Cell.

I express our sincere thanks to the Principal, Teaching staff and Non-Teaching staff and who encouraged organizing this seminar.

I also express our sincere thanks to the Chief Editor Hon. Pramod P. Tandale for publishing proceeding book.

Dr. Pradeep Ingale

Convener

Coordinator IQAC

Vasantryao Kale Mahavidyalaya,
Dhoki, Tq. & Dist. Osmanabad.

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Role of ICT in Teaching-Learning

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Abstract

The learning takes place when there is an interaction between knowledgeable persons. The impact of learning is powerfully imbibed in students when the flow of information is in innovative or in interesting way. The above ICT enables self-paced learning through various tools such as assignment, computer etc as a result of this the teaching learning enterprise has become more productive and meaningful. Edusat technology has become very powerful media for interactive participation of experts and learners and it reaches the unreachable. The focus of this paper is to identify and explain the Information communication technology we analyze the Role of ICT In Teaching- Learning.

Keywords –: ICT, process, teaching -Learning Process, Technology enhanced learning, Role of ICT In Teaching- Learning.

1. Introduction

Among the 21st century features, one can refer to the impressive development of ICT and the global information network becoming pervasive due to increased speed and quality in provision of services. This technology has penetrated into all areas including higher education which is home to the gathering and analysis of the latest scientific information (Shariatmadari, 2012). Of modern global achievements which have rendered immense development and dynamism in the area of global education is the expansion of ICT which accounts for all-out efforts by humans while optimally using of the elements of time, place and facilities within the learning and teaching process. Looking into instructional and educational processes, particularly learning-teaching process, there are gross differences as regards the quality of information transference in the light of modern technologies, which it is impossible to neglect it from the standing of teaching and learning, whether using ICT for an instructor from a complementary facet relating to teaching methods and easing the transference of concepts or for utilizing it for expanding and developing personal and professional skills. Information and communications technology (ICT) is an extended term for information technology (IT) which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary software, its storage and the audio-visual systems, which enable all users to access, store, transmit, and manipulate information. The term ICT is also used to refer to the combining of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution and management. However, ICT has no universal definition, as "the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis." The broadness of ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form e.g. personal computers, digital television, email and even the modern day robots.

2. Objective of the study:-

The objective of the present study is – To find out the role of ICT in Teaching-Learning

3. RESEARCH METHODOLOGY

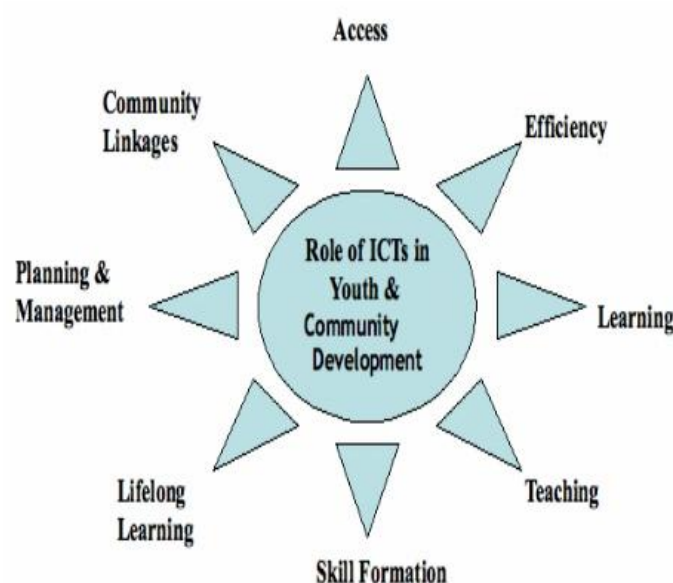
In pursuance of above objectives the following research methodology was used for this study. The study was achieved through collection and analysis of secondary Data. The secondary data has been mainly drawn from various records and publications of Journals and websites.

4. Meaning of ICT

Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through [telecommunications](#). It is similar to [Information Technology](#) (IT), but focuses primarily on communication technologies. This includes the [Internet](#), wireless networks, cell phones, and other communication mediums.

4. ICT, Process

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the [National Institute of Multimedia Education in Japan](#), proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts. d that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts. d that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.



New trends

Introducing ICT into education is the answer for those who ask; 'how can we increase the reach of our institution, to a larger number of students?'. The Mobile learning (m-learning) as a form of e-learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Student's access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day.

Various devices/technology in ICT includes:

- Access of course materials through remote devices,
- Online digital repositories for lectures, course materials, and digital library,
- [Online/ cloud based academic management systems](#),
- Employing the [flipped classroom](#) concept,
- Making use of handheld computers, tablet computers, audio players, projector devices etc.

5. Enhancement for browsers

Web browsers are adding functionality for their uses. Del.icio.us is a programme which helps you to favourite online and then access in another computer instead of a dedicated computer. Thus these are all additional plug ins that add functionality to the browser. Now it is an information technological era. The students are willing to learn new technologies like mobile phones, i-pod, i-phone, computer and internet. This is an era of technological creativity. To keep pace with latest trends one should make use of electronic technology in teaching learning processes. The recent technology of our world is all pervasive and omnipresent and is developing at a higher speed. Let us encourage the use of ICT in teaching-learning processes in our educational institutions

6.Role of ICT in Teaching-learning

Information Communication and Technology plays a large role in changing the field of Teaching-learning. With Laptops, desktop and even smart phones findings their way into daily lessons, these devices are changing the way teachers and students share information and the way school communicate both within their own organization and to the community. It plays a very important role in innovate teaching learning process for knowledge society as follows:

1. **It plays role to provide a convenient environment in classroom:** Technology like mobile devices, tablets computers, projectors make teaching and learning more accessible for everyone who are involved in it. We think health is wealth for human so internet is the wealth of information for everyone. This provides the collaborative learning environment in institution for staff and students in which communication is easier both in and out of the classroom.
2. **Role of ICT in Management:** The recent advance technology has good characteristic i.e. digital ink, which is used by devices with touch screens such as tablet, PC's. the ability to record digitally any data, from test to transcripts, is a feature of information technology that has a long term potential to save money as well as make organization and management simpler and easier administrative work.
3. **Role of ICT in Literacy:** The latest technology development had introduced new software and application program which directs educators to select new approach to subject mastery. Rather based on simple lecture method and traditional teaching. It provides facilities of anytime and anywhere learning the content. It allows directly learning through senses, including disabled students in the classroom.
4. **Role of ICT in increasing the potential of Education System:** Teachers and students can be connected with many people and place around the globe, which leads to a vast improvement in distance learning courses, and allows the chance to disadvantaged people to get education. It allows the people to get education along with their responsibilities of family.
5. **Role of ICT in Personality Development:** The personality of the child is developed through ICT as the education changes the behavior of the child. Also changes the proper education helps in the development of the child. The communication between many individuals is possible which allows them flow of information among them. The teacher comes in contact with many other teachers through internet which develops the proper attitude among them. Personality is the mirror of the students and so is the reflection of the school. ICT hence plays an enthusiastic role in developing student's interest. And they while surfing internet they come across many things, contemporary issues, different persons views and are able to generalize their own thinking. ICT develops the linguistic fluency of the students. ICT helps in generating different ideas in the mind of an individual.
6. **Role of ICT in increasing access through distance learning:** ICT is having many advantages and hence is accepted widely in education system. This helped the people in adopting the education along with their work. Due to this Rural area is developed as the higher education is introduced through distance learning. The literacy rate of rural area is increased to 89% which is still increasing.
7. **ICT Plays a role of motivator for students and teachers:** ICT provides a number of facilities to students to study at their own pace. ICT develops the interest among the students and make the

students to gain the mastery over that content. The doubts of the students are cleared as they can learn anytime through the material. The correct answer will generate motivation among the students. The teachers are also getting motivated through ICT as the reaction of the students and attention of the students is increased to a high level.

8. **Role of ICT in Stress Management:** Stress created among the students about studies during traditional method of teaching leads to raising the dropout rate of students. The stress among teachers in teaching the difficult concept leads to the bad quality of teaching. Both the problems Pulls towards the worst Quality of education in the world. The stress among the librarians, in maintaining the record of the books, availability of the book, New publication etc was stressful work. The Introduction of ICT in the field of education had stressed out the teachers, students and all the other employees.

7. Conclusion:

ICT should be introduced in the education system, as the acceptance rate of ICT by the students and teachers is high. This is definitely going to bring revolution in teaching learning process by increasing the literacy rate up to 100%. Along with the keen interest in studies by making difficult concept easier one by making students stress free. ICT is one of the source of rural development as it helps in reaching the education to rural areas and hence develop it. Introduction of New policies and technology in world has raised the Level of education in India. The raising standard of education system helps deeply in development of Human and directly the Nation.

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An Overview of Revised Assessment and Accreditation Framework of NAAC

Dr. Babasaheb M. Gore

Principal

Janvikas Mahavidyalaya, Bansarola,
Tq. Kaij, Dist. Beed.

Introduction:

India has one of the largest higher education systems in the world. With over 750 Universities, More than 50 Institutes of National Importance, More than 40000 colleges across the country, over 10 lakh teachers and more than 3 crore students are enrolled in higher education in India. The quantitative growth in higher education is significant as compared to what was there at the time of independence. The fruits of higher education are reaching to the each and every corner of the country. However, the question of quality in higher education has not been solved as significantly as it should have been in the last seventy years. Keeping in view the drastic changes brought up by privatization and globalization, the University Grants Commission (UGC) established an autonomous body named National Assessment and Accreditation Council (NAAC) in 1994. The primary objective behind the establishment of NAAC was to ensure equity, access and quality in higher education in India. The assessment and accreditation of affiliated colleges, autonomous colleges and universities was done by the NAAC peer team only before 2017. This brought up the issues of subjectivity in the assessment and accreditation process and posed some serious questions on the validity of NAAC.

To bring more objectivity, transparency and scalability in the assessment process, NAAC revised its accreditation framework from July, 2017. The new framework is the mixture of both, on field visit and data based assessment of higher educational institutions by the third agency. At the same time, NAAC has also revised the methodology of assessment by bringing quantitative and qualitative key indicators separately. Further, the new dimension of Student Satisfaction Survey (SSS) has included the direct feedback of the basic stakeholder of higher education i.e. the student. The Data Verification and Validation (DVV) process has poured the transparency in the whole accreditation process. The entire grading system has been divided into 70:30 ratio i.e. quantitative and qualitative metrics. Thus it can be said that NAAC has attempted to simplify the process of accreditation with more robust, transparent and dynamic system in the revised format. The present article is an attempt to focus on the major changes made by NAAC in the accreditation and assessment process.

The vision of NAAC:

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

Mission of NAAC:

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

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

Core Values of NAAC:

Keeping in view the global changes in higher education quality assessment, NAAC has also adopted many new things in it. The assessment and accreditation process has been made more robust and dynamic

through the introduction of ICT based evaluation system. To bring more scalability, transparency and help the colleges to achieve higher success, NAAC has kept following five core values in its revised framework.

1. Contributing to Nation Development
2. Fostering Global Competencies among Students
3. Inculcating a Value System among Students
4. Promoting the Use of Technology
5. Quest for Excellence

Revised Assessment and Accreditation (A&A) Framework:

NAAC, after consulting many national level and international agencies of higher education, revised its assessment and accreditation process from July, 2017. The idea behind this change was to introduce more scalable and transparent system of quality assessment of higher educational institutes. The key features of the revised accreditation process are:

- From qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- Towards extensive use of ICT confirming scalability and robustness
- In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- In terms of boosting benchmarking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- Introducing Pre-qualifier for peer team visit, as 25% of system generated score
- Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%)
- In introducing the element of third party validation of data
- In providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges and affiliated/constituent colleges
- In revising several metrics to bring in enhanced participation of students and alumni in the assessment process

Quality Indicator Framework (QIF):

To ensure quality in higher education, NAAC has divided the entire assessment process into seven criterions. These criterions reflect the vital elements of any higher educational institution. These criterions are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Student Satisfaction Survey:

All the efforts of teachers and the institution to make learning a meaningful process can be considered impactful only to the extent students perceive it to be meaningful. Their satisfaction level is decided by the kinds of experiences they undergo, the extent of the “comfort” feeling as well as intellectual stimulation the learning situations provide. Their feedback significantly showcases the actual quality of teaching learning process enabling identification of the strengths of teaching as well as the possible improvements. 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.

Conclusion:

The quality of higher education is the key in the nation building process. NAAC through its revised accreditation framework is trying to bring more rationality. The systematic, transparent and ICT based assessment would definitely change the course of quality improvement in the changing era. The revision of NAAC's framework is a welcome as it is more students centric. The changing assessment process across the globe is demanding more modern solutions. The revised accreditation process is a step towards underlining the global phenomenon, change is the only permanent thing.

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**Much Done; Much Needs To Be Done: A Comment On NAAC Manual Dec 2019 For
Self Study Report- Constituent / Affiliated Colleges**

Dr. R. T. Bedre
Professor –Director
UGC- HRDC, DHSGU,
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Quality assurance with the expansion of higher education in India has been the prime mandate of NAAC. Thanks to NAAC for being an active catalyst for steering and gearing the college for development in terms of infrastructure and documentation, and faculty development.

Since its inception in 1994, NAAC has been striving successfully to bring objectivity, transparency and encouraging agency role for the generation, development and maintenance of quality in HEIs in the country. It has gone through various revisions and changes in its functioning, evaluating and grading through its continual feedback seeking process over the span of 25 years. The major shift in its functioning and assessment process was witnessed in its Revised Assessment Framework in 2017. Time and again, NAAC has proved that it has been HEI friendly and never been rigid in its approach. It has been open and welcomed the queries, suggestions of the various sectors of the HEI set up in India.

The latest revised process introduced in its Manual Dec 2019 for Self Study Report- Constituent / Affiliated Colleges is the result of the feedback NAAC has received over a long period through various its Expert Group Meetings, the Assessors Interaction Meetings (AIM) and web comments and suggestions from the stakeholders and specifically from the academia particularly the issues raised after the implementation of its Revised Assessment Framework in 2017. The present Manual addresses the distinction among the colleges in the country.

Keeping in mind the issues regarding the variations and distinction of the HEIs seeking accreditation from NAAC, the Manuals have been revised separately for Universities, Autonomous Colleges and Affiliated/Constituent Colleges.

The features of the present Dec 2019 Manual for Self Study Report- Constituent / Affiliated Colleges will be found its shift in the following two point revision:

- It identifies and addresses the valid differences in terms of metrics, weightages and benchmarks among the universities, autonomous colleges and affiliated/constituent colleges which allow the HEIs to appropriately represent the developments they have achieved and presented in its SSR.
- It aims at revising several metrics to bring in enhanced participation of students and alumni in the assessment process offering space and scope to the newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services
- Accreditation process takes place at three stages: i.e. Self Study Report (System Generated Score), Student Satisfaction Survey and the Peer Team Report

Though its title carries focus on the affiliated and constituent colleges, it has drawn comparison of these colleges with the autonomous colleges and universities in terms of weightage distribution. If the RAF 2017 noted the distinction among the universities, autonomous colleges and affiliated colleges, the Dec 2019 Manual identifies the distinction at the metric distribution level and further differentiates the UG colleges from the PG colleges. If the July 2017 revised framework aimed at making accreditation process ICT enabled, objective, transparent, and scalable, the Dec 2019 Manual reduces pre-qualifier for peer team visit from earlier 30% to 25% of system generated score and introduces System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer judgment (about 30%). It also revises several metrics to bring in enhanced participation of students and alumni in the assessment process (Dec 2019 Manual, p. 8).

Dec 2019 Manual maintains distinction of the colleges (UG and PG) in its distribution of KIs and Metrics, qualitative and quantitative spread over the seven criteria in the SSR in comparison with universities and autonomous colleges.

Table 1. HEI Wise of Distribution KIs among Seven Criteria

Type of HEI	University	Autonomous college	UG Affiliated college	PG Affiliated College
criteria	7	7	7	7
Key Indicators	34	34	31	32
Qualitative Metrics	36	35	35	36
Quantitative Metrics	79	72	58	60
Total metrics	115	107	93	95

(Dec 2019 Manual, p. 23)

It is evident that the UG and PG colleges are exempted of 4 and 3 KIs as compared to universities and autonomous colleges. The KIs like Curriculum Design and Development from Criterion One, Promotion of Research, Innovative Ecosystem and Consultancy from Criterion Three are not made applicable to UG colleges whereas PG colleges have to respond to the Innovative Ecosystem KI in their SSR. It is clear that NAAC has realized that in those Not Applicable KIs, the colleges have little role to play. Given the financial and location disadvantages of the colleges, less weightage is earmarked in Criterion Three- Research, Innovations and Extension. No change is made in 4, 6 and 7th criteria.

Even the distribution of the weightages across the KIs speaks of the minute care NAAC has taken in case of colleges.

Table 2. KI wise Distinction among the Colleges

Criteria	KIs	UG College		PG College		Remark
Revisions		RAF 2017	Dec 2019	RAF 2017	Dec 2019	
Curricular Aspects	Curriculum Design and Development	NA	NA	NA	NA	Since these colleges are affiliated to college for curricular matters
	Curricular Planning and Implementation	20	20	20	20	No change
	Academic Flexibility	30	30	30	30	No change
	Curriculum Enrichment	30	30	30	30	No change
	Feedback System	20	20	20	20	No change
Teaching- Learning and Evaluation	Student enrolment and profile	30	40	30	40	Student profile rewarded if found
	Catering to students diversity	50	50	50	50	No change
	Teaching- learning process	50	50	50	50	No change
	Teacher profile and quality	80	60	80	60	Weightage reduced considering status and location of HEIs
	Evaluation Process and Reforms	50	30	50	30	Considering its limited role in exam and evaluation, weightage reduced
	Students Performance and learning outcomes	40	60	40	60	Result appreciated
	Students satisfaction survey	50	60	50	60	Considering the status, response of students awarded
Research, Innovations and Extension	Promotion of Research and Facilities	NA	NA	NA	NA	No change made considering the research culture and facilities
	Resource Mobilization for Research	10	15	10	15	Weightage increased to encourage research activities
	Innovation Eco-system	10	NA	10	10	Made non applicable for UG for infrastructural reasons but retained for PG considering its

						natural progression to research
	Research Publication and Awards	20	15	20	15	Weightage reduced for infrastructural reasons
	Consultancy	NA	NA	NA	NA	Retained its NA status
	Extension Activities	60	60	60	50	Weightage reduced for PG colleges for time consumed for its research activities
	Collaboration	20	20	20	20	Retained
Student Support and Progression	Student support	50	50	50	50	Retained
	Student progression	45	30	45	25	Weightage reduced for colleges
	Student participation and activities	25	50	25	45	Weightage increased to encourage students activities
	Alumni engagement	10	10	10	10	No change made

(RAF 2017 Annexure 1 p.5-6. & Dec 2019 Manual, p. 24-25)

As there are no changes in Criteria 4, 6 and 7, they are not considered here.

However, there is no change made in the above criteria, at least some revisions were expected in Criterion 4 detailing the infrastructure facilities and maintenances as the status of college affects the financial standing and thereby, its infrastructure availabilities.

Other observations

1. Profile of institution made clearer than before.
2. In RAF 2017, metrics of 5% (50 weightages) were allowed, however, in Dec 2019 Manual, metrics only for colleges 3% (30 weightage) are allowed, again not more than 10 per criteria against 20% from RAF 2017. All metrics in Criteria 1, 2 & 7 are essential.
3. In RAF 2017, response from 10% of the enrolled students was mandatory for qualifying for scoring on the metric whereas in Dec 2019 Manual, only 10% of enrolment or 100 whichever less is necessary. A major change made, if the response rate is lower than the limits mentioned by NAAC, the metric will not be taken up for evaluation.

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Academic and Administrative Audit in Higher Education**Dr. Ajay B. Patil**

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Introduction:

As per the guidelines of University Grants Commission, the apex body on Higher Education in the country the task of AAA is assigned to an independent institution established by Ministry of HRD in called as National Assessment and Accreditation Council (NAAC). UGC has made NAAC evaluation as mandatory for HEs in India. Though NAAC is located at Bangalore its reach is nationwide since it is the only authority responsible for assessment and accreditation of Higher Education Institutes (HEIs) in India. The monitoring and evaluation of the institutional processes require a carefully structured system of internal and external review. The NAAC expects the Institutions to undertake continuous Academic and Administrative Audits (AAA). This brief note is intended to serve as advisory to all accredited HEIs who volunteer to undertake AAA.

About Academic and Administrative Audit (AAA):

Academic and Administrative Audit (AAA), are very essential for the excellence in Higher Education. These are interrelated concepts. Thus in order to have a quality oriented academic, there should be a strong administrative background.

Academic Audit:

Academic audit can be understood as a scientific and systematic method of reviewing the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities in HEIs.

Administrative Audit:

It can be defined as a process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments' control of the overall administrative system etc.

Major objectives of AAA:

1. To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest the methods for improvement and for overcoming the weaknesses.
2. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms etc.
3. To evaluate the optimum utilization of financial and other resources.
4. To suggest the methods for continuous improvement of quality keeping in mind criteria and reports by NAAC and other bodies.

Approach towards AAA:

World class Universities or institutions of eminence cannot be built overnight or legislated into existence. For that strict and continuous Audit of Academic and Administrative process should be adopted. Both the AAA can be done internally and externally. Internally it should be done by the IQAC of the institutions, while externally it can be done by the University (for Colleges) or by other peers. In some states it is organised by state level agencies. Knowledge Consortium of Gujarat (KCG) has developed a very good model of AAA in state of Gujarat. It is also learnt that many of the HEIs volunteering for third and fourth cycles of accreditation have done AAA.

NAAC as a National Agency for AAA:

It has developed its own system of assessing the quality of education provided by the HEIs. It evaluates the performance of the institute that opts for evaluation on the basis of past and present contribution of the HEIs with a fixed scale common for all the HEIs in India. This scale consists of seven criteria as given below:

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

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

Academic and Administrative Audit (AAA) is a system to control and maintain high standards in the field of Higher Education. It is playing vital role in providing quality education to the learners all over the world. In addition to the developed countries, even the developing as well as underdeveloped countries, are now-a-days coming forward in opting the AAA. It is a continuous process of self-introspection for the better growth of the institution. The present paper proposes to focus on the role and significance of AAA in the present day globalized Indian academia. Key Words and Phrases: Academic and Administrative Audit (AAA), Parameter, Quality, Education, Benchmark Introduction: Twenty first century has witnessed rapid changes in all walks of life. Considering these changes respective governments in the various countries have proposed various methods and measures to enhance the quality of education at higher (college / university) level. What so ever is the name, but these are all attempts in Academic and Administrative Audit. In India along with central government some states like Gujrat have not only volunteered but made Academic and Administrative Audit a mandatory measure for the institutions of Higher Education. Centre has assigned the responsibility to National Assessment and Accreditation Council (NNAC) where as State Government of Gujrat has established Knowledge Consortium of Gujarat (KCG).

Academic Audit:

Academic Audit is a mechanism to examine and enhance the quality of academic aspects of institutes of Higher Education. Defining Academic Audit B. L. Gupta states that, "it is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i. e. inputs, processes and outputs. ... It emphasizes on reviewing the performance of the academic inputs with respect to quality assurance (P. 1)." What is an Administrative Audit? M. Rajendran defines Administrative Audit as "A method of assessing the efficiency and effectiveness of the operating system of the administrative procedures, policies, decision making authorities and functionaries, strategies, process, feedback, control mechanism and so on. The AA would certainly make the functionaries to ascertain the strength and weakness of the operating system in general and pin out the areas in particular, and to ascertain where the function is stagnated and affected, and where special attention is required along with man and material resources." (P. 54)

A Brief History of AAA:

Academic and Administrative Audit is a standard strategy for quality enhancement of Institutes of Higher education. Respective state governments have introduced external quality audits in various countries as part of reforms in higher education. According to Shah and Nair, "in countries such as United Kingdom, various European countries, and in New Zealand, external quality audits have been in place since 1990s. In countries such as India, South Africa, Australia, some Middle Eastern countries, Hong Kong, Malaysia they have been in place since early 2000s (P. 20)".

Aims and Objectives of AAA:

The aims and objectives of AAA can be stated as follows:

1. The setting and maintenance of academic standards.
2. The quality of students' learning opportunities.
3. Developments in quality enhancement
4. The need for greater integration between academic planning, research assessment and quality assurance.
5. The recognition and use of the outcomes from professional association activities.
6. The recognition of the importance of quality enhancement.

AAA: Its Necessity:

The Academic and Administrative Audit is needed for following:

1. To confirm that the arrangements for quality assurance are fit for purpose and conform to the institution's role and mission.

2. To provide assurance that the standards of higher education (at degree level and above) align with expectations.
3. To ensure that students have access to appropriate learning opportunities through taught provision, private study and supported learning.
4. To promote and enhance high quality teaching and learning.
5. To confirm that students are fully supported in their academic and personal development.
6. To advance the highest possible levels of student achievement.
7. To encourage strategic developments that enriches the curriculum and enhances students' opportunities for employment and career development.

AAA and Benchmarking:

Academic standards set by particular institution are called as the benchmarks of the institution about the quality it provides. In academic institutes they are always defined by student achievements. The main aspects of it are - the acquisition of knowledge, the development of capability and the exercise of intellectual skills by students. It is applicable to all disciplines and reflects the expectations established by institutions as well as the academic requirements and competencies associated with individual courses and programmes.

Conclusion:

Academic and Administrative Audit gives a standard system based on parameters for Quality education. Quality enhancement is defined in terms of institutional policies, procedures and activities that are designed to promote the learning experience and learning outcomes of students and also contribute to the enrichment of the curriculum. The approach to enhancement will involve an institutional assessment of the strengths and weaknesses of current academic practice and the identification of potential areas for improvement. It may also reflect the particular mission and strategic priorities of institutions, where enhancement is seen in terms of a strategy for driving change and promoting student achievement and capabilities. Hence it is concluded that there is a dire need to pay proper attention to institutional strategies and policies for global engagements, extending the experience and aspirations of students to participate in an increasingly global community.

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Academia Innovative Practices : Property Rights (IPR) And Industry

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Abstract:

The III criterion of NAAC out of the seven criteria in which the emphasis is given to research and in particular to the IPR activities. The HEIs are now organizing the Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices in more number as compared to the previous years from 2012-2016. The studies shows that University Teaching Departments are now more aware about the six key aspects under the III Criterion – Research, Consultancy and Extension. This criterion seeks information on the policies, practices and outcomes of the Institutions with reference to Research, Consultancy and Extension.

Introduction:

The quality of higher education plays a vital role in the overall development of the Nation. In India, the National Assessment and Accreditation Council (NAAC), an autonomous body established by the University Grants Commission (UGC) assesses and accredits Institutes of Higher Education. The institution encourages its staff to engage in interdisciplinary and interdepartmental research activities and resource sharing. The promotion of research is a significant responsibility of the HEIs particularly for Universities without which a 'research culture' on campus cannot be realized. The HEIs have to be actively engaged in this through evolving appropriate policies and practices, making adequate resources available, encouraging active research involvement of teachers and scholars in research as well as recognizing any achievement of teachers through research.

The critical elements :

Higher Education Institutions include college and university teaching departments for students' progress to attain higher educational qualifications. Higher Education imparts in-depth knowledge and understanding so as to advance the students to new frontiers of knowledge in different walks of life. It is recognized as one of the critical elements of National Development. It is a powerful tool to build knowledge-based society. It also includes responsiveness and administrative supportiveness (procedural flexibility) in the institution in utilizing the supports and resources available at the Government agencies and/or other agencies. Required infrastructure in terms of space and equipment and support facilities are made available on the campus for undertaking research. The institution collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research.

The institutions responsibility :

Resource Mobilization for Research The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and approach funding agencies for mobilizing resources for research. The institutional support to its faculty for submitting research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in research. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of third criterion.

Innovative practices :

The institution conducts workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Awards for innovation won by institution/teachers/research scholars/students, start-ups incubated on-campus are explicitly commended by the institution. The Number of Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years and the total number of workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry- Academia Innovative practices year wise during last five years are the useful activities.

The Institution has created an ecosystem for innovation including incubation center and other initiatives for creation and transfer of knowledge. In the innovation ecosystem the Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry – Academia Innovative practices during the last five years (5) Year have to be linked to the Activity report on the website and the date of establishment of IPR cell.

Conclusion:

The III criterion of NAAC out of the seven criteria in which the emphasis is given to research and in particular to the IPR activities. This study shows that University Teaching Departments are now more aware about the six key aspects under the III Criterion – Research, Consultancy and Extension. This criterion seeks information on the policies, practices and outcomes of the Institutions with reference to Research, Consultancy and Extension. The HEIs are now organizing the Workshops/ seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices in more number as compared to the previous years from 2012-2016. Filing IPRs and to promote the research and innovations on ground level is the today's need.

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NAAC Accreditation

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Good Education System is backbone of every nation which is important for the development of any nation. Educational Accreditation is a type of quality assurance process in which educational programmers are evaluated and verified by an external body (NAAC). It gives accredited status to Higher Educational Institutions meeting standards and requirements of quality education.

In most of the European countries Accreditation process is conducted by a government or government organization. In India, Educational Accreditation is carried out by the Ministry of Human Resource Department. In United States a quality assurance process is carried out by an independent government and by the private non- profit organizations. In United State Accreditation process is developed in the late 19th century. The United State's Higher Educational Institutions perceived the need for educational improvement.

The University Grant Commission (UGC) is established by the Act of Parliament in 26th December 1953 for maintaining standard of teaching and research in Universities under the Ministry of Human Resource Department. The National Policy on Education (NPE1986) and Programme of Action (P O A 1992) advocated the establishment of National Assessment and Accreditation Council (NAAC). Accordingly, National Assessment and Accreditation Council (NAAC) is established in 1994 to assess the performance of Higher Educational Institutions through introspection and a process. National Assessment and Accreditation Council's (NAAC) Accreditation helps the institution to know its strengths and weaknesses. It helps to identify the drawbacks of institutions. It helps the institution to start innovative and modern methods in the education system. It gives new sense and direction to Higher Education Institution. In India MHRD has made it compulsory to Higher Learning Educational Institutions to go through NAAC. All the recognized institutions of UGC must apply for NAAC Accreditation after completion of the first or second batches of courses. The mandate of NAAC suggests that quality assurance is the soul of Higher Learning Educational Institutions. NAAC Accreditation enables Central / State / Private / Deemed to be Universities/ Institutions of National Importance to get UGC Grants and Financial Assistance.

NAAC Application, Eligibility Criteria and Application Stages :

NAAC Eligibility Criteria for Assessment and Accreditation (A & A) are as follows.

Higher Educational Institutions having at least two batches of students graduated from the institution or institutions must be in existence for six years whichever is earlier.

1] Registration: -

Higher Education Institutions must apply Online on NAAC Portal for Institution's Assessment and Accreditation.

2] IIQA Submission:-

Higher Education Institutions must submit Institutional Information for Quality Assurance (IIQA) with requisite fees online on NAAC Portal. (Rs. 25000/- + 18 % GST Non Refundable) Higher Educational Institution **may** submit IIQA in Three attempts within one year.

3] SSR Submission with Assessment and Accreditation Fees:-

Higher Education Institutions must submit SSR (Self study Report) within 30 days from the Acceptance of the IIQA.

4] Data Validation and Verification:-

NAAC will start SSS and DVV Process to determine the Pre-Qualification for Accreditation.

5] Logistic Fees:-

Institution has to pay in advance logistic fees towards the expenses of Peer Team's Visit after pre eligibility for accreditation and Peer Team's visit.

5] NAAC Peer Team's Visit:-

After success of SSS and DVV Process NAAC's Peer team visits the Institution.

6] Grade Declaration:-

NAAC declares the Grade on the recommendations of the Peer Team Report.

7] Appeals

Institution may appeal against their unsatisfactory Gradation to the Director of NAAC within thirty days from the date of receipt of the Accreditation Certificate.

8] AQAR Submission

AQAR submission is Mandatory for Every NAAC Accredited Institution by the end of September every year.

The NAAC has revised accreditation framework on 1st January 2020. This will be applicable to The Higher Education Institution who will apply for Assessment and Accreditation Process with IIQA on or after 1st January 2020. This revised accreditation framework is not applicable to those Higher Education Institutions who had applied on or before 31st December 2019. As per the revised accreditation framework, the NAAC Accredited Institutions need to submit AQAR online. AQAR submission will be done with the email id used for IIQA. The AQAR submission is the post Accreditation process. AQAR of the proceeding year be submitted to the NAAC within six months i.e. 31st December of every year.

9] Cycles of NAAC Accreditation

A Higher Educational Institution which undergoes first time through NAAC Assessment is referred as 1st cycle of NAAC Accreditation. Consecutive NAAC Accreditation cycles took place after five years.

NAAC Re- Accreditation

NAAC Re- Accreditation of Higher Educational Institutions seeking improvement in the accredited status may apply for re-assessment after one year and not more than three years.

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Academic Audit - An Essential Quality Exercise For Higher Education Institutions

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Abstract-

NAAC has envisaged various audits as quality exercises for HEIs. Academic audit is a scientific and systematic method for reviewing quality of academic processes. The audit team evaluates SWOT of an HEI and gives recommendations for future progress. It is a must for all institutes helping in their pursuit of quality and excellence.

Introduction

India, since independence has progressed immensely in higher education quantitatively by leaps and bounds. From a mere 30 universities and 695 colleges in 1951-52, it has expanded to 895 universities and 42338 colleges (UGC). But sadly, it lags behind developed countries in terms of quality. Taking this into consideration, National Assessment and Accreditation Council (NAAC) was established in 1994 as a quality assurance agency to conduct institutional assessment and accreditation periodically. It has evolved certain benchmarks for ascertaining and ensuring quality in HEIs. NAAC Manual has envisaged various audits viz. financial audit, green and energy audit, gender audit, academic and administrative audit.

Academic Audit: - Academic audit can be understood as a scientific and systematic method of reviewing the quality of academic process in the institution. It is related with the quality assurance and enhancing the quality of academic activities in HEIs. (NAAC)

Necessity of academic audit

There is a time gap of five years, sometimes more between two cycles of A and A for HEIs. So Internal Quality Assurance Cell (IQAC) in the institution should take initiative to undertake midterm assessment as a quality check. Regularity in such academic and administrative audits is essential to know how far the institute has marched in its pursuit of excellence.

Periodicity of academic Audit

Academic and administrative audit can ideally be conducted each year.

It can also be conducted in three phases- phase I- After a year of NAAC PT visit and grade, an internal audit by senior IQAC members, phase II- after two years, by a team consisting of both internal and external auditors –including senior professors from university and at least one NAAC assessor among them and the third phase internal audit coordinated by IQAC.

Points to be for looked into AAA

NAAC has not prescribed any specific methodology or guidelines for conducting AAA. It is expected that each HEI may evolve its own guidelines and methodology by learning from good practices followed by leading institutions within and outside India. Savitribai Phule Pune University has included the following points

1. Name of the Department:
2. Courses taught:
3. Number of faculty:
4. Major research projects completed: Title of the project, Date of sanction and Duration, Grant received, Funding agency. PI or Co-PI.
5. Minor research projects completed: Title of the project, Date of sanction and Duration, Grant received, Funding agency. PI or Co-PI.
6. Number of students awarded Ph.D. degree: Name of the student, topic of research, date of registration, date of declaration of Ph.D. degree.

7. Number of students registered for Ph.D. degree: Name of the student, topic of research, date of registration.
8. Participation in conferences, symposia, seminars and workshops: International, national, state or university level, attended. Presented paper, chaired session. Resource person.
9. Innovative processes developed in teaching and learning.
10. Participation in curricular development:
11. Participation in co-curricular and extra-curricular activities.
12. Refresher and Orientation courses attended:
13. Examination /Evaluation reforms initiated:
14. Publication of research papers: in peer reviewed journals, non-peer reviewed journals, conference proceedings, impact factors, citations, h-index. Numbers in SCOPUS.
15. Books published: with ISBN No., Without ISBN No., Chapters in books.
16. Patents Applied/Granted: National. International, commercialized:
Consultancy services provided and revenue generated:
17. Conferences ,seminars, symposia and workshops organized as convener/coordinator:
18. Number of collaborations:
19. Awards /recognitions received: International, National, State, University

Level

Knowledge Consortium of Gujarat (KCG) has evolved its AAA with the criteria like academic management ,academic practices(human resource, teaching learning evaluation processes, research output, extension and student support),infrastructure and other facilities ,initiatives and supplementation.

The audit team should hold primary discussions with head of the institute and IQAC Coordinator in its onsite visit. It should look into the recommendations of the previous NAAC PT recommendations and the progress in their compliance so far. It needs to do a SWOT analysis of the institute so as to give recommendations for future progress. The auditors should discuss the findings with the Principal and IQAC coordinator.

Conclusion

Academic as well as administrative audits are essential and voluntary exercise on the part of HEIs .It is an important quality exercise to be done periodically and regularly. It helps institution to know its strengths , weaknesses and potential areas for progress and improvement, helping it to prepare for future challenges.

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Criterion-based Innovative Best Practices and Students' Involvement in Quality Enhancement**Dr. Balaji Anandrao Navle**Asso. Prof. Head & Research Guide,
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Gangapur Dist. Aurangabad (MS)**Abstract:**

Quality education is the best weapon to human beings to live a meaningful life. All the stakeholders in higher education – the government, the managements of institutions, the principals, the teachers, the students and the University Grants Commission– have important, may be different, but complimentary roles in ensuring the quality of higher education. Of all the stakeholders, students have a unique role to play in ensuring the quality of higher education. Fortunately NAAC itself has published a "Student Charter" – a written statement of the learning rights and obligations of students. The NAAC advocates the public display of the student charter in every institution as an act of promotion of student participation in quality assurance. Firstly, students should realize that quality education is their right and that it is the responsibility of higher education institutions (HEIs) to provide quality education to learners. Secondly, students should be equally aware that they have significant learning responsibilities to enable institutions to provide quality education. Unless students demand quality education and demonstrate their commitment to quality education by accepting responsibilities, higher education institutions (HEIs) will have very little motivation for quality enhancement. Hence, it is quite necessary for students to actively participate in quality improvement mission. By and large, by taking active participation in the following mentioned Criterion-based Innovative Best Practices, students can perform their roles and responsibilities quite well.

Keywords: ideological hegemony of education, pragmatic education, students and their duties, quality education

1. *The wonderful things you learn in schools and colleges are the work of many generations produced by enthusiastic effort and infinite labour ... And all this is put into your hands as your inheritance in order that you may receive it, honour it, and one day faithfully hand it over to your children.-Albert Einstein.*
2. *The destiny of a nation is shaped in the classroom.-M. k. Gandhi.*
3. *Education is the most powerful weapon which you can use to change the world.Nelson Mandela*

Understanding the concept of the 'best' and the 'excellence in HEI:

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

After the reaccreditation of colleges by the NAAC, exploration of the first-rate, the best and the excellence in academic life has become a central focus and main target of all the stakeholders of HEIs. In the rapidly changing scenario, it becomes even mandatory to HEIs to adopt new methods, innovations and such innovative best practices through which students not only get involved in academic activities but their all-round development could be possible. For that all the stakeholders have to explore the seven criteria norms of assessment and accreditation laid down by the NAAC itself. So in this paper an attempt has been made to frame at least one best practice related to each one of the seven criterion norms through which all the

stakeholders in general and students and teachers in particular can be actively involved in curricular, co-curricular and extra-curricular activities. To explore, to execute and to practice the first-rate, the best and the excellent is to maintain quality in the field of higher education. Therefore, the *raison d'être* of the exploration of the first-rate, the best and the excellent through the seven criteria laid down by the NAAC does exist.

The salient features of a best practice can be stated as follows:

1. A best practice stands out among common practices.
2. It is essentially significant and contains value.
3. It attracts attention and appreciation of the people involved.
4. It increases quality of what it concerns.
5. Successful establishments and organizations do introduce best practices and achieve better quality than others.
6. It is always useful
7. It necessarily contains some innovative ideas
8. It is the brain child of a single individual

Need for Criterion-based Best Practices in HEIs:

In the contemporary time HEIs are subject to face periodical external evaluation in addition to the internal one. In this condition of interpellation, where one has to make choices in a choiceless condition, it is quite necessary to explore and execute the most innovative, healthy, useful, probable and possible best practice in order to face the compulsory but welcomed NAAC's external evaluation based on seven criteria containing thirty two key aspects. Unfortunately, though consciously or unconsciously, several colleges, haunted by the dilettantism (the tendency of taking nothing seriously attitude), tend to underestimate or neglect certain criteria. During the course of time as per the policy and norms adopted by the NAAC, the heads such as curricular aspects, innovative practices are likely to receive less attention. That's why a perpetual exploration of the most healthy, novel and probable best practices is the dire need of any HEI in our country. By and large, quality sustenance and enhancement in all criteria are required and hence there is a need to explore Criterion-based best practices.

Significance Assigned by the NAAC to Best Practices:

Right from the beginning the UGC and the NAAC has given priority to best practices for all-round sound and balanced development of HEIs. In an old methodology the VII criterion was based on healthy practices. In the preceding methodology best practices was a key aspect in all six criteria having the weightage of 10 points each. In the present methodology it is a key aspect in the VII criterion having the weightage of 40 points. In order to make the novel task easy and to follow a scientific approach in the exploration, execution of a best practice a blue-print, a definite format with a word limit has been prescribed by the NAAC as follows:

1. The title of the practice: ought to be catchy, logical, musical, precise
2. Goal: 100 words
3. The context: 150 words
4. The practice: 400 words
5. Evidence of success: 200 words
6. Problem encountered and resources required: 150 words
7. Notes: 150 words
8. Total word limit: Around 1150 words

Moreover, NAAC has brought out a series of booklets containing best practices introduced by HEIs across the country.

Following are the most possible, practical, logical, healthy, novel and innovative best practices based on the seven criteria and within one's capacity unto this last:

Curricular Aspects– Open Curriculum Design:

Related to curricular aspects there is a best practice entitled “**Open Curriculum Design.**” The overall goal of the said best practice is preparing standard curricula for giving the best possible learning opportunities to the students.

In order to implement the best practice successfully we need to take into consideration its context. The present state and scenario of curriculum is not satisfactory, its efficacy is quite low, its utility is limited, and it is not job orientated. Learners' and experts' responses collected under this practice explain that there is a dire need of revision, enrichment and transmission of the proposed syllabus.

Under this practice there will be a circulation of a rough sketch of the proposed curricula and opinions, comments, remarks, suggestions will be invited on the prescribed topics, chapters, abstracts from all teachers and a number of experts with all details. Selection of the most suitable topics, chapters and preparing the final draft is possible with the open and inclusive nature of the best practice.

The said practice will be quite successful with the use of internet and mobiles and other available technology. Under this practice the nature of the setting and designing of curricula becomes inclusive with a number of respondent contributors instead of the 11 members of BOS.

Notes: Employers', probable employees' (students') and teachers' interface for curricular feedback.

Teaching-Learning and Evaluation– Learning through Teaching:

In the field of teaching-learning and evaluation there is a notable best practice known as "**Learning through Teaching**." The principal goal of the said best practice is giving an exposure to the students to new learning experiences through teaching. Nature and functioning of the said best practice are related to the effective management of the concerned stakeholders of HEIs. One specific day is fixed by the college on which college students are given an opportunity to conduct teaching in all the secondary and higher secondary schools in the town. The head masters/ mistress and the teachers of the host schools are requested to record their observations on teaching performance at the classes conducted by the students. Students of a college performing the role of teachers in all schools are the commonly uncommon nature of this best practice. Final year graduate and postgraduate students may be actively involved in the said practice. Outcome of the said practice on the part of the students is quite fruitful and noticeable. There is a voracious increase in the reading of the students and development of communicative skills.

Notes: Observation of the Teachers' Day in the similar fashion is possible.

Research, Consultancy and Extension Services– Primary Medical Aids to the Needy.

In the field of research, consultancy and extension there is a notable best practice known as "**Primary Medical Aids to the Needy**." Our country is not aware about maintenance of health. Even the awareness about health varies from person to person. The state of medical services being availed, afforded, ignored by different social sections of society differently. Medicines are lying unconsumed in middle and upper middle class family. Under this practice it is expected that the college students should collect unconsumed medicines. It should reach to the subaltern and downtrodden classes. Students should also give home delivery to those that are unable to be entrusted to indentified medical practitioners, directing poor and needy to avail free service. College should maintain up-to-date record of the benefitted persons under this practice.

Initially there will be little success under this practice. But during the course of time the number of beneficiaries will definitely increase. Many families will offer unused medicines to the college voluntarily. More and more doctors will join in the service to the neediest. The day will come when media will take notice of this practice. Other institutes will come forward with a request to get involved in the sublime practice.

Initially there will be a few problems like identification of doctors, passive response from the needy. But a continual persuasiveness of students collecting medicines will clear the possible obstacles.

Notes: Other extension services as empowering physically challenged, child laborers could be undertaken.

1. Infrastructure and Learning Resources– Campus Use for Stakeholders:

In the field of infrastructure and learning resources there is a best practice entitled as "**Campus Use for Stakeholders**." The main goal of this best practice is strengthening the bond of commitment with stakeholders. Comparatively, the nature and function of the said best practice is easy at the level of implementation.

College facilities are useful for many occasions like meetings, conventions, social programmes, public examinations etc. Under this practice the college management should take an initiative for the mutual bond of

relationship with the concerned stakeholders. The available infrastructure and other facilities can be offered to the concerned stakeholders free of charges or nominal charges.

Number of organizations, individuals will come forth to avail college infrastructure and they will appreciate this practice which will be a genuine reward to the college.

There are a few problems in the implementation of the said practice like the balance between need and availability. There is a possibility of the damage of property and dirtying the campus and even incidentally the college may face occurrences of untoward incidents.

Notes: Increasing the number of facilities for free use.

Student Support and Progression– Selection of and Awards to the Critic and the Reader of the Year:

“Selection of and Awards to the Critic and the Reader of the Year” is a best practice associated to the field of governance and leadership. Enrichment of students’ general knowledge is the main goal of this practice. In the present time the academic field is closely resembles to a big hotel and the programmes and courses to the long menu card in a hotel. Increasing number of means of communication like mobile-phone, internet, explosion of information through print and electronic media, the politicized role of media, and the lack of proper guidance make a student confuse. Rather s/he is haunted by a dilemma of selection. Faulty selection of an edible item in a hotel will definitely leads one to malnutrition. Likewise, faulty reading would definitely lead one towards intellectual impotency. The dire need of student as to what to watch and read will be fulfilled through the said practice.

Under the said practice a committee of teachers to be constituted, announcing the scheme to students.

The participated students have to record five most significant events appearing in media daily. Proper interpretation / comment on one of them is compulsory. Finally students have to hand over the write-up to the committee in the stipulated format. The committee analyzes the students’ recording of the events and comments. After a thorough scrutiny and analysis a most worthy student will be selected and declared as the critic and the reader of the year for suitable award and felicitation.

The said practice is quite healthy and significant so naturally a number of responding students will actively participate in it. The recorded items will be quite useful to students for competitive examinations and entrance tests.

But the main problem in the path of this practice is that of a committee of willing teacher. Teachers should accept the said practice whole heartedly. There should be a little financial provision for awards.

Notes: Other practices such as “Programs of the students, by the students, for the students” may easily be introduced.

Governance, Leadership and Management– College developing leadership qualities among students:

“Interest Free Loan to Employees.” is a best practice associated to the field of governance and leadership. Providing security to the college employees in critical occasion is the principal goal of this practice. Growing condition of uncertainty and insecurity are the main features of the current times. Life has become insecure due to various regular phenomena such as increasing thefts, accidents, calamities, riotous conditions. A college employees haunted by such calamity cannot concentrate on the work. In this traumatic situation college management can help him/her through the said practice.

Under this practice the college managing organization is expected to create corpus fund for the benefit of its employees. Management should offer interest free loan to employees on critical occasion, surgical regencies, robberies, accidents, or other natural or manmade calamities. Employee and her/his blood relatives to be covered under the scheme: Repayment in equitable installments to be naturally divided by the concerned authorities.

The said scheme will be quite successful. But the concerned should accept the responsibility. Early repayment of the loan amount is expected from the employees. A letter of appreciation from the employees to the management will definitely give a boost to the said practice. It will also increase the devotion and dedication of the employees availing loan towards the management, principal, and the college. It will definitely cause a good impact on others as well.

Problems and Resources: Raising adequate corpus fund is a problem and challenges to execute the said practice. Demanding loan for petty reasons will spoil the main goal of this practice. Collection of regular repayment is also a very sensitive issue.

Notes: Felicitation of best alumni, formal faculty, parents may be suggested as other good practices.

Innovations and Best Practices:

What is stated by T. S. Eliot in his critical essay, "Tradition and Individual Talent," is exactly applicable to the exploration of best practices. The stakeholders have to borrow something from the tradition and add to it something relevant using his individual talent. For example in the case of English a thesis is quite famous: English is the most unscientific language studied most scientifically. In this context a best practice is quite useful to acquire the communication skills in English. 10 minutes thinking in English, 10 sentences writing in English, 10 minutes listening correct English make a student quite a perfect speaker.

By and large, the above instances of a best practice clearly show that a best practice is always more useful than common practices. This high degree of utility and value make the best practice essential for quality enhancement. Consequently, we find some best practices invariably introduced and practiced in progressing organizations. The evolution of a best practice is as follows:

A single individual in an institution gets a nice idea, the idea is put before other members of the institution and it is accepted for implementation. By practicing the idea it becomes an integral part of the institutions character and later on it becomes a part of the life of the members of that institution. In other words, an individual's idea becomes institutional then it is internalized and lastly it is individualized. Thus, its nature is essentially cyclical.

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Role Of IQAC In Quality Improvement Of Teacher Education Institutions

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Abstract:

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. People debate over the subject of whether education is the only thing that gives knowledge. Quality education aims at developing a balanced set of capabilities of children they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Ways Policy Makers Can Improve the Quality of Education. Acknowledge and address overcrowding, Make funding schools a priority, Address the school-to-prison pipeline, Raise standards for teachers, Put classroom-running and curriculum-building decisions in the hands of the community and important role of IQAC in quality improvement of Teacher Education institutions.

Key words: NAAC, IQAC, Quality Education and Teacher Education Institutions.

Introduction:

The work of the 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. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies to remove deficiencies and enhance quality like the "Quality Circles" in industries.

IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college.

As per National Assessment and Accreditation Council (NAAC) guidelines every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should. To need of Establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure in Teacher Education Institutions.

Objective

1. To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
2. To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices

Strategies

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- b) The relevance and quality of academic and research programmes.
- c) Equitable access to and affordability of academic programmes for various sections of society
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of evaluation procedures.
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services.
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

- a) Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution;

- b) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- c) Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters of higher education;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Development of Quality Culture in the institution;
- j) Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

Benefits

- a) Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement.
- b) Ensure internalization of the quality culture.
- c) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- d) Provide a sound basis for decision-making to improve institutional functioning;
- e) Act as a dynamic system for quality changes in HEIs.
- f) Build an organized methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/two nominees from local society, Students and Alumni
6. One/two nominees from Employers /Industrialists/stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for 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. While selecting these members several precautions need to be taken. A few of them are listed below:

- a) It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the

institutional environment. They should be known for their commitment to improving the quality of teaching and learning.

- b) It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
- c) The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

Conclusions:

The 'Internal Quality Guarantee Department (IQAC), referred to as 'NAAC' is as above. This concept is similar to the revised Guidelines for the Creation of the NAAC on January 2005, and it was earlier suggested to set up a Quality Advisory Committee (QAC) in each college under the guidance of NAAC. However, there is no mention of this quality advisory committee in the newly revised guidelines. When contacted, "These are all guide lines. There are no strict rules of 'NAAC'. Every college should make changes in this regard," he said. Discussion with the advisor of 'NAAC' also took the same role in referring to the colleges' Annual Report on Quality Assurance. Eli is. That 'NAAC' instructions or guidelines from the (Guidelines) and. It is desirable to use the same one to discretion. "Under the quality assurance department (IQAC) work is required to take a decision and you will be right in their own context. To do real good work in the college in terms of 'quality enhancement', to make the best use of available manpower and resource resources by taking part in all this work and to make the college progress whole. While there is work under IQAC, it is also the responsibility of sending the annual report of this work to NAAC every year. Re-accreditation of the school on such annual reports as a whole, it is important to understand the overall nature of this report.

The task of this department is to create the appropriate administrative or managerial management mechanism for all of them. For this, the old system will have to be revised as well as some new arrangements, practices and processes have to be started. Of course, the situation, environment, and environment of each college are different in terms of location, time, needs and goals. Therefore, taking into account all these concepts, one has to take into consideration the particular circumstances of the particular college.

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Emerging Global Scenario in Higher Education in India**Dr. Prakash Titre**

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Abstract:

The education system is one of the prominent components to hermeneutic, social and cultural growth of any country. The education system of any nation should be in pace with the emerging global scenario in higher education. After Independence, there is sustainable progress in Indian education system. The Right to Education Act enacted on 4th March 2009 in India. It has mapped out the roles and responsibilities in higher education more rigorously than earlier. With the advent of Private Sector in Higher Education has witnessed drastic changes in the education system of India. There are ample issues and challenges to Higher Education System of India but equally have lot of opportunities to overcome the challenges and enriching Higher Education System. It needs greater transparency and accountability, the role of Colleges and Universities in the new millennium, and emerging scientific research on how people learn is of utmost important. India needs well skilled and highly educated people who can drive our economic, social and cultural growth. This paper tries to examine emerging global scenario in Higher Education in India and its impact on prevailing higher education system. It also identifies the emerging issues and challenging in the field of Higher Education in India.

Key Words: Higher Education, Privatization, Globalization etc.

Introduction:

After the independence, the Higher Education (HE) system in India has grown in remarkable way. It is one of the largest organizations of its kind in the world. There has been considerable improvement in the 'Higher Education' scenario of India in both quantitative and qualitative terms. 'Higher Education' in India is seen as one of the ways to upward social mobility. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, re-orientation of programmes by laying importance on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are significant for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society.

There are 47 central universities, 347 state universities, 237 private universities and 123 deemed universities in India as listed by the 'University Grants Commission' (UGC), the apex regulatory body for higher education. All the above university groups are legally entitled to grant degrees. State universities are the only institutions that are allowed to affiliate private as well as public colleges under them. However, these colleges are allowed to operate only within the individual federal state borders. Private colleges offering professional courses, which match specific needs of a sector or industry, are often affiliated to state universities. Affiliated colleges are called 2f and 12b colleges according to the latest figures, there are approximately 9,195 such affiliated colleges in India supported by the UGC. The federal states of Uttar Pradesh and Maharashtra have the maximum number of affiliated colleges of 1,677 and 1,185 respectively. Karnataka (766), Chhattisgarh (488), Gujarat (486), Tamil Nadu (468), and West Bengal (433) too have large number of affiliated colleges under their federal state universities. While private universities do not have affiliated colleges, these universities also offer professional as well as regular courses in it.

Even after 69 years after Indian independence, we are far away from the goal of universal literacy. There are number of schools in the country, but they don't have proper basic infrastructure. But on a positive note, Indian professionals are considered among the best in the world are in great demand. This signifies the inherent strength of Indian education system.

Emerging Trends in Higher Education:

Global higher education sits at an intersection of socio-cultural, economic and geopolitical variables. Past many years, we have witnessed intricate interactions of the components that affect structures of student mobility, institutional strategies and national policies. In Current scenario, we are witnessing technological innovations like Massive Open Online Courses (MOOCs) are offering alternative pathways to international students. MOOCs will continue to confront many barriers. Indian education needs to realize that the absorption

power of every student cannot be the same. Hence, the teaching method also cannot remain the same for every student in a class. Some students have faster learning pace and some are slow. Teachers must have a keen eye on observing each of their students. While it is not humanly possible for a single teacher to pay attention to every student, schools must start looking at the use of technologies like artificial intelligence and robots that can become the helping hand to the teachers as well as students

Issues with Higher Education in India:

Financing is one of the major concerns with higher education in India. India is already spending very much on higher education and it can't spend more. However if the quality of higher education has to be improved then more financing is needed. Privatization is also a big problem that higher education faces. Privatization of higher education is the way to go. However just privatization is not going to solve the problem. You need to foster the culture of creativity, imagination and learning new skills in young students. Political influence is also a bad thing and an issue with higher education. Governing bodies do not want any political influence or interference in their affairs. Younger generation is not interested in serving their country and they are more interested in just taking up a job and a hefty pay package.

There are also some of the serious challenges that higher education is facing. They are given below:

1. Gap in Supply and Demand

India's gross enrollment rate (GER) is just 19% which is not good. GER is 6% below the world average and at least 50% lesser than developed world like Australia and US. This has to change if we have to really improve state of higher education in India.

2. Mushrooming of Low Quality Institutes

Mushrooming of low quality institutes all over the country is not good for higher education. These new colleges lack capacity and they are all about fleecing money from students and their parents. There is too much glamour and less quality of education.

3. No Project Based Learning

Higher education lack project based learning. Young graduates need to learn new skills especially vocational skills that can give them job. So we are not focusing on project based learning at all. Just theory is not enough; we also need practical knowledge is also.

4. Research and Innovation:

There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centers. So, this is another area of challenge to the higher education in India. Structure of higher education: Management of the Indian education faces challenges of centralization, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015)

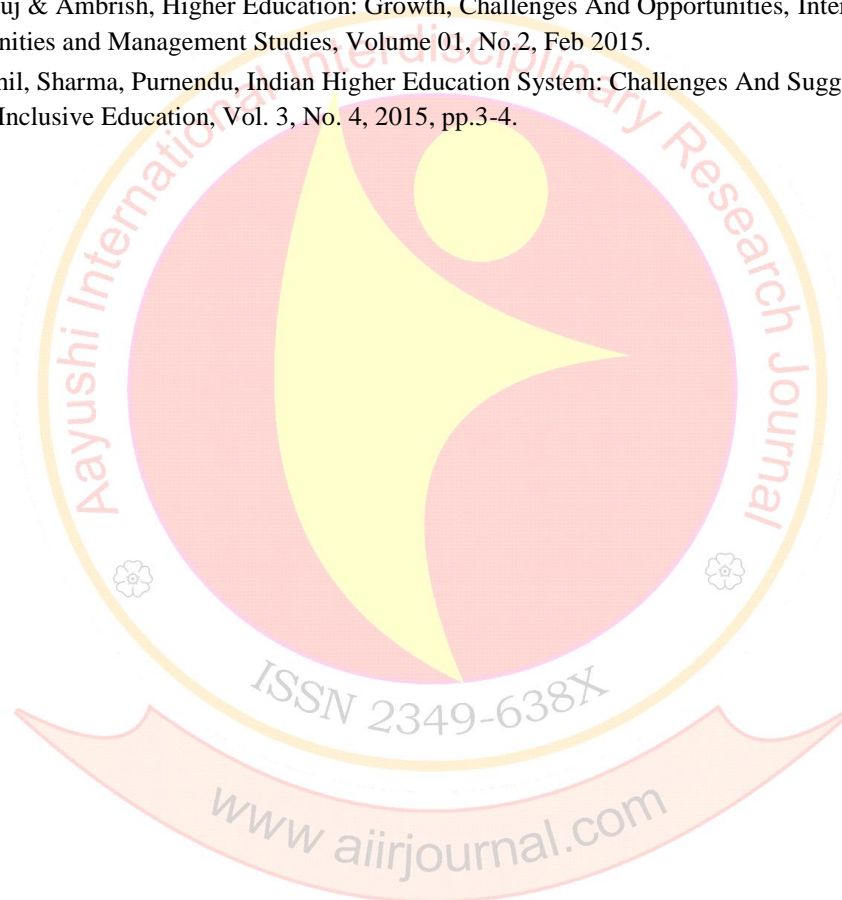
Suggestions Improving the System of Higher Education:

There is a need to implement innovative and transformational approach from primary to higher education level to make Indian educational system globally more relevant and competitive. Higher educational institutes need to improve quality and reputation. There should be a good infrastructure of colleges and universities which may attract the students. Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centers of top institutions for better quality and collaborative research. There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education. Universities and colleges in both public private must be away from the political affiliations, Favoritism, money making process should be out of education system etc.

There should be a multidisciplinary approach in higher education so that students knowledge may not be restricted only upto his own subjects.

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NAAC: Governance, Leadership And Management

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Abstract

Governance comprises all of the processes of governing, whether undertaken by the government of state, by a market or by a network of all over social system and whether through the laws, norms, power or language of an organized society. It relates to the processes of interaction and decision-making among the actors involved in collective problem that lead to the creation, reinforcement, and a reproduction of social norms and institutions. Leadership is a process by which an executive can direct guide and influence the behaviour and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal. Management is a process of planning, decision making, Organizing leading motivation and controlling the human resources, financial, physical and information resources of an organization to reach its goals. The present study focuses on governance, leadership, and management and how these things are important for doing NAAC accreditation of the college.

Keywords: Government, Social System, Power, External Actors, Decision-Making, Reinforcement, Financial, Physical, Lobbies, Think Tanks, Political Parties, Non-Government Organization, Human Resources etc.

Introduction:

Governance, Leadership, and management plays very important role in NAAC accreditation. Leadership is the potential to influence behavior of others. It is also defined as the capacity to influence a group towards the realization of a goal. Addressing the changing paradigms of higher education, the National Assessment and Accreditation Council (NAAC), Bengaluru developed Revised Accreditation Framework (RAF) to make the existing assessment and accreditation process more robust, objective, transparent, outcome oriented and stakeholder friendly. In its efforts to remain and globally acceptable, NAAC has taken cognizance of the changing trends in higher education, stakeholders perceptions and feedback, besides the avalanche of experiences gained from its accreditation exercise involving more than 11,132 institutions. It includes 518 Universities and 10614 Colleges till July 2017, which stand in good stead in all its endeavors. A National Consultation on the Revised Accreditation Framework was held on 25th April, 2017 at New Delhi. Shri Prakash Javadekar, Minister of Human Resource Development, Government of India, inaugurated the program which eminent academicians and educationists actively participated.

The Revised Accreditation Framework which became operational in July 2017, is ICT enabled, objective, transparent, scalable and robust. The new framework is a subtle combination of System Generated Scores (SGS) with a combination of online evaluation (70%) and peer evaluation (30%) which would usher in high level of transparency. The revised framework is more ICT intensive and 'outcome based'. The current grading pattern of NAAC (A++, A+, A, B++, B+, B, C, D) would be continued for accreditation. A system of applying minimum qualifiers from achieving a grade has been designed and will be implemented. For example, Universities should score a minimum of 3.01 in Criteria 1, 2 and 3 for achieving a "A", "A", "A++" grade.

Objectives of Research

1. To study the structure of NAAC.
2. To study the governance, leadership, and management of NAAC.
3. To study the Significance of NAAC Committee.

Governance:

Governance is commonly defined as the exercise of power or authority by political leaders for the well-being of their countries citizens. It is the complex process whereby some sectors of the society wield power, enact and promulgate public policies which directly affect human and institutional interactions, economic and social development. The power exercised by the participating sectors of the society is always for

the common good, as it is essential for demanding respect and co-operation from the citizens and the state. Such as, a great deal about governance is the proper and effective utilization of resources. From the information learned in the discussion of governance. Consequently, such awareness should move them to action. For their continued empowerment and sustainable development, they have to know how to fight for their rights by knowing what to expect from Philippine governance. Thus, what will follow is an exposition of the basic concepts of governance, and the status of the Philippines vis-à-vis the indicators of good governance. Governance entails two processes: Decision making and implementation of the decision. In broad terms, decision-making refers the process by which a person or a group of person, guided by socio-political structures arrive at a decision involving their individual and communal needs and wants. Implementation is the process that logically follows the decision; it entails the actualization or materialization of the plan or decision. Governance is not just decision-making because decision without implementation is self-defeating. Neither is it just implementation because there is nothing to implement without a decision or plan. Thus, the two processes necessarily go hand-in-hand in, and are constitutive of, governance.

NAAC is an autonomous institution established by the UGC in 1994. The prime agenda of NAAC is to access and accredit institutions of higher learning with all objective of helping them to work continuously to improve the quality education. Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity (increase access) and quality (relevance and excellence of academic programs offered) of higher education. The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-à-vis set parameters through introspection and a process that provides space for participation of the institutions.

Leadership:

The NAAC conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities, or other recognized institutions to derive and understanding of the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance of the standard quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial well-being and student services. NAAC functions through its General Council (GC) and Executive Committee (EC) and other academic, advisory and administrative sub-committees. NAAC draws its expertise from senior academics of undoubted integrity from all over India. National Consultative Committees in various areas provide the necessary inputs for establishing and strengthening the processes. Vice-Chancellors of Universities, Directors of higher education and Science and Technology institutes, deans, Principals of colleges, Head of Departments representatively drawn from the all disciplines, educational administrators provide expertise and leadership for the academic activities of NAAC. In addition, NAAC is also generating a large pool of experts\ assessors in all subjects by conducting on orientation program periodically across the country.

Details of members are as follows:

1. General Council
2. Executive Committee
3. Finance Committee
4. Standing Committee
5. Building Committee
6. Appeals Committee
7. Purchase Committee
8. Rajbhasha (Hindi) Committee

Management:

Quality has become the defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy, and globalization are greatly influencing the 'next society'; to borrow the expression of Peter Drucker has emerged. This networked complex and competitive society places a great premium on education for development. The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the prime mover of

development in the new millennium. How to provide quality education to large numbers at affordable costs in the primary concern of developing countries? Quality, as all of us are aware, makes education as a socially relevant as it is personally indispensable to the individual. In this sense quality becomes the defining element of education. Quality and excellence should be the vision of every higher education institution. Acquisition of quality and excellence is the great faced by all higher education institutions..

Conclusions:

Considering the importance of governance, Leadership and management for development of any institute and quality enhancement of education following conclusions are significant.

1. The NAAC Committee is helpful for improve the quality education.
2. NAAC accreditation helps the higher institutes to know its strength, opportunities and weaknesses through an informed review process.
3. NAAC identifies the internal areas of planning and allocation of resources.

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Innovative English Language Teaching for Students Involvement: Issues and Solutions**Dr. Anita Mudkanna**

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Abstract:

In my experience of twenty years I have so many problems while teaching them compulsory English or Literature. May be the same problem that every teacher of English in rural area is facing. Now a days it's the challenge for everyone to bring them in a stream of easiness by using some of the tricks and make them easy to learn it. Before sharing the methods of innovative teaching to understand the reasons behind the student's weaknesses and their noninvolvement and less interest in learning English language and literature they have fear to learn English

Key words: Innovative skills, fear factor, Teaching Facilities, Medium of Expression

English language teaching is the task for a teacher of English particularly in rural area. Students are less interested in the subject of English language. They have a fear of it. It has so many causes. The students who have taken the education in motherhood language. It impacts on their mind and having influenced by it they are unable to learn the foreign language easily. These students have their primary education is not in English, they have a little bit of introduction. Surrounding around them, family background have also the factors which influence their mindset and their fear behind it. Learning any language in primary school level is very easy to learn and easy to capture. This is the age where a person can easily catch the new language and able to speak it in fluently. Language is the medium of expression in which emotions play an important role. At the age of second a child can speak well without learning grammar and syntax pattern. But it's too heavy and boring to learn it at the age of eighteen. So the teachers are facing the problems while they teach English language to these students. In my experience of twenty years I have so many problems while teaching them compulsory English or Literature. May be the same problem that every teacher of English in rural area is facing. Now a days it's the challenge for everyone to bring them in a stream of easiness by using some of the tricks and make them easy to learn it. Before sharing the methods of innovative teaching to understand the reasons behind the student's weaknesses and their noninvolvement and less interest in learning English language and literature they have fear to learn English. Students have prejudices about it. So many times the students of Art faculty have less interested to choose the subject as their optional English.

Teaching of English suffers from the general malaise that afflicts the educational system of India. It has been dawned upon the country's educational policy-makers that if English is at all learnt and taught then it should be learnt and taught well. This implies the learning and teaching of English in terms of the well-known four basic skills of language learning, viz., speaking listening, reading and writing. Listening and speaking are the two neglected skills in classrooms in India. Student in rural areas are weak in these four LSWR skills of learning. We cannot expect a uniform standard of pronunciation for a second language in such a vast country, where even the mother tongue is spoken differently by different groups of the people belonging to the same language community. In learning to speak English, the mother tongue generally interferes with its pronunciation. The learners as well as the teachers speak English with regional language habits. Since English is not a medium of instructions in schools and colleges in India, Indian students cannot practice and perfect their English. Even during the English periods most teachers teach English without giving the students proper practice in speech because they are not properly equipped enough to practice it. Teachers translate the passage, stories and poems in regional language. They have habit of the use of regional language for students understanding. The result is that after learning /teaching English for many years at school and college, most people cannot speak and write the language with intelligible accuracy. A large number of rural schools even today, offer education in the local language. The class is known for English Subject but the whole teaching is given in local language that student may understand it better. It has a verse effect on English language learner.

There are a number of challenges that English language learners face that may impede learning in a general education classroom. The challenges related to educating them at the academic, social, teacher preparation, and school level have a major impact on teaching practices. Teachers have to manage a variety of learner needs that require specialized training and applications that have been found to be effective. Unfortunately the untrained teacher can quickly become overwhelmed and contribute to disconnect between learner needs and pedagogy.

- 1) Primary Education System
- 2) Social and Educational Background
- 3) Economic Issues
- 4) Problem of less Confidence
- 5) Poor Teaching Facilities
- 6) Fear Factor
- 7) Impact of Regional, local language

Higher education, however, follows English as the medium and whether in the North or in the South, students who opt for higher education need to study the same in English Language. So, the medium of teaching is local language but English is supposed to be learned by all it is used in higher studies. This is a barrier which is often caused by students' respective mother tongues and their inability to communicate with each other in English. It would be easy to say that a student from Delhi who chooses to study in any part of Maharashtra will not have a language problem as the medium of education is English. But the student has to live in a hostel, commute in the city and this is where language can pose problems. Mother's education, Parent Occupation, Parent Income and Class strength showed significant relationship with English learning difficulties of high school children. The Parental Occupation was relatively strong indicators of English Learning Difficulties, and Father's Education, Mother's Education and Class Strength were a moderate indicator of English Learning Difficulties. The parental occupation decides the quality of life of the family. The educated parents also educate their children in a better way. Individual attention of the teacher in a class with fewer students also promotes the English learning of the students. So our education administration should follow international guidelines to adopt a system with moderate no of students to give individual attention. Individual difficulties should be identified and remedial coaching classes are helpful for these students.

Han and Bridglall (2009) referenced the school itself as a problem for ELLs. They noted that schools that have crowded classroom space, lack sufficient educational resources and a responsive school climate may inadvertently support the failure of students that come from minority sub-groups. In retrospect there are national standards that each state must follow to identify and teach ELLs, but the states are given latitude in the interpretation and procedures for identification and teaching second language learners

Students in classrooms are hesitating to speak English. They are unable to reply or answer it. They are facing the vocabulary and syntax problem. Students of graduation level who also have no confidence while they are in English classroom and answering to questions. Sometimes they understand the whole topic but while replying it in English they feel that they were quite wrong. This is a general problem of many students basically in rural area.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011).

The hidden fear and their prejudices about English language have make them so weak in their presentation. Their major prejudice regarding the subject English is that it is a very hard subject to understand and speak. They never read English articles, books, newspaper etc. They never tried to discuss any subject with their friends in English, everyone has in same psychology.

According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners

do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

By observing these reasons behind less interest of students in learning English language, the use of innovative practices is may be helpful for all. Now a days so many things are easily available for us. The best practice of using E-Book, Internet Facility and smart technology bring the world closer. Everyone has able to connect with each other within a second. Each can share his views. It consumes our time and the knowledge will update. Reading the whole book is sometimes tiresome and boring work for student. By getting the accurate informative data from e-sources make them active. It creates the interest among them. We may have provide some best practices for student's involvement in learning English Language as below:

Game-based learning:

Today it involves the use of computer and video games specifically aimed to produce learning outcomes. It is designed to balance subject matter and gameplay, and later assesses the ability of the learner to retain and apply the acquired knowledge to real-world scenarios. It creates the interest in learning some things with collective work

1. Competition that provides motivation for students to start and finish the game.
2. Engagement means that students want to play and have fun.
3. Immediate Rewards help learner's comeback for more.
4. Immediate Reinforcement and Feedback must be instantaneous.

Most of the students in many parts of the world who have grown up with computers and gaming consoles and increasingly 'smart' mobile phones are highly conversant with the notion of using them for 'digital play'. Some educators are capitalizing on their children's involvement with this type of technology by integrating video games into their lessons.

Writing Vis-à-vis Internet:

Over the last some years there is rapid change in using of Internet facility. University Grants Commission provides the grant to provide internet facility for students and teachers. The purpose behind it is that every institute has smart classes and have smart library with e-content data. There is the vast growth of electronic publications, including books, journals, news-papers, magazines, and voice-recognition etc. many educational software's are also available to make the students smart. Many videos' of drama, novel and poems have make the learning interesting and memorable. Books are already being played and viewed and verbally communicated.

Technology in Assessment:

The range of skills that modern assessments attempt to evaluate is quite broad and reflect our current views on teaching and learning. It might for example include assessing the students' ability:

1. to participate in a pair work oral activity.
2. to skim a text and quickly look for key information.
3. to tell a story.
4. to follow instructions.
5. to plan and organise an article.
6. to write for a specific group or genre.

It may also helpful for students and teachers too. All instructions are quite useful for them and it may have a chance to discuss on particular topic. We will have get the collective data and opinions of every student. Student writing skill, expressive skill is developed by these skills.

Communicating with People Online

There are numerous ways to communicate online with people outside the classroom, these are some of the most used tools to communicate. It is a fast track to connect with people in time and share their views.

1. Skype is for doing things together, whenever you're apart. Skype's text, voice and video make it simple to share experiences with the people that matter to you, wherever they are. Students, teachers may prepare their topic and share it through this technology is interesting. It also helpful to clarify and improve the pronunciation skill.

2. Zoom offers you HD video, HD Voice with dynamic voice detection, full screen and gallery view, dual stream for dual screen and feature-rich mobile apps for iOS and Android

So many innovative practices are useful for students. Even though it is very much problematic in rural areas sometimes. Students who came from poor economic background haven't get the smart phones, their parents haven't provide them it. They went to farm for work in some seasons it is the necessity of their family. Girls have early marriages so they are not interested in it. The internet problem in rural area is a major problem that everyone is facing. The colleges have poor infrastructure facility. Sometimes the teaching staff is untrained to use these technologies. They have facing many problems while using these tools. Institute is not interested to provide these needs. Learning English language is the necessity of today's era. For better understanding and learning English language students must develop their reading and writing.

As R. K. Singh says,

English has been in a social, economic, political, educational and philosophical "hot house", to use peter Strevens' expression, and the hot house in India differs in quality from state to. It is necessary to create an enabling environment- managerial, administrative, institutional, academic, and curricular-to promote not only quality education and effective learning with exposure to lots of natural, meaningful and understandable language, but also genuine communication.

Innovative practices to develop student's interest in learning English Language has a best practices for teachers too. Although teachers have technical problems, students have some weaknesses but it has beneficial to them to involve in modern teaching technologies. It takes time but it has positive result. May be it is hard to bring in practical teaching in some worse time of rural environment but just hope 'Nothing is Impossible'.

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IQAC: As A Tool In Quality Enhancement And Sustenance

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Education (teaching) is no more simply an occupation aimed at making money for livelihood but it is social service for the national development and this is why there is a need for professionalization in teaching. The establishment of Internal Quality Assurance Cell by accredited institutions is a major step for long term quality standards for many institutions. IQAC is a significant administrative body that is responsible for all quality matters. The main responsibility of IQAC is to initiate, plan and supervise various activities which are necessary to increase the quality education for an institution or college.

The Indian higher education system is on the brink of great transformation to cope with global competence. The policy framing work continuously in progress at the level of state and central government. The overall quality of higher education is the main concern in policy framing and for that it has been made mandatory to obtain accreditation of higher education institutions (HEIs) by the National Assessment and Accreditation Council (NAAC) to improve quality. Many HEIs have been completed and are in process of the accreditation in the state and country to reach the long term goal in maintaining quality is a matter of long term initiative from time to time. The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions is a major step for long term quality standards. IQAC is a significant administrative body responsible for all quality matters. The main responsibility of IQAC is to initiate, plan and supervise various activities which are necessary to increase the quality of education in the institutions and colleges. IQAC can promote and determine quality related activities and issues through various programmes and activity such as seminars workshops, symposia, conference, discussing academic meetings and any such kind of event or programme. The role of IQAC in maintaining quality standards in teaching learning and evaluation becomes crucial. The expansion of advanced learning facilities and inclusion of disadvantaged groups would bring quality in education. The teacher has to play decisive role in developing language skills, communication skills and quality assurance and enhancement is the continuous process, for which Internal Quality Assurance Cell may be constituted in every accredited college. The functions of IQAC and the efficiency of the college administration are interlinked and also depends on the degree of decentralization of power and authority with high leveled specialization through division of work along with the active involvement of every member in the institution. IQAC is to develop a system for conscious and consistent improvement in the performance of the institution of higher education so as to achieve quality. The role of IQAC in terms of quality assurance, sustaining in regards with all the core elements. The quality requires constant efforts so that it is maintained and sustained thoroughly. As it is said that Quality is never as accident rather it requires high intention, sincere efforts, intelligent direction and skilful execution, so quality is not come to us accidentally rather it requires a constant efforts for an individual or an institute for the intention of enhancing and sustaining quality in higher education. National Assessment and Accreditation Council has been making efforts by introducing new concepts, guiding principles and some measures of developing quality in HEIs Quality enhancement is a continuous process the IQAC has to become an integral part of the institutions system and needs to work towards fulfillment of the goals i.e. quality enhancement and sustenance in almost all the core elements. The major concern of IQAC is to develop system for conscious and consistent improvement in the overall performance of institution. This is expected from IQAC in any university or an institution.

In the overall development of the institution the IQAC can be a very instrumental role. The principal being a chairman of IQAC, the Co-ordinator of IQAC and its members should be able to create a conducive atmosphere in terms of core elements stated by NAAC like teaching, and learning, Co-curricular and extra-curricular activities, academic or professional development of teachers, students support services, research and consultancy etc. Head of the institute principal and the co-ordinator of IQAC should chalk out a plan at the beginning of academic year and try to implement as effectively as possible. The IQAC should make efforts for

providing students support services, also encourage that maximum number of students takes part in students supportive a services and activities.

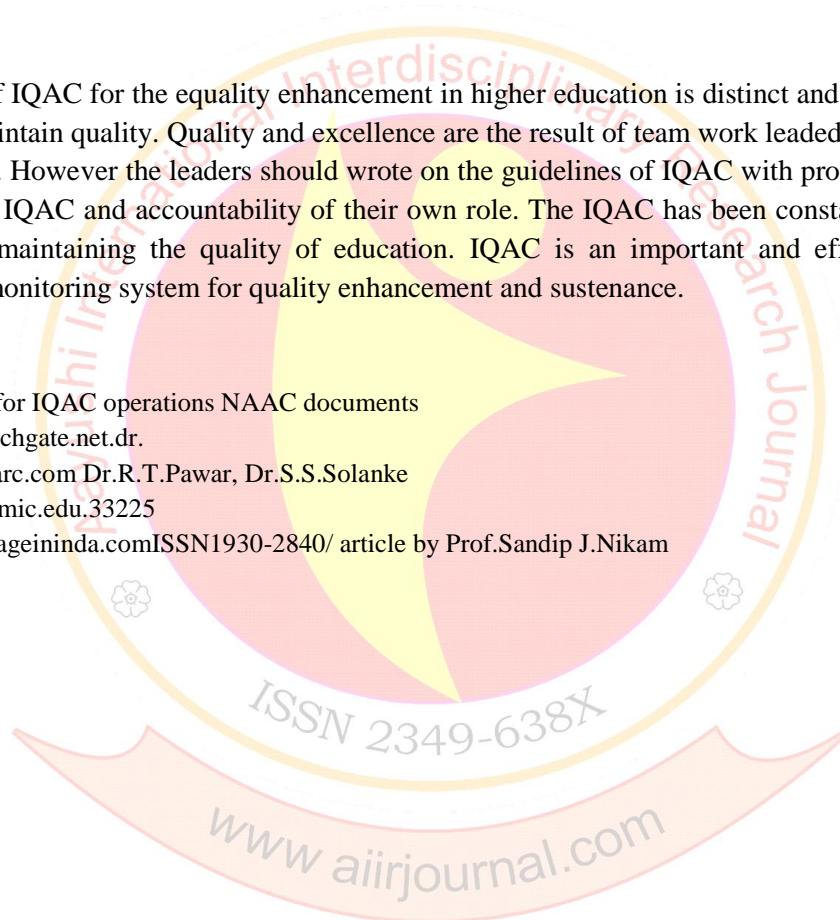
At the beginning of the academic year an academic calendar should be device considering the academic plan of affiliating university. Mainly it should be incorporate teaching and practical schedule exam-dates, guest lectures, tour and excursion, days celebration, industrial visit, co-curricular and extra-curricular, cultural activities and research activities. IQAC shall also conduct regular meetings of the faculty members and the staff to evaluate and monitor the academic plan during the year. It should also arrange some orientation session for administrative staff and other supportive staff of the college so that a sense of responsibility can be created among them. IQAC also see to it that the administrative work is decentralize and students and staff have good atmosphere and a good will can be established among them and naturally it will lead to the society. IQAC shall also involve other stake holders like management, alumni and parent-teacher association members. In enhancing quality time to time IQAC can create a very good academic atmosphere in the premises.

Conclusion-

The role of IQAC for the equality enhancement in higher education is distinct and important as it leads to improve and maintain quality. Quality and excellence are the result of team work led by principal and co-ordinator of IQAC. However the leaders should write on the guidelines of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved in the management and maintaining the quality of education. IQAC is an important and effective and efficient coordination and monitoring system for quality enhancement and sustenance.

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Role ICT As A Change Agent For Education

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Abstract

The world moving rapidly into the digital media and information. The role of computing and ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. Education is the driving force of economic and social development in any country. Considering this, it is necessary to find ways to make education of good quality, accessible and affordable to all, using the computing and ICT in education develops higher order skills. Through computing and ICT provides enormous opportunity for all the teachers and benefit for every Indian learner. It is obvious that emphasis on computing and ICT are the crying need as it act as an agent for education without compromising the quality. It is also necessary to sustain a high growth rate of our economy through the capacity building and knowledge empowerment of the learners and for promoting new upcoming multidisciplinary fields of knowledge. Education is very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The paper argues the role of computing and ICT in transforming teaching and learning and seeks to explore how this will impact on the way programs will be offered and delivered in the educational institutions of the future

Introduction

Information and Communication Technologies (ICT) have become common place entities in all aspects of life. Across the past twenty years the use of ICT have fundamentally changed the practices and procedures of nearly all terms of endeavors within business and governance. Within education ICT have begun to a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners.

The use of ICT in education tends itself to more students – centre learning settings and often this creates tensions for some teachers and students. But with the world moving rapidly in to the digital media and information. The role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. This paper highlights the various impacts of ICT on various levels contemporary education and explores potential future developments. The paper argues the role computing and ICT in transforming teaching and learning and seeks to explore how this will impact on the way programs will be offered and delivered, in the schools colleges and universities of the future.

ICT As An Innovation

Schools provide insight in to the issues surrounding ICT as an innovation. The teacher is central in the adaption and use of ICT. The impact of ICT on educational quality, on learning, and the differential benefits from these all flow from the way in which the technological is used. Educational institutions used it to support movement towards a variety of educational goals.

These can be classified into:

1. ICT as the focus of the innovation
2. Teaching and learning with ICT
3. Educational management with ICT
4. Extending the boundaries of the school

ICT As An Agent For Educational Change

In the move towards an information society, the demands placed on education system will change, many have argued that there will be less need for formal education to transmit a fixed corpus of knowledge, and much more need for the development of met cognitive skills, the skills of evaluation, analysis, and problem – solving and learning to learn. It is anticipated that schools will move towards a more project work, with students taking more responsibility for their own learning and developing the kind of autonomous

practices that will enable them to grow as lifelong learners. ICT is often seen as playing an integral part in this change, and it has been suggested that it may act as an agent or stimulus for the change,

Student- Centered Learning

Technology has the capacity to promote and encourage the transformation of education from a teacher directed enterprise to one which supports more student – centered models. Evidence of this today is manifested in:

- Moves towards problem – based learning
- Increased use of the web as an information sources, internet users are able to choose the Experts from whom they will learn.
- The proliferation of capability, competency and outcomes for used curricula.

Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools , student learn will continue to increase. The influence of the technology on supporting how students learn will continue to increase.

Factors in the adoption of ICT

The culture and attitudes of the organization play an important role in educational change with ICT, with particular importance also ascribed to individuals and groups within the school –the principal, the ICT specialist, and colleagues. These provided support in specific tangible ways but perhaps more importantly they can be pivotal in shaping a culture of innovation in which teachers can safely develop their use of ICT. Professional development needs to address especially pedagogy and attitudes, rather than simply on technical skills – changing attitudes may will be a long process for many teachers. It is tempting to view ICT as a single innovation, to be adopted once and for all. It is suggest that the process of change in the source of the creative educational thinking, sustaining creative educational practices will often call for a continuous cycle of innovation.

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Role Of Sports In Higher Education Scenario

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Sports play an important role in Higher Education institution. It is a component among many other components like cultural, social and other curricular activities in any educational institution. It has a very significant role in the Accreditation and Assessment process. It is the health of the college. If a man is healthy, he is capable to carry out his all tasks in life. A man with ill-health cannot progress. Similarly, a college with sporty environment, gets flourished on all level of challenges the come into their way. People who played competitive sports demonstrate more confidence, leadership and self-respect. They are better at setting goals and managing their time. They have a better appreciation for diversity and a more developed sense of morality. Sports plays an important role in educating students as it teaches them to become strong from inside and also develop a fit and sound body. Combining sports in education can help students to develop a self-motivating spirit to do things on their own and having ownership of these. The present paper throws light on the significance of sports in higher education institutions, in accreditation and assessment process as well as government and academicians policies regarding the sport.

To begin with the government policies about the sports, it is realized that government has become conscious about the sports activities. Since the complications in life have increased many diseases which affected not the individual but also society as well. Recently government has launched the scheme as “*Khelo India*”. Under this scheme, the Government is supporting the development of sports at the grassroots levels. It has the power to define nations as a whole. Sports offer a perfect opportunity to explore scientific concepts such as force, motion, potential energy, velocity, and torque. For many students school-organised sports play an important role in their academic and social experiences. The twelve areas have been identified under this scheme, which will impact the entire sports ecosystem including sports infrastructure, talent identification, coaching for excellence, community sports, and competition structure and sports economy. Schools and colleges are the environments where young people spend a significant amount of time. During these formative years, along with quality education an emphasis on sports and physical education framework is equally important. Educational environments need to be supportive of students being physically active.

According to the *India Today* magazine, the importance of adopting sports and education for the success of youth development has been recognised by the Indian Government as early as 1984 when the National Sports Policy recommended making sports and physical education an integral part of the school curriculum. National Sports Policy, 2011 stresses on the point that sports and physical education play an important role in developing human capital, increase productivity and foster social harmony. Furthermore, a national study from 2014 showed a positive association between participating in school sports and lower rates of tobacco, drug, and alcohol use. The Youth who participate in sports were also more likely to disapprove of their peers' substance abuse. Thus, sports has the power to keep our youth from bad habit and makes them more conscious about their health.

Moreover, there is shift in the mind set of the parents also. It is a change in the mindset of the community as a whole will play a major role to ensure success in this direction. The campaigns focused on sports and education integration can cut across the diversity of our country making people more cognizant of the benefits of sports in education.

The education plays a crucial role in promoting sports in India. Sports education not only builds physical stamina but also instills qualities such as obedience, determination, willpower, and discipline. There are some positive effects of education in sports as students are introduced to the benefits of a healthy lifestyle early in their lives by instilling the habit and culture of taking up outdoor activities. The introduction of sports curriculum at an early stage can act as building blocks for future sportspersons. It can develop a strong ecosystem, along with other stakeholders such as authorities, federations, sports clubs, etc. It will generate employment opportunities for people such as coaches, physical trainers, and sports facility operators. It will provide educational opportunities through scholarships for underprivileged talent.

Slowly, educationalists and government departments have realised the importance of sports' and are planning for inclusions in the curriculum which is an essential part of the present- day school education. If the government and educationalist initiatives are properly laid down, one can see a different face of the students in the future.

The next part is what contributes sports to become the best practice in the Accreditation and Assessment process. The Institution should have a sports department with full time appointed physical instructor. At the time of admission, the students are asked to register their interests and hobbies in the application form. This information helps to identify the interest of the students in his particular game. In the Principal-students meeting, students will be made familiar with the objectives and benefits of the sports. Students will be provided the detail information regarding sports and available facilities in the campus. The department of sports should always be engaged in counseling. With the underline of the importance of the sports, students will be convinced for the participation in sports. After the approval of students for participation in games, the practice session begins. The practice should take place regularly. The students should be given special coaching from the physical director. After the special coaching, the students will be ready to participate in games at District, University, State and National level.

The sports equipment must be provided by the department for practice. The balanced diet has to be advised to students. Occasionally the balanced diet is also provided by the college. The various guest lectures should be arranged to motivate the students. Yoga training should also be made available. The students should be inspired by duly awarding in annual gathering of the college. With all these measures and efforts, the students will definitely bear the fruits of success and will carve their names as the shining stars in the development of the college.

In the NAAC Manual, there are significant information in the form of questions has been asked. As in the criteria IV-Infrastructure and Learning Resources, the question 4.1.2 asks about the “adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc” (p.68). this question requires descriptive information in 500 words. It is very important to highlight all the facilities including ground area, equipments available in the campus. In the criteria V-Student Support and Progression, the question 5.3.1 asks about the “Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years” (p. 80). This question makes enquiry about only National/International awards or outstanding performance for last five years. It is also required to upload the letters as well as certificates of the students. And the numbers of the awards has to provide in a separate table. The question 5.3.3 asks about the “Average number of sports and cultural activities/competitions organised at the institution level per year”(p.80). This question requires collecting the number of sports event organized at the institution during the last five years. The formula is given to divide by 5 to the total number of events. And it also requires giving descriptive report of the events.

Thus, NAAC Manual for Self Study Reports consist three questions regarding the sports. And it requires sincere efforts to meet the information thereby asked. The evidence of success has to provide and present before the peer team visit satisfactorily. The paper covers the above mentioned role of sports in higher education institutions, in accreditation and assessment process as well as government and academicians policies regarding the sport.

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Innovative Practices/ Programs For Quality Education

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Abstract

Education is lifelong and man making process. Quality in Education is essential due to various reasons like standard of living a demand of modern times, national development etc. The quality in education can be attained through implementing different innovative programs in the classrooms and outside the classrooms. These innovative practices/programs may differ according to the age group of learners, their intellectual levels etc. Some of them may be use of different models of teaching, E-learning student friendly programs, different LMS Like MOODLE which increae the sustainability of learning. Present Paper discusses different innovative Practices/Programs for raising the quality of education at different levels.

Key Words: Innovative Practices/ Programs, Models of Teaching, e-learning Programs, LMS-MOODLE.

Introduction

Man has travelled with nature from the time immemorial & achieved tremendous progress. Education has acted as a major component in it In broader sense, education is an enlightening experience, whereas, in restricted sense, it is the process of receiving & giving systematic instruction, especially at a school, college, university in a formal way, During different times, the objectives of education have been changed & hence the nature of practices/programs to be implemented to meet the curricular objectives went on changing currently we are of ICT where computer occupies a central position knowledge explosion is the major characteristic of 21 century. At the same time, the life of human being has become more complicated. Advancements in technology, quality, life oriented, skill based education, professionalization of education etc have become the keywords in the present time. There are merits as well as demerits of technological advancements. Different forms of cyber crimes are coming up in the field of education, which result in declining the quality. Traditional teaching, if supplemented with Integration of ICT, Innovative Practices/Programs may act as corrective measure against declining quality.

Objective of the present Paper

To study different innovative programs & suggesting suitable programs for achieving quality in education.

Scope of the Present Work

The Present researcher has studied the innovative Programs in General Education (ranging from School education to University education) & Teacher Education.

Definitions Of keywords involved

1) Innovation

The process of making something new which applies to radical/incremental changes to products, processes, services. Over the years, there have been many changes in the way education is designed & delivered

2) Innovative Practices/Programs

Planned series of new, advanced, Original methods, ideas which are original & creative in thinking & implemented to enhance the quality in education.

Why Quality in Education

A number of different reasons can be ascribed to the problem, as why quality is required in education some of the reasons may be

- 1) To produce competent leaders in different walks of life so as to transform India into a developed nation
- 2) To minimize & nullify the gap between rich & poor's & attain equality
- 3) To solve the critical issue of employment among Indian youth.

- 4) National findings in ASER Report 2017 are a matter of concern, e g. About 25% of learners in the age group of 14 - 18 yrs still can't read basic text fluently in their own language, more than half struggle with division problems
- 5) Sec. 8 (g) of RTE Act 2010 provides that, the appropriate government shall ensure good quality elementary education conforming to the Standards & Norms specified in the schedule.

A) Innovative Practices/Programs for Quality School Education (Std I to XII)

Practices/ programs should be supplemented with daily teaching practices.

i) Innovative practices /programs for primary classes (std I to v)

- 1) Game& puzzle based Teaching
- 2) Activity based teaching learning
- 3) project based learning
- 4) Dramatization & Role playing
- 5) Field visits
- 6) Use of Computer Multimedia Packages
- 7) Co operative Learning
- 8) creative Teaching
- 9) Using A - V aids
- 10) Real world learning
- 11) Brainstorming
- 12) Classes outside Classroom
- 13) Storyboard teaching
- 14) Stimulating Classroom Environment
- 15) Welcoming new ideas
- 16) Teaching through school clubs
- 17) introducing a lesson like a story

ii) Innovative practices /programs for Upper Primary Classes (Std VI to VIII)

In addition to the programs for std I to V

- 1) Teaching by Induction – Deduction method
- 2) Use of MOTS like concept Attainment, Advanced Organizer, Inquiry training etc
- 3) programmed Learning Materials (PLMS)
- 4) Conducting observation, recording, inferencing of experiments
- 5) self Learning etc.

iii) Innovative Practices / Programs for Secondary & Higher Secondary Classes (Std IX to XIII)

- 1) Observation, Experimentation
- 2) Use of different MOTs
- 3) Project based teaching
- 4) Team Teaching
- 5) computer Multimedia Sessions
- 6) Panel discussions
- 7) Self learning
- 8) peer Teaching etc

Innovative Practices/Programs for Quality in Higher Education (UG & PG)

Higher Education is the important phase of human learning, where the individual gets knowledge regarding career building & it extends from UG to PG classes. Teachers at UG & PG levels should be trained with necessary Teacher Education Components along with qualifying NET & SET Exams, so as to attain more Scientific base to the their teaching process Various innovativepractices / programs can be implemented to bring quality in higher education, which may be

- 1) Use of A-V aids
- 2) Use of MOTs according to content matter
- 3) Use of programs leading to creative thinking
- 4) Text based Computer Multimedia Software (CMS) Packages
- 5) Use of Internet
- 6) Use of Scientific Method of Thinking
- 7) Use of Online Resources
- 8) Use of LMS like MOODLE
- 9) Simulation Techniques
- 10) Making Research Methodology in that Stream compulsory at UG & PG level in sequential way
- 11) Undergoing periodical NAAC Assessment for enhancing the overall quality in higher education.

Innovative Practices/programs in Teacher Education

Teacher is the backbone of national development. Teachers at primary, Secondary, Higher Secondary levels should be educated rigorously. Necessary changes in line with modern times should be brought in Teacher Education. For this different innovative practices/ programs can be implemented as

- 1) Integration of ICT in day to day TLP
- 2) Use of SMART phones in TLP
- 3) Inter Institute & Bridging the gap between TEIs &

Schools, TEIs & Society 5) Use of Diagnostic Testing & Remedial Teaching 6) Periodical Development of Faculty Through FDPs, OCs & RCs 8) Taking care of Job Satisfaction of faculty by Administration & Management 9) Need based Curriculum Development 10) Cooperative learning etc.

Conclusion

Education is a tool for the development & progress of any individual, society & nation at large It acts as a catalytic agent of human progress. Hence, quality in education becomes essential. Quality in Education at every stage can be attained through applying different innovative teaching methods, strategies, practices, programs in the classroom & outside the classrooms also. These innovative practices, programs should be developed by teacher (original) imagination, application of knowledge gained. Along with this, to enhance the quality in education, the Govt. Policies should be implemented with maximum efficiency & transparently.

Discussion

Without education no progress may be possible Quality is a keyword in the education sector Day by day the aspect of quality is becoming more strict Quality in education is related to the student s outcome, their creativity, employability, healthy practices in society the quality in education can be attained through different innovative practices/programs these innovative practices, programs should fulfil certain criteria like personalization, cooperative learning, project based learning, peer tutoring team teaching, community service learning, global connections, internships, parent involvement, social counseling, physical fitness programs etc.

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NAAC And Teaching Learning And Evaluation

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Introduction

NAAC Accreditation is mandatory for all the higher learning in Institution particularly state Universities, without NAAC accreditation, Universities are not eligible for UGC grants, RUSA grants financial aid etc. on the other hand NAAC accreditation determines the quality of the institute in terms of education, infrastructure, research, Teaching, and learning.

The Present Paper is on teaching, learning and evaluation in NAAC. I want show to how and what importance of TLE in all NAAC Assessment process and How to face or handle TLE. NAAC gradation Maximum depend on TLE. so my focus is on TLE through this articles

Key words :- Research , Evaluation, learning, Resources, Criteria,

Objects :-

1. To understand the meaning of NAAC
2. To show the importance of NAAC.
3. to understand the term of TLE
4. Show the importance of TLE in NAAC

Analytic aspect or perspective

National Assessment and Accreditation council. is an organisation that assesses and accredits higher education institutions (HEIS) in india it is an autonomous body funded by University Grants commission of government of India and its headquartered in Bangalore In Karnataka State India.¹

The National Assessment and Accreditation council (NAAC) was established in 1994 as UGC autonomous body. NAAC accreditation for college is an integral part of the functioning of higher education institutions in india NAAC accreditation is mandatory for all the higher learning in india and only Naac Accredited universities in India are eligible for UGC grants.²

Detailed Benefits of NAAC Accreditation for the institutions

Here are some examples, sample NAAC Accreditation helps the higher learning institutes to know its strength's opportunities and weaknesses through an informed review process. NAAC identifies the internal areas of planning and allocation of resources. NAAC accreditation will help funding agencies with objective data so that they can take decision on the funding of higher learning institutes.³

NAAC assessment will help educational institutes to initiate modern or innovative methods of pedagogy. In all naac is one of the major accreditation agencies in India.

Benefits of NAAC Accreditation for students

NAAC Accreditation or grade of a higher learning institute will help the students to figure out all the details about the institute such as quality of education, research output, teaching- learning, in infrastructure etc. NAAC grade helps students to choose the best college or institute. NAAC grade also determines the value of degree offered by the higher learning institutes.

NAAC indicator or parameters

Broadly There are seven criteria or key aspect in the assessment of NAAC this seven aspect is like a backbone of NAAC Assessment The NAAC has identified the following seven criteria to serve as the basis for assessment of Higher education institutions (HEIS) these seven aspect are curricular aspects, Teaching - learning and evaluation, Research, Consultancy and extension, infrastructure and learning resources student support and progression governance, leadership and management and Innovations and best practices.

Teaching learning and evaluation is a major Aspect in this NAAC Assessment process. NAAC lays main focus is on TLE processes. NAAC has a major weightage to TLE

Seven main factors or key indicators in the Teaching learning and evaluation criteria These are following. One factor is **student enrolment and profile**. this factor is very important in NAAC processes The

process of admitting students to the programmes is by a transparent, well administered mechanism, complying with all the norms of the concerned regulatory/ governing agencies including state and central governments. Apart from the compliance to the various regulations the key aspect also considers the institutions efforts in ensuring equity and wide access as reflected from the student profile having representation of student community from different geographical area and socio-economic, cultural and educational backgrounds.⁴ Second aspect is in this category to student diversity NAAC lays focus on students diversity students caste How many OBC, SC, ST Students in your college How many girls students out of strength students religious diversity, region diversity, country diversity is important in that How many economic backward community's students.

The third aspect is **Teaching learning process** and that's very important in all NAAC processes The teaching learning modalities of the institutions are rendered to be relevant for the learner group.

College should have digital resource for learning like computer (LED, CD, etc, other e- learning resources and any other things) for the last twenty years or so, there has been increasing emphasis on constructivist learning environments, which are intended to enable students to construct their own knowledge through participation and interaction with their environments in constructivist classrooms and you can also use Google Education Google offers a number of great resources for teachers including email and collaborative apps, videos, lesson plan search, professional development and even educational grants and another device is Apple iPad one of the most widely used, though expensive, tech tools being used in today's classroom is the Apple iPad with a host of educational apps being developed for the device it's become a favorite of teachers and students alike across the nation moreover we can use any Audio book Through this tool you can record and share audio for your students or anyone else.

Twitter There are so many ways Twitter can be used in education Teacher can connect with other educators take part in chats, share their ideas, or even use it in the classroom to reach out to student learning. and then **competency and skill development** is most important. in this Aspect NAAC has focus on skilled Teacher, therefore UGC has a great many training centers and many programs like HRDC Osmania university, Hyderabad is one of the centers. at present the expectations from a teacher are for more diverse and demanding in view of the changed learner profile of today the entrant teacher has to have a wide range of skill and competencies so that school or college students can be prepared for the challenge of the 21st century These skills and competencies are of a wide range from effective communication to discerning learner variations in respect of learning needs, capabilities and interests, to being proactive to the development in the field of education and the larger society.

and then **Teachers profile and quality** is another important point in The Teacher profile and quality this term to indicate the qualification of the teacher, teacher's characteristics, recruitment procedure faculty availability, professional development course etc. next important aspect TLE is evaluation process and reforms This key Aspect looks at issues related to Assessment of teaching, learning, evaluative processes and reforms and another aspect in this point is feedback related to T.L.E. for enhancing student performance and last aspect in the TLE is **student performance and learning outcome** This aspect indicates what outcome of student learning processes what they want and actually what they get. What's the outcome of above processes specially NAAC expected learning outcomes needs specific experiences to be provided to the students and evaluation of their attainment committee's members speak to students and they try to search through students.

NAAC grading system of Higher learning institutes NAAC has assessed any college or institutes on out this seven parameters for example A,B,C,D NAAC grade denotes the parameters of institutes such as very good, good, satisfactory and unsatisfactory. The overall score for all the key aspects under with weightiest appraised to it and the GPA is worked out for the criterion The CGPA provides the final outcome of the Assessment which is then calculated from the seven GPA of key parameters mentioned above.

Finding :-

NAAC Accreditation is mandatory for higher learning institution otherwise U.G.C will not sanction any grant or any scheme. Teaching learning and evaluation is a main aspect of NAAC has more weightage on TLE concerned to marks or point.

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Role of ICT in Teaching - Learnin

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1.Introduction:-

ICT is the Information and Communication Technologies. "ICT in Education" means "Teaching and Learning with ICT". The role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy. At every level of education, educational technology is perceived as a vehicle for curriculum enhancement. In the more advanced industrialized nations, there has been a staggering amount of research and publication related to ICT use for educational purposes during the past decade.

2.Meaning:-

The term "**Information**" refers to "any communication or representation of knowledge such as facts, data or opinions in any medium or form, including textual, numerical, graphic Cartographic, narrative or audio-visual forms.

Technology is the practical form of scientific knowledge or the science of application of knowledge to practical.

3.Definition:-

"ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching-learning processes in addition to personal use."

"Information technology is a modern technology of teaching by which we can make a learning more effective,"-**Habibullah.**

"ICT is a technology which increase the rate of learning by enabling the teacher to teach less and the learner to learn more."-**Md.Abdus Salam.**

4.Why ICT In Education?

1. The rapidly growing usage of technology in today's world is pushing teachers to consider the integration of ICT into the classroom.
2. ICT can be used as a tool for motivating students to learn in a different way.
 - a. ICT can be effective and efficient.
3. ICT gives learners immediate access to richer source materials.
4. It can be dynamic and interactive.

5.Elements of ICT In Education:-

Elements	Readiness elements
Teacher	Understand the characteristics of ICT, and possible to facilitate learners learning activities with ICT
Learner	Use information resources with critical and collaborative manner with other people for learning.
Curriculum	National standardized educational object, contents, and assessment with ICT.
Educational Policy	Law, budget, institutions for fostering ICT in education
Educational Information Service	The networked service system for helping communication between teacher and learner, and assisting the utilization of educational contents.
Infrastructure	Computers, contents, facilities required to teacher and learners for teaching-learning process.

Advantages And Limitations of ICT In Teaching Learning Process:-

A]Advantages:-

1. Offer the opportunity for more student centred teaching.
2. provide greater opportunity for teacher-to-teacher and student-to-student communication and collaboration.

3. Give greater exposure to vocational and workforce skills for student.
4. Provide opportunity for multiple technologies delivered by teacher.
5. Create greater enthusiasm for learning amongst students.
6. Provide teachers with new sources of information and knowledge.
7. Prepare learners for the real world.
8. Provide distance learners country-wide with online educational materials.
9. Provide learners with additional resources to assist resource-based learning.
10. Set specific criteria and targets to help classify and categorize the different development levels of using ICT in education.
11. Leveraging ICT to assist and facilitate learning for learners the benefit of all learners and teachers across the curriculum.
12. Improving the efficiency of educational administration and management at every level **from** the classroom, school library, through the school and on the sector as a whole.
13. Google have recently launched a programme called **“Google Classroom”** that aims at simplify, creating, distributing and grading an assignment in a paperless way.

B) In Brief :-

1. ICT helps to stimulate, motivate and Engage Learners.
2. Increase achievement.
3. Enable better understanding.
4. Cultivate improved communication.
5. Have a positive impact on workload.
6. Quick access to information.
7. Easy availability of updated data.
8. Connecting Geographically dispersed regions.
9. catering to the individual differences.
10. Wider range of communication media.
11. Wider learning opportunities.

Limitations:-

1. Computers limit students imaginations.
2. Over-reliance on ICT limits students critical thinking and analytical skills.
3. Students often have only a superficial understanding of the information they download.
4. Computer-based learning has negative physical side-effects such as vision problem.
5. Students may be easily distracted from their learning and may visit unwanted sites.
6. Students tend to neglect learning resources other than the computer and internet.
7. Students tend to focus on superficial presentation and copying from the internet.
8. Students may have less opportunity to use oral skills and hand writing.
9. Use of ICT may be difficult for weaker students, because they may have problems with working independently and may need more support from the teacher.

Conclusion:-

The rapid growth in ICT has brought remarkable changes in the twenty-first century in teaching-learning process. The effective intergration of technology into classroom practices poses a challenge to teacher and learner. The above study indicate that teachers and learners have strong desire for the integration of ICT into education but they encountered many barriers to it. These findings therefore have implications for training the teachers to become regular users of ICT focusing on acquiring basic ICT skills. We think that if ICT is successfully integrated in Education then it enables wider learning opportunities into teaching-learning process.

Summary:-

This study is Information Communication Technology (ICT) in Teaching and Learning Technical Education. the use of ICT in teaching-learning process is a relatively new phenomenon and it has been the educational researchers focus. The innovation that ICT has brought in teaching learning process include: E-learning, e-communication, quick access to information, online student registration, online advertisement, reduced burden of keeping hardcopy, networking with resourceful persons, etc.

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The Role Of ICT In Effective Teaching - Learning Process

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Abstract :

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters¹. ICT stands for Information and Communication Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is now broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. In modern science and technological societies education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching –learning process. ICT also helps teachers, students and parents to come together. Continuous and Comprehensive Evaluation (CCE) helps students as well as teachers to use more technology for making teaching learning more attractive for the betterment of our future generation. So, the knowledge of ICT is very much essential for the both prospective teachers as well as in-service teachers also. This paper discussed about the role of ICT in teaching and learning process.

Keywords: ICT, technology, student, teacher, teacher.

Introduction

Teachers are at the core of any living society. Technologies play an important role in training programme of teachers. Students' accesses knowledge and information through TV, digital media, cable network, internet and social media i. e. Facebook, Twitter, Whatsapp, Wechat etc. ICT is very important for Pre- service teacher education programme in the 21st Century. Without proper knowledge of ICT teacher cannot perform in his/her class room and it could not be said to be a complete one.

Technology refers to a set of methods, procedures, tools and equipment. ICT means technologies which help us record, store process, retrieve, transfer, and receive information. ICT (Information and Communication Technology) is referred to as a part of learning – teaching process: one as a "tool" and the other as a "medium" and the third element as "goal".

Information Communication Technology (ICT) are enabling technologies which include both hardware and software's necessary for delivering of voice, audio, data (high speed and low speed) and internet service from one point and associated equipment's that are connected via internet proto cold (IP) and non IP network².

One of the most meritorious entries for establishments is information. A pair of valuable information cause to increase confidence and constancy of human sources, but less information makes a decreasing part of confidence factor and resoluteness. Today, the existing data in organizations are collected, processed and kept by "IT".

Why do we use ICT in Teaching ?

The scenario of the classroom is changing. There is a technological gap between the progress of the society and instructional activities of the teacher in the classroom. If we see in our society on the one hand technology has revolutionized our society and on the other hand the teaching learning activities in education remained so far away from technology. In our classroom the knowledge is imparted by the teacher in an ancient way, a teacher centric mode which is most of the time boring and not to gain interest to the student. But using ICT it becomes student centric education. Students learn from multi sources and for this reason use of ICT & Multimedia is very much essential in educational field and simultaneously teacher's knowledge of ICT and Multimedia also required.

The classroom is now changing its look from the traditional one i. e. from one way to two way communication. The teacher should prepare to cope up with different technology for using them in the classroom for making teaching learning interested. For effective implementation of certain student- centric methodologies such as project-based learning which puts the students in the role of active researches and

technology becomes the appropriate tool. ICT has enabled better and swifter communication, presentation of ideas more effective and relevant way. So for this reason ICT is very much necessary in teaching and learning process.

Strategies for applying ICT :

1. Providing adequate infrastructure and technical support.
2. Applying ICT in all subjects.
3. Applying new Pre-service teacher Education curriculum.
4. By using application software, using multimedia, Internet, e-mail, communities, understanding system software.

Role of ICT in Teaching and Learning :

1. ICT helps teachers in both pre-service and in-Service teachers training.
2. ICT helps teachers to interact with students.
3. It helps them in preparation their teaching, provide feedback.
4. ICT also helps teachers to access with institutions and Universities.
5. It also helps in effective use of ICT software and hardware for teaching – learning process.
6. It helps to improve Teaching skill, innovative Teaching and helps in effectiveness of classroom.
7. It also helps in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees.
8. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
9. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.
10. It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.
11. ICT plays an important role in student evaluation.
12. ICT is store house of educational institution because all educational information can safely store through ICT.
13. ICT helps Teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.
14. ICT helps Teacher to pass information to students within a very little time.
15. ICT helps Teacher to motivate students and growing interest in learning.
16. It is also helps Teacher for their personnel support (knowledge, attitude, skills).
17. With the help of ICT Teacher training institutes can develop communication network

Conclusion :

ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquiring the knowledge of ICT, teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. Teachers only can create a bright future for students when they should use information & communication technology in Teaching and Learning process.

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IQAC: As a Post-Accreditation Quality Sustenance Measure

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Introduction:

The University Grants Commission (UGC), established in November 1956 as a statutory body of the Government of India through an Act of Parliament, has the unique distinction of being the only grant giving agency in the country which has been vested with two responsibilities that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. To monitor standards of the higher educational institutions the UGC has established the National Assessment and Accreditation Council (NAAC) as an autonomous body, under section 12(ccc) of its Act in September 1994. NAAC has been instilling a momentum of quality consciousness amongst Higher Educational Institutions, aiming for continuous improvement. However, lasting improvements in standards cannot come about only by accreditation from outside, once in five years. An internal mechanism for sustenance, assurance and enhancement of the quality culture of education imparted by them, therefore, become essential. Many HEIs already have established the Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance activity. Recognizing the importance of such institutional internal quality system the UGC has taken a policy decision to direct all colleges to establish IQAC for which it has decided to provide seed financial assistance.

Iqac:

In pursuance of its Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutions of higher education, NAAC 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 & work towards realisation of the goals of quality enhancement & sustenance. The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence.

Role of the Coordinator:

Coordinator, MIS Cell of PU bears the delegated responsibilities of Coordinator, IQAC. The following are the roles and responsibilities carried by coordinator IQAC:

1. To coordinate the dissemination of information on various quality parameters of higher education
2. To coordinate the documentation of the various programmes / activities leading to quality improvement
3. To coordinate the quality-related activities of the institution
4. To coordinate in preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.
5. To coordinate the timely and efficient execution of the decisions of IQAC committee.

Strategies:

IQAC shall evolve mechanisms and procedures for

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

Functions:**Some of the functions expected of the IQAC are:**

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

Benefits:**IQAC will facilitate / contribute**

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

Monitoring Mechanism:

The institutions need to submit yearly the Annual Quality Assurance Report (AQAR) to NAAC. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer teams will interact with the IQACs to know the progress, functioning as well quality sustenance initiatives undertaken by them.

Guidelines for filling and submission of AQAR online:

1. AQAR submission is now online and submitting AQAR by mail will not be accepted w.e.f. 1st January 2019.
2. HEIs which have not yet registered to online portal of NAAC need to follow the registration process. This is applicable to all HEIs which have been accredited by NAAC and not registered to online portal till date from July 2017. (For further details of registration process, kindly refer NAAC Website – Apply online page).
3. After registration the AQAR will be available in HEI portal, under the Manage AQAR menu.
4. The academic year displayed in the portal under the Manage AQAR menu for filling AQAR does not consider the reports submitted earlier by email.
5. The deadline and availability of AQAR, is respective to each HEI based on their previous accreditation date. For eg: For an HEI with previous accreditation date 17/03/2016, the 18-19 AQAR will be available only from 18/03/2020 and once the AQAR gets available in the portal and an auto generated mail is sent to the HEI. From date of receipt of email HEIs will have 90 days time to submit the AQAR. For an HEI with previous accreditation date 17/07/2016, the 18-19 AQAR will be available only from 18/07/2019 and once the AQAR gets available in the portal and an auto generated mail is sent to the HEI. From date of receipt of email HEIs will have 90 days time to submit the AQAR.
6. After submission of AQAR, it will be verified by NAAC and clarification may be asked regarding the data/information provided in the AQAR.

7. During clarification period the HEIs can edit their AQAR based on the clarification requested or may provide the reason for 0/Nil data for any of the metrics, in the response box and resubmit the AQAR. The last date for submission of response will be 15 days from date of clarification requested.
8. After re-verification of the response submitted by HEI the AQAR will be accepted.
9. For each cycle of accreditation with validity period of 5 years, HEIs have to submit only 4 AQARs. In case of extended validity by NAAC for HEIs with 'A' grade in three consecutive cycles, wherein the validity period is increased to 7, the HEIs have to submit 6 AQARs.

Note:

The AQAR will not be available for filling if an HEI is in the ongoing A & A process, it will be available only after completion of the A & A process i.e., after declaration of grade.

Some Suggestions for Making IQAC More Active in the Institutions:

1. IQAC Meetings should be regularly conducted at least thrice in an academic year and whose proceedings should be properly recorded and seriously implemented as well as monitored.
2. Display the vision and mission of the institute.
3. A three member research advisory committee can be constituted to guide for research projects.
4. Feedback forms from students about quality of the institution.
5. The Head of an institution should create an atmosphere of cooperative partnership in achieving quality.
6. IQAC must be made statutory apex body similar to College Development Committee (CDC).
7. The awareness towards quality and excellence must be taken into consideration rather than the position of the person in the seniority list for being selected as a coordinator.
8. IQAC must go through SWOT analysis as a periodic activity and evolve the mechanism which is made routinised by the Principal and coordinator by assigning duties to the stakeholders.
9. Accountability of each stakeholder is to be made mandatory and proper credit is given to the good quality work.
10. At the same time there should be provision for the relevant punishments for the ignorance and negligence to duties.

Conclusion:

The role of IQAC for the quality enhancement in higher education is distinct and important as it works towards improving and maintaining the quality. Quality and excellence are results of team work led by the leaders like principal and coordinator of IQAC. However the leaders should work on the guidelines of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved in the management and maintaining the quality of education. Thus, IQAC is significant, effective and efficient coordination and monitoring mechanism.

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Learning Outcomes of Undergraduate Students

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Abstract

The criteria based revised assessment and accreditation framework which is launched by the NAAC in 2017 is followed by colleges and Universities. Learning outcomes are the assessment of students after Completing their graduation in particular program and subject. This is not external assessment but what student has achieved after acquiring a degree. Students will be able to know basic concepts of particular subjects. Students can put some thoughts or ideas and develop concepts regarding the subject. Students should be master over their subject, only to get the degree is not necessary but he must know the basic knowledge of the subject. Program outcomes; means acquiring undergraduate degree e.g. B.A., B.Com., and B.Sc. etc. and Program specific outcomes means while studying any subject what students has achieved for e.g. English. Course outcomes deal with particular paper of any subject for e.g. The Modern English Structure for B.A. F.Y. The present research paper attempts the evaluation of students after completing the particular course paper what they achieved simultaneously.

Key Words: Outcomes, evaluation, knowledge, subject

Introduction

Criteria II, Teaching Learning and Evaluation is most important while facing NAAC. After completion of graduation the particular students is able to do certain things and knowledge. Learning outcomes are statements of what a learner is expected to know, understand and or be able to demonstrate after completion of a process of Learning. All aspects of teaching should be designed with outcomes in mind.

Learns outcomes describe the learning that will take place across the curriculum through concise statements, made in specific and measurable terms, of what students will know and or to be able to do as the result of having successfully completed a course. Course alignment begins by defining clearly the leaning outcomes, such both the students and faculty are aware of the essential knowledge and abilities that they should be able to demonstrate at the end of the course. The study of outcomes is necessary to evaluate the student, that the expected things students have got or nothing. There are specific outcomes including program outcomes and program specific outcomes. The learning outcomes approach to education means basing programs and curriculum design, content, delivery, and assessment on an analysis of the integrated knowledge, skills and values needed by both students and society. Outcomes are more precise, specific, and measurable than goals. There can be more than one outcome related to each goal and a particular learning outcome can support more than one goal.

Program Outcomes

Program outcomes are narrow statements that describe what the students are expected to know and would be able to do upon the graduation. Program outcomes is the outcome of graduate students in three years including B.A., B.Com. and B.Sc. Thus for e.g. outcome of B.Sc. will be:

After passing graduation the B.Sc. students will be able to Explain, evaluate, and effectively interpret factual claims, theories and assumptions in the student's disciplines and more broadly in the sciences and life. The students are able to find, access, critically evaluate and ethically use information. They will integrate quantitative and qualitative information to reach defensible and creative conclusions. Students communicate effectively through writing, speech, and visual information to the scientific community at large. They will respectfully articulate the views of people with diverse perspectives and apply concepts of sustainability to the analysis of one of more major challenges facing humans and Earth's resources. The program Outcome for B.A. students are to imbue with realization of human values, sense of social service, responsible and dutiful citizen, critical temper and creative ability.

Program Specific Outcomes

The students of Zoology at the end of three years will be able to apply the scientific method to questions in Zoology by formulating testable hypotheses, and analysing those data to assess the degree to

which their scientific work supports their hypotheses. The student will be able to present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists. Students will be able to identify the major groups of organisms with an emphasis on animals and be able to classify them within a polygenetic framework. Students will be able to compare and contrast the characteristics of animals that differentiate them from other forms of life. Students will be able to apply zoology to day today life and promote life and business. Students will be able to explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behaviour of different forms of life.

Program specific Outcomes of English at the end of three years is expected the Basic knowledge of English language, major knowledge of English as literature, major knowledge of English Grammar, Critical study of English Literary studies.

Course Outcomes

Course outcomes are attained through program specific core courses, which has their own previously set outcomes to attain. These course specific outcomes are called Course outcomes. Course outcomes for B.Com. I English for Business Communication are able to learn spoken communication and written communication, writing of Resume, letters of application, business letters, Writing news report, Essay paragraph, Review, Narration of experience, daily routine. However understanding and interpretation of poem, prose, essay, short stories etc. The course outcomes of English prose paper are students know about important authors of English prose, enriches their active and passive vocabulary. Enhances their understanding and increases pleasure in reading.

The outcomes for the paper of fiction is that draws the students into their imaginative worlds and engage with the power of their invention and deepens pleasure of reading, fiction is a verbal machine which transports the readers in space and time. Prose has also explores the entire range of human experience. Through the paper of Drama the students are able to know about the distinct literary characteristics of drama, emphasizing the changing approaches theatre as well as the social, cultural and philosophical implications in the plays. Students are able to analyse play for their structure and meaning, using correct terminology. It helps to learn about the literary forms of literature. The paper of English poetry paper outcomes are developing phonemic awareness, self-expressions and memorization skills. Students are able to recognize the rhythms, metrics and other musical aspects of poetry. Students will know various elements of poetry such as diction, tone, form, genres, imagery, figures of speech, symbolism, theme etc.

The course outcomes for Business Economics are understanding the link between business economics and business decision. Realizing the importance of demand forecasting and method of demand forecasting, justifying the demand function and production function, evaluating various production theories, understanding different markets structure in marketing system.

Course outcomes for Environmental studies are as understanding environmental concerns by the students at the undergraduate level, however understanding the relationship of man with the environment and help them change his attitude for more positive, proactive, eco-friendly and sustainable lifestyles. Students will get information about climate change, Global warming, Acid rain, Green house effect, ozone layer depletion. They will get information about Environment protection Acts.

Course outcomes of B.SC. I, Cell zoology, term I, paper II is by the process of observing vital staining students are able to understand that cells can be studied and some cell organelles can be observed under microscope. Cells are of two types; this is understood by comparing the prokaryotic and eukaryotic cells. Students understood the importance of an organized controlling centre called Nucleotide.

The cell membrane has a unique fluid mosaic structure and it assists various types of transport mechanisms. Cytoplasm is vital for the cell and has important functions and chemical composition. Students understands the functional machinery of the cell. They understand the importance of location, its structure, its diversity is related to its functions. Preparation of models and studying with the help of models using various materials helps them understand better.

Conclusion

Good learning outcomes are student centred in that they focus on the knowledge and skills that students can demonstrate. The learning described in outcomes should encompass the essential and significant knowledge, and skills students should develop in your course. Generally outcomes are short; usually one sentence in length that clearly states the behaviours that students should be able to demonstrate. So students must be able to achieve mastery over the subject. Learning outcomes have been started from Macro level and ends at micro level. In NAAC criteria II, is most score getting, so the learning outcomes are important to achieve good grade for the college. Students as well as teacher must know various outcomes, so the self-evaluation process is an important factor in achieving the learning outcomes.

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Impact of Watershed Development Programme on Natural Resources in Karwadi-Nandapur Watershed

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An integrated and complementary management of the water resources is imperative to ensure their balanced and rationale use. Clearly, the land, water and natural resources of the country are under pressure. How to produce more and better food and maintain or improve critical ecosystem services without further undermining our environment is a major challenge. Effective use of water and land is fundamental to growth and sustainable development. Watershed is increasingly being focused on water management through increased in-situ soil moisture conservation and protective irrigation. Acute shortages of drinking water are experienced in several regions of the country and impacts of drought have become increasingly severe and recurrent. This calls for an assessment of watershed development and management approaches with a view to address biophysical, socio-economic, and institutional policy issues. Karwadi-Nandapur is a micro-watershed of Kayadhuriver and a micro-watershed of PPG8/01/13 sub watershed. It is located at 19° 35' 50" N latitude and 77° 14' 33" E longitudes. The area of the Watershed is 772.56 ha. The Remote Sensing images (LISS-III) of the study area (Karwadi-Nandapur micro-watershed) were obtained from NRSA, Hyderabad Arc-GIS software was used to obtain data about the study area. The GIS analysis of the watershed showed that nearly 2/3rd of the watershed area was cultivated land which indirectly supported the future for watershed development and management. Based on the depth of soil, soil textural classes, groundwater prospectus and land slope available in the watershed area two CNBs, twelve farm ponds, twenty six vanraibandharas were constructed in the middle and lower reaches while WAT were erected in upper reaches of the watershed. The whole hearted participation of the beneficiaries is the key for successful watershed management programme. RS and GIS is very effective tool for assessing the impact of watershed management programme.

Key Words: Cement Nala Bund, Remote Sensing, Geographical Information System, Water Absorption Trenches, National Remote Sensing Agency, Pre and Post implementation phase.

Introduction:

The relentless increase in the demand of water for various purposes brought about by the population growth and agricultural and economic development combined with increasing pollution of water supplies, have raised serious problems. The challenge, therefore, is to improve rural livelihoods through efficient and sustainable rainwater management technologies for increasing rain-fed productivity and thereby contribute to food and livelihood security. An integrated and complementary management of the water resources is essential to ensure their balanced and rationale use. How to produce more and better food and maintain or improve critical ecosystem services without further undermining our environment is a major challenge.

India is a home to about 18% of the world's human population and 15% of the live stock population but it has only two per cent of the world's geographical area and 0.5 per cent of the pasturelands. About 51% of India's geographical area (329 Mha) is categorized as degraded, most of which occurs in rainfed agro-eco systems. About 60% of the population is dependent on agriculture, and two thirds of the cropped area is dependent on rainfall without any protective irrigation. The per capita availability of forests in India is about one per cent of the world average. Clearly, the land, water and natural vegetation resources of the country are under tremendous pressure. Effective use of water and land is fundamental to growth and sustainable development. Watershed is increasingly being focused on water management through increased in-situ soil moisture conservation and protective irrigation. Watershed based water management is being recommended as most appropriate approach because of emphasis is being given to meet the total water demand in the watershed from available resources. This approach is sound and scientific as it offers a possibility of matching the demand with the availability on temporal scale.

Review of Literature:

Joshi *et.al.* (2004) studied the impact of watershed development programme in Hiware Bazaar situated 17 km from Ahmadnagar town in Maharashtra state. The total watershed area in the village is 977 ha, divided

into three micro-watersheds of 612 ha, 123 ha and 242 ha. The average rainfall in the village is 300-330 mm. The soil depth is 50-60 cm in the watershed area. It was found that the groundwater table has increased from a depth of 35-50 feet to 10-15 feet. Prior to project implementation water was available in the village at a depth of 35 to 50 feet during the monsoons and about 55 to 60 feet during summer. The number of wells in the village increase from 97 in 1993 to 217 in 2000. These wells are located near the village stream and near percolation tank constructed by the Agriculture Department. The farmers in this part of the village could harvest two crops a year and are able to cultivate high-value cash crops like onions, potatoes, other vegetables and fruits.

Osman *et.al.*(2013) reported that area under rainfed, grazing land, permanent pastures, current and other fallows, and cultivable wastelands registered decline in post project scenario and got converted into supplemental irrigated area to the extent of 115% in the post watershed development project compared to pre project period. The major impact of watershed was on bringing back of fallows and cultivable wastelands under cultivation.

Sethi and Jena (2004) studied the impacts of watershed management on groundwater availability in various regions of the country. In Aravali hills of Rajasthan, the groundwater table rose by an average of 7.97 m after six years of watershed development programme. Due to increased availability of water for irrigation, there was an increase of 83 per cent in post-monsoon cropped area. In Yamuna ravine of Uttar Pradesh, the watershed management measures resulted in rise of ground water table ranging from 1.53 to 6.05m depending upon monsoon rainfall. In Malwa region of Madhya Pradesh, the average annual post-monsoon increase in groundwater was 6.79 m due to implementation of watershed management measures compared to just 1.5-2.0 m in pre-project era.

Waniet *al.* (2006, 2009) observed that the increase in crop productivity is common in all watersheds due to watershed interventions in a short span of time. In the Adarsha watershed Kothapally, Andhra Pradesh, integrated watershed management technologies increased maize yield by 2.5 times and sorghum yield by 3 times. The results also showed a similar trend in the Bundi watershed, Rajasthan. Due to additional groundwater recharge in the Adarsha watershed, Kothapally Andhra Pradesh, a total of 200 ha area was irrigated in the post-kharif season and 100 ha in post-rabi season, mostly to vegetables and flowers.

Materials and Methods:

About the Study Area:

Karwadi-Nandapur is a micro-watershed of Kayadhu river and a micro-watershed of PPG8/01/13 sub watershed. It is located at 19° 35' 50" N latitude and 77° 14' 33" E longitudes. The area of the Watershed is 772.56 ha. The Karwadi –Nandapur watershed is located about 24 km away from the Aundha Nagnath City and about 20 km from Kalamnuri city and very near to Nandapur railway station in Kalamnuri Tahsil of Hingoli district. Karwadi –Nandapur watershed is situated at 481 m above MSL. The watershed comprises 480 ha of cultivable area which consists of 18 ha of current fallow land and 252 ha area is non cultivable out of which 155 ha is mostly the wasteland. The watershed is characterized by hilly area having steep slopes ranging from 15 to 35% slope in the upper reach. The general slope of cultivated land in watershed ranges from 1 to 3 percent. However, at some location maximum slope of 15 percent is observed. The climate of the study area can be classified as sub –tropical. Agriculture is the main occupation in the area. The Karwadi –Nandapur watershed is bounded by ridge line with a single outlet of main nala which joins to Kayadhu River. Finally the study area falls under the region of Bay of Bengal.

The cadastral map (1:10000) of the study area was obtained from state revenue department and toposheets (1:50000) (56/1 and 56/4) were obtained from survey of India which were demarcated with watershed boundaries by the groundwater development and survey agency (GSDA) department of Hingoli district. The cadastral map and toposheets of the watershed area were georeferenced with Arc-GIS 10.1. The thematic maps like drainage map, slope map, soil depth map, soil textural map, groundwater potential map and contour map are prepared using Arc GIS –Arc Map 10.1 IRS P6-LISS III.

Different types of soil and water conservation measures were used in the watershed. These are water absorption trenches, cement nala bunds, farm ponds and vanraibandharas. The eight observation wells were

selected from the watershed area. Three wells were selected from the upper reach, two were selected from the middle reach and three were selected from the lower reach of the watershed area. The fortnightly observations of the water level from each selected wells were taken to monitor the rise or fall in water table in the study area. The survey was conducted for studying the effect of watershed development programme on cropping pattern and crop productivity. The data collected on cropping pattern and crop productivity during pre-development and post-development of Karwadi –Nandapur watershed was analyzed and compared to study the effect of soil and water conservation measures on cropping pattern, crop productivity, cropping intensity and area under different crops.

Results and Discussion:

Surface runoff rates, rainwater infiltration in the watershed and recharge to groundwater can be assessed with the land use land cover maps. Assessment of land use land cover pattern of the Karwadi-Nandapur watershed revealed that nearly $\frac{2}{3}^{\text{rd}}$ of the area was cultivated land, which indirectly supported the future for watershed development and management.

Water Resources of the Karwadi-Nandapur Watershed:

The GIS analysis of the Karwadi-Nandapur watershed showed that 3.14 ha of the watershed area is occupied by riverbed of Kayadhu river. The other water resources in the watershed occupied nearly 1.30 ha area. Thus, the total area occupied by the water resources of the watershed is 4.44 ha, which is 0.57% of the total watershed area.

Based on the thematic map like soil slope map, drainage maps, soil textural classes and Land Use Land Cover map etc. two cement nala bunds, twelve farm ponds, twenty six vanraibandharas were constructed and water absorption trenches were erected during the post development phase. The construction of farm ponds alone increased the water resources area by 1.175 ha. The construction of cement nala bunds and vanraibandharas has occupied an additional area of 1.8342 ha under surface water. Thus a total of 3 ha area has been increased during the post development phase. The storage capacity of all structures was estimated to 35890 m³. The main source of water is precipitation in the form of rainfall in Karwadi-Nandapur watershed. The total area of watershed is 772.56 ha and the average annual rainfall received in the watershed is 892 mm. The total amount of water received from in the watershed was 689123.52 ha-mm, i.e. 689.12 ha-m. The average ground water level rise was found to be 4.17m after the implementation of the watershed development programme.

Impact on irrigation potential

Due to the implementation of the soil and water conservation works in the watershed area the number of tube wells in the post implementation phase increased from 76 to 329 while, the number of open wells remained constant as 22. After the implementation of watershed development programme, the number of open wells and tube wells in operation increased from 16 to 22 and 60 to 307 respectively. The number of electric operating centrifugal pumps and submersible pumps increased from 16 to 22 and 60 to 307 respectively after the implementation of watershed development programme. The number of oil engines for lifting the water from open wells increased from 2 to 7 as a necessity to tackle the situation of load-shading in the watershed area during the rabi and summer season. The implementation of watershed development programme in the Karwadi-Nandapur watershed not only increased the availability of water resources but also the awareness about the efficient utilization of water resources among the beneficiaries. The increasing water literacy among the beneficiaries has resulted into the increase in number of sprinkler irrigation and drip irrigation sets from 8 to 72 and from 0 to 21 respectively. The rabi crops like wheat, chick pea, safflower and rabi sorghum etc are irrigated with sprinkler irrigation, while the two seasonal crops like turmeric, cotton are irrigated with drip irrigation. The area irrigated using drip irrigation increased from 0 ha to 35 ha during the post-implementation phase. The irrigated area increased from 58.5 ha to 283 ha as a result of increased availability of water resources and the efficient utilization of water resources using the micro-irrigation systems in the watershed area.

Impact on Silt deposition

Silt deposition in various structures constructed in the watershed area viz. water absorption structures, cement nala bunds, farm ponds and the vanraibandharas, constructed on the small streams in the lower reaches of the watershed with the active participation of the people, in the watershed area is measured. From the measurements, it was seen that average depth of silt deposition on the upstream side of the cement nala bunds, vanraibandharas and water absorption trenches ranged between 0.39 to 0.50 m, 0.05 to 0.15 m and 0.34 to 0.48 m respectively.

Table.1: Silt deposition in the different structures in watershed during year 2013-2014

Soil conservation structure	No. of Structures	Weight of silt (tonnes)
Cement Nala Bund-I	2	431.13
Water Absorption Trenches	150 ha	4913.35
VanraiBandhara-I	26	16.31
Farm Ponds	12	5758.20
Total		11118.99

*Assumed density of the silt is 1.35 gm/cc.

Area of silt deposited in impounding area of different soil and water conservation structures viz. water absorption structures, cement nala bunds, farm ponds and the vanraibandharas ranged between 17754 m², 230-245 m² and 2.06 to 4.56 m² respectively. From Table 1, it is clear that, the total silt deposited in the various soil and water conservation structures viz. water absorption structures, cement nala bunds, farm ponds and the vanraibandharas was found to be 11118.99 tonnes during 2013-14.

Trenches in the upper reaches of the watershed where the land was occupied by Class –VII and Class – VIII lands according to Land Capability Classification. The depth of soil in the upper reaches of the watershed was found to be shallow ranging from 10 cm to 25 cm. The pasture land for the grazing of the livestock is increased from 19 ha to 36 ha in the post implementation phase.

Impact on Land use pattern:

The current fallows decreased from 42 ha to 7 ha, the un-culturable wastelands decreased from 161 ha to 24 ha in the pre-implementation phase while, the culturable wastelands decreased completely from 49 ha to 0 ha. It means that the culturable waste lands are shifted to cultivated land after the implementation of watershed management programme. This increase in area under the forest and grazing lands and the simultaneous decrease in area under the current fallows, un-culturable wastelands and culturable wastelands is the result of availability of soil moisture due to the construction of the water absorption trenches in the upper reaches and construction of the water harvesting structures in the watershed area. The major impact of watershed is on bringing back of current fallows and culturable wastelands under cultivation and the unculturable wasteland under the forest and grazing lands. The area under the Non-agricultural land remained the same as 10.56 ha. Similar studies by Osman *et. al.* (2013) reported a decline in rainfed area from 794 ha to 290 ha in the Kadwanchi watershed located in Jalna district of Maharashtra state, which is attributed to increased availability of water for irrigation.

Table.2: Land use pattern before and after the implementation of watershed programme

Land Use	Area (ha)		% Increase
	Before 2009-2010	After 2014-2015	
Cultivated Area	480	589	22.62
Irrigated	58.5	283	383.76
Rainfed	421.5	306	-27.4
Forest Area	12	106	783.33
Grazing Land	19	36	89.47
Current Fallows	42	7	-485.71
Un-culturable Wastelands	161	24	-85.10
Culturable Wastelands	49	00	-100
Non-Agricultural land	10.56	10.56	00

Impact on Biomass Development:

Watershed management has become an accepted tool for development and utilization of natural resources of land, water and plants especially perennial ones, on continuing basis. Sustainability of natural resources base is thus essential both from ecological and socio-economical point of view. Vegetative measures implemented in the arable and non-arable lands in conjunction with the mechanical measures helped in soil moisture conservation, which resulted in establishment and regeneration of vegetation and provided additional green biomass cover to the soil in all the watersheds. After the implementation of soil and water conservation interventions, the cultivated area has been increased from 480 ha to 589 ha, forest area has been increased from 12 ha to 106 ha and the grazing land has been increased from 19 ha to 36 ha as compared to the pre-implementation phase. Thus, a new green area of 220 ha has been created after the implementation of watershed development programme. The induced watershed eco-index (IWEI) of the Karwadi-Nandapur watershed was found to be 0.285; thereby indicating additional 28.5% watershed area was rehabilitated through green biomass cover.

Conclusion:

The awareness about the water quality and the water conservation practices has been inculcated among the beneficiaries through various training programmes conducted in the Karwadi-Nandapur watershed area. These awareness programmes benefitted to improve the "Water Literacy" among the farmers in the watershed. This has resulted into the use of micro-irrigation systems like drip irrigation, sprinkler irrigation and micro-sprinkler irrigation systems by the farmers. The whole hearted participation of the beneficiaries is the key for successful watershed management programme. Remote sensing and geographical information system is very effective tool for assessing the impact of watershed management programme.

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Student Support and Progression**Dr. P.V. Mane**

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Abstract

The new framework of NAAC is student centred and what college provides for student has been focussed regularly. Students are the base of every activity and programme, the institution should be provide adequate facilities and some supporting services to them. The grievances of students should be handled within time frame. Institution may plan some initiatives for welfare of students. Some students are economically weak and achieve success in academic as well as curricular activities, the college may give them inspiration and felicitate them. Except of government scholarship institutional scholarship may be provide to students. The institution should try for the placements of students. The alumni association is also necessary for the development of ex-students through it they can contact and support the college. The criteria based revised assessment and accreditation framework which is launched by the NAAC in 2017 is followed by colleges. The student support and progression is broad theme and brief information has been provided in this paper.

Key Words: Support, Progression, student, activities

Introduction

As per the vision and mission of NAAC “To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives”, the colleges should follow and translate the aims and objectives to improve the quality education. This will helps for empowerment of Nation. India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas have improved access to higher education. Due to mission of the NAAC, we are doing periodic assessment and accreditation of the colleges. We develop the academic culture for the promotion of quality in curricular, co-curricular, extra-curricular activities, self-evaluation, research, collaborative activities, relation with stakeholders etc.

The periodic assessment of our institutes is based on the five core values given by NAAC. These are as Contributing to National Development, Fostering Global Competencies among students, Inculcating a value system among students, promoting the use of Technology and Quest for Excellence. With these core values, the institute follows the criteria based revised assessment and accreditation framework, which is launched in July 2017.

The criteria V highlights upon 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. It looks into student performance and alumni profiles ad the progression of students to higher education and gainful employment. The focus of Criterion V is captured in the four key indicators; such as student support, student progression, student participation and activities, alumni engagement.

Student Support

The students of college should be support by the college by facilitating mechanisms like guidance cell, placement cell, grievance redress cell and welfare measures to support students. The institution should provide bridge and value added courses in relevant areas. The students should provide by means of knowledge, support from financial and mental also. Students should be benefitted by scholarships, free ships and other means should be identified by HEIs. Because many of students face financial as well as their personal problems. Teachers and college must help them individually, to their redress.

The grievance redress cell helps students to handle timely redress of students grievances. The objective of cell is to support the students in their problems. The problems like examination, physical infrastructure and personal problems should be solved through this cell. The college principal, one lady representative, student representative, faculty representative are also on nominated on this cell. The students should lodge their complaints before this committee and the timely redress is necessary. Necessary action must take against the complaints of students.

Placement Cell is one of the important cell in college, which helps students to place early. This cell helps students to prepare Bio-Data, Tips for interview, pre placement talk, check list, mock interview, student registration

etc. Placement is of two types on campus and off campus. Eligibility of on campus placement is of final year students or graduated students. Placement can be off campus, in private sector and government jobs.

Support services to students are student capability enhancement development schemes, Curricular activities, Co-curricular activities, Extracurricular activities, scholarships, health centre, insurance, all facilities, Earn while you learn, economical support to poor and needy students, Group discussion for leadership, Book Bank facility, Student's counselling Cell, Remedial coaching, Bridge courses, Yoga, Soft skill development. The college should provide specially designed inputs for needy students with learning difficulties including students with learning disabilities may find it difficult to acquire knowledge or skills, understanding the concept, presentation and reply to answer.

The college should provide value added courses to mature students as a means of preparing for the intellectual challenges of a syllabus, successful completion of which is recognized as a basis of admission to the main course.

Student Progression

Students progression is important, mostly to higher education and progression to employment. After completing their degree students admission to UG to PG, PG to M.Phil., P.G. to Ph.D., Ph.D. to post-doctoral. After acquiring a degree students will achieve proficiency in research and basic knowledge of the subject. They will learn through experience and practical knowledge. It is the duty of a teacher to counsel the students to do PG and other higher qualifications.

Students progression to employment is an important part of student's progression. The value of education must be achieved through education by achieving financial as well mental development of students. College must arrange campus interview, to arrange competitive examination guidance to place the students in government jobs, number of students placed in non-government jobs, and their progression to higher education.

The institution must plan and implement remedial measures to improve learning skills or rectify a problem area. Students must provide extra classes with learning difficulties to understand the content. Counselling sessions are to be organized for student teachers facing personal problems, with the help of a professional counsellor appointed by the college. Mentoring is an important part of student's progression, advanced learner students should guide slow learners and give the notes. The teacher educator should adopt the slow learner and give the tutorial.

The college teachers should provide the opportunity to improve their teaching. Students involvement in learning is necessary for their all round development, the students should be encourage for their sustainable development. Feedback system helps the students to overcome their problems. It helps to achieve the goals of learning through various ways. The student and Alumni qualifying state/national/international level exam or competition Number of students selected to NET, SLET, GATE, GMAT, CAT, GRE, TOFEL, Civil Services, State government Examinations record is essential and placement facility should help the students. Students progression to employment is prestigious issue of the college. The quality of college depends upon the placement of the students in various jobs.

Students participation and activities helps to promote them to inclusive practices for social justice and better stakeholder relationship, however the promotion to based education for inculcating social responsibility and good citizenry amongst community. Infrastructure available to promote active participation of the students developing various skills and competencies and foster holistic development.

Conclusion

Students centred learning helps to the development of human resource. They belong to various socio-economic backgrounds and college should help them through scholarship and free ships. The institution may help to provide them Earn while Learn scheme and other student development related activities including co-curricular, extra- curricular activities. They must be binding socialistic attitude among students. The progression of students is an important factor to develop themselves by economic and social value. To achieve such goals the college should provide adequate facilities to students and give mental support.

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Role Of ICT In The Process Of Teaching Learning**Dr. Sandeep G. Ladkar**

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Abstract:

The modern age is popularly known as the age of Information and Technology. Several innovations have taken place in the field of Science and Technology. In the field of education, several skills and techniques emerged due to these innovations. The use of ICT is opted to make teaching-learning process more effective. It helps the teachers as well as the students to get updated knowledge in their respective subjects. The traditional method of teaching-learning process is teacher centric. It becomes necessary for the inclusion of the students in the teaching-learning process to make it student centric. The use of ICT avails us facilities such as making use of internet, web based learning, e-learning, social media, digital media etc. The use of ICT enables the students helps the students in making the classroom teaching more easy and understandable.

Keywords: *ICT, e-learning, web based learning, digital media, teaching tools, skill enhanced learning etc.*

Introduction:

Education plays a pivotal role in the emancipation of human beings. It is the key factor to make overall progress of the human beings. The modern age is considered as the age of Information and Technology. India is known as the emerging nation in progress of Science and Technology all over the world. Education has to undergo several innovations and modifications to make the teaching-learning process student centric. The concept of traditional way of classroom teaching is changing and the use of ICT based teaching is the requirement of the modern world. The emphasis is more on using computer based activities with the use of internet in the classroom teaching. It will make a huge impact on the students to make the subject content more easy and understandable for them. The teachers and the students need to cope up with these innovations and sufficient facilities need to be provided for them to make use of ICT. Teachers are the integral part of the society. The Government is campaigning for digital India in order to make use of technology in every sector of life.

In the age of Information and Technology, it is necessary to provide high standard digital content to the teachers to keep updated in their knowledge. This will help the students to set their aim and achieve high academic standard. One needs to understand the concept of ICT in order to make use of it in day today life. It may be defined further as convergence of electronics, computing and telecommunications. "Information and Communication Technology or ICT, is often used as an extended synonym for Information Technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information." (Wikipedia). ICT helps the students in many ways such as it increases the enthusiasm in learning, student centered teaching, easy to learn a foreign language, can be used to present just about anything on a webpage, provides teachers new sources of knowledge etc.

ICT enables the students to get with lot of information regarding their subject by using various tools on the internet. "Information and communication technology (ICT) can complement, enrich and transform education for better. As the lead United Nations Organization for education, UNESCO guides international efforts to help countries understand the role such technology can play to accelerate progress toward sustainable development goal. UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthens inclusion, and improves education administration and governance." (UNESCO). ICT functions as the extended tool to provide a wide range of information at the right time. In the olden days one has to rely upon the newspapers and books for collecting information on the respective subjects. By the innovation of Technology, a person can easily get access a wide range of information on the internet by making use of several electronic gadgets.

The use of ICT in teaching learning process helps the students to avail the facilities about the acquisition of basic skills. The students make use of these facilities by using various electronic devices such as desktop and laptops, projector, printer, tablets, pen drive, web boards, scanners, microphones, DVDs and CDs, flash discs video games etc. which will benefit the students to acquire more knowledge. Before the innovation of ICT, the classroom activity remained only one way process. The weightage is given only to recitation rather than to understand the content and try to make use of it for better performance. The major innovation in science is rapidly changing the global scenario and providing information regarding every sector of life. The use of ICT in teaching learning process may be effective in various such as it can be useful for both formal and non-formal classes. It can be used at anytime and anywhere. One can easily access the remote learning resources to keep oneself updated in the subject knowledge. It can mould the minds of the students and motivates them to learn basic skills.

The institution needs to provide adequate infrastructure and technical support in order to make use of ICT tools more effectively. The environment will be automatically shifted from teacher centric to student centric. The teacher will acquire the knowledge of handling hardware and software for effective teaching. It will be benefitted to the teachers to interact with the students more effectively. It is necessary to provide the teachers technological support in order to make use of it in the classroom. The teacher will circulate the information in a very short period of time by using the ICT techniques. The classroom environment will become student friendly and develop the skills of the students in learning. The students start taking interest in their learning.

The National Knowledge Commission (Govt. of India) realizes the need to use ICT tools in the education. In their report, they said, "catalogues of all libraries should be put on local, state and national websites with necessary linkages. This will enable different types of libraries and setting up of a National Repository of Bibliographic records and a centralized collaborative virtual enquiry handling system using the latest ICT.....A knowledge network would connect all universities and colleges for online open services." (Government of India 2008, National Knowledge Commission: Report to the Nation 2007.) This clearly indicates the need of open access to the library software in order to make use of it for the benefit of the students. The idea of e-library, digital library is about to provide the information to the students and keep them connected with the changing aspects in their respective fields. It will help them to gather more information in regard with their learning resources. By making use of ICT, it is not necessary for the students to rely heavily on the books as a source getting more information. The students will feel relief from the boredom of teaching by the traditional way of learning.

The use of ICT makes a person from rural area to acquire the latest information of his subject by using the internet. Technology can transform a nation into a new world of digitization where the reliability is more on technical tools in the matter collecting information on various aspects. In the opinion of Bill Gates about technology where he expresses, "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important." ICT avails innumerable facilities to the users as it can offer collaboration and communications, promotes creativity in learning, provides flexibility and variety in learning, enhances the quality of learning and provides greater exposure to vocational and workforce skills for students.

The advantage of using is various as well the disadvantages also. The use of ICT requires adequate infrastructure and technological support which appears difficult in terms of the rural areas. Teachers find it difficult to spend time so much to engage in action research. It is also the matter of lack of financial support to get the adequate facilities. The teacher has to spend so much time in collecting the study material on the internet. The student may face the problem of not finding his study material on the internet. Students may feel isolated or perhaps feel away from social interaction. The question arises about internet and child safety issues. It is very costly to install such technology.

Conclusion:

The use of ICT in teaching learning can avail the facilities of using various tools to collect information. It is the need of the hour to get access to ICT tools to be updated in the knowledge and gets aware with the latest developments. It promotes the quality in learning and withdraws the boredom from the students mind

about the traditional way of teaching and learning. The students will feel motivated by the inclusion of ICT tools in teaching. The ICT facilities can change the current paradigm of education through enhanced learning. It offers several skills both to the teachers and students also. The rural colleges will increase their infrastructure facilities to promote ICT based teaching in their schools and colleges. The concept of digital library avails the facilities to access innumerable study materials by using the concept of e-library.

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Use of ICT in Higher Education: Advantages and Challenges

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Abstract

This is the era of computer and technology. Learners are learning from various sources like social media, multi-media, web, online and animations. The list goes on and the base for all these sources is communication and information technology. ICT became a current trend to learn all platforms across the globe. Hence ICT plays a vital role in the field of Education especially in Higher Education. It is essential for the learners to have to access knowledge through ICT to keep pace with the latest developments. This paper focuses on the use of ICT technologies in the classroom along with its advantages and challenges.

Key words: ICT, Higher Education, Technology, Learning.

Higher Education system has grown exponentially in the last five decades to meet the demands of quality education for all. As the present age is the age of rapid changes in communication, technology and scientific development. Hence it is essential for the learners to have to access knowledge through ICT to keep pace with the latest developments. Demand for skilled and competent labour is ever increasing in the contemporary globalised society. In this backdrop, access to quality in higher education is a determining factor of economic growth and development of a country. In order to increase the access to higher education and to reach its fruits to the remotest parts of the country, contribution of open and distance learning facilities are also commendable. In addition, it is catering to life-long learning aspirations and that too at an affordable cost. The various kinds of ICT products available and having relevance to education are; radio, television, cellular phones, computer, and network hardware and software, satellite systems and so on. as The other various services and applications associated with them, such as videoconferencing email, audio conferencing, television lessons, radio broadcasts, interactive radio counselling, interactive voice response system, audiocassettes and CD ROMs have been used in education for different purposes (Bhattacharya and Sharma, 2007).

The Information and Communication Technology (ICT) is an umbrella term that includes any communication device or application, encompassing. When such technologies are used for educational purposes, namely to support and improve the learning of students and to develop learning environments, ICT can be considered as a subfield of Educational Technology. ICT tools in higher education are being used for developing course material; delivering content and sharing content. Communication between learners, teachers and the outside world, creation and delivery of presentation and lectures, academic research, administrative support, student enrolment etc are done with the help of ICT Tools. Swift growth of ICT is taking place all over the world. It has been emerged as powerful tool for diffusion of knowledge and information. Society expects more and more in quality in higher education in each year. Information and Communication Technology provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems.

Classification of ICT Education

E-Learning or Electronic learning is a general term used to refer to computer-enhanced learning. It is commonly associated with the field of advanced learning technology (ALT), which deals with both the technologies and associated methodologies in learning by using networked and/or multimedia technologies. It is also known as online learning. It overcomes timing, attendance and travel difficulties. E-learning allows delivery, dialogue and feedback over the internet. It allows mass customization in terms of content and exams. "E-education can provide access to the best gurus and the best practices or knowledge available" (UNESCO, 2002). Thus ICT can play a valuable role to monitor and log the progress of the students across time, place and varied activities.

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

Blended Learning:

Face to face learning refers to learning that occurs in a traditional classroom setting where a faculty member delivers instruction to a group of learners. This could include lectures, workshops, presentation, tutoring, conference and much more. Self paced Learning provides the flexibility to learn according to the availability of learners own time and place, it occurs in a variety of ways such as : reading specific chapters from text book, studying course material presented through web-based or CD based course, attending pre-recorded classes or sessions, reading articles referred by faculty member, working on assignments & projects, and searching & browsing the internet.

Distance Learning:

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

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

Advantages of ICT in Education

1. Enable the students to learn round the clock. Affords coaching to the requirements/necessity of the student
2. Educational courses can be provided in larger geographical areas.
3. Committed teaching is offered through individual communication.
4. Improves the quality and helps to attract the students.
5. Deliver instructions according to the student necessities.
6. Empowers effective education
7. Deliver instructions according to the student necessities.
8. Individual learning habit is boosted
9. Learner-centre approach, allows learner to learn effectively and also come up with new things.
10. Prepares students for jobs that require skills in technology.
11. With the help of ICT teacher can transfer the responsibilities to the students so that they can self manage.
12. Helps to individualize the teaching or guidance method as per the student's need.
13. Helps to boost the confidence level and the self-esteem of the students.
14. Facilitates the evaluation and examination of the learning process and results by the students and the parent's in a flexible and convenient way.
15. Saves time, expenses and travelling burden of learners.
16. Avoids conditions and formalities of stakeholders.

The globalization process has also created a large market of offshore students. To reach them, information technology is the only convenient medium, which can offer education as a service (Bhattacharya and Sharma, 2007). It increases education provision substantially and can contribute to mass education. It also creates competition among the institutions for providing education and hence improves the quality (Cross and Adam, 2007).

Challenges of ICT in education

Fast and furious development in ICT is taking place globally in this globalized scenario. It became tool for providing or circulating authoritative knowledge and information. The use ICT in Higher education is not hopeful. The main reasons are:

1. It is expensive in cost for maintaining, operating and replace ICT Tools in traditional, rural institutions.
2. Integration of ICT tool in teaching is still in initial process
3. Imposing technological system without involving faculty and student, Automation of manual process from top to down hierarchy of the ladder will create a mesh and progressive expected result will not be achieved.
4. Lack of training for teachers.
5. Providing an efficient technical manual and training should be provided after implementing technology in class rooms else not adjusted to the technology which currently in use.
6. Lack of interest in teachers and in learners.

Conclusion

In the present global world the necessity of use of information and communication technologies has been becomes inevitable. As a result communication technologies have brought decisive changes in the process of teaching, learning and evaluation process at all levels of higher education systems. Traditional forms of teaching and learning are replaced to online and virtual environments. There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT strengthens distance learning. So in this scenario the teaching process should be reached to remote areas to enable learners to access qualitative learning environment from anywhere and at anytime. It is important that teachers or trainers should be made to adopt technology in their teaching styles to provide pedagogical and educational gains to the learners. Successful implementation of ICT can lower the unnecessary burden of the teachers and learners. ICT enabled education will ultimately lead to the democratization of education.

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Need, Importance And Role Of ICT In Improving The Quality Education

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Abstract:

The role of Information and Communication Technology plays an important role in empowering the technology into the educational activities specially in difficult subjects. Last few decades has witnessed many fold increased in ICT. Now it has become a part of our lives and affecting our society as well as individual life. ICT is now broadly used in educational world. ICT is popularly used among teacher, student, administrator and every people related to education. Teacher by using ICT makes teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT and Science and Technology. So, the knowledge of ICT is very much essential for the both prospective teachers as well as in-service teachers also. This will help teachers to know integrated technology with classroom teaching. This paper discussed about the role of ICT in 21st Century's teacher education.

Keywords: ICT, technology, student, teacher

Introduction

In the strategies to empower educational activities, education authorities should be wise enough in implementing ICT in supporting the teaching and learning process in the classroom.

In the general educational activities the key to Information and Communication Technology Implementation is to provide the prospects and trends of integrating information and communication technology. ICT has been developing in the modern education system very rapidly nowadays. ICT should be integrated into educational activities in order to balance it, the whole educational system should be reformed. Main role of our educational system was done through teacher so, teacher have to improve their ICT knowledge. Core of any living society is teacher therefore, technologies play an important role in training programme of teachers. Students access knowledge and information through TV, digital media, cable network, internet and social media i.e. Facebook, LinkedIn, Igo, Line Twitter, Whatsapp, etc. ICT is very important for Pre-service teacher education programme in the 21st Century. Without proper knowledge of ICT teacher cannot perform in his/her classroom and it could not be said to be a complete one.

Need and Importance of ICT.

Smart technology is the familiar terminology that is widely being used in every being's life. Smartphones, tablets, gadgets, smart televisions, etc., are the products of smart technology that have made human life smarter, easier and accessible. Smart technology has not only enhanced the way of living but also became an integrated part of everyone's life. The ICT to be precise has become a driving force behind economic growth and a 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 technology has been influencing our lives in the recent years in the fields of education, healthcare, and business. Going an extra mile, Information and communication technology in schools has had a major impact.

Information and communication technology in schools can be used as a school communication tool to improve student learning and better teaching techniques. With the advancement of technology in education, schools adopt school communication software to transmit, store, share or exchange information. In this technological era, ICT in education has compelled many schools to get accustomed to smart technology. This school communication software uses computers, the internet, and multimedia as the medium of communication.

ICT based learning:

Computer-based learning is one of the modules of school communication tool that helps students to enhance their learning skills through computer aided education. It imparts computer knowledge in students and enables them to obtain large amounts of information from various websites. After two decades of introducing computers to schools, education has been revolutionized ever since then. It reduces time spent on mechanical tasks such as rewriting, producing graphs and increases the scope of searching. It not only helps in finding information but also in organizing information making it easier to share with others.

Internet as Teaching Aid :

Internet tools like Email, social networks, newsgroups and video transmission have connected the world like never before. Students can now communicate using emails and social networking groups that provide knowledge based information. Distance learning, online learning is also enabled through the internet. Students can learn online and also talk to experts online. Notes, readings, tutorials, assignments can be received by students from anywhere. The Internet provides major information in texts, audios, videos and graphics which can be accessed by the individual. Online learning allows students to interact with each other and faculty to interact with students.

Classroom Learning:

With the introduction of ICT in education, classroom learning is one attribute that makes learning experiential and experimental to students. Students can listen to the instructor or teacher, receive visual cues through PowerPoint images, handouts or whiteboard lists and participate actively. This helps in immediate interaction and students have opportunities to ask questions and participate in live discussions. This school communication software module further benefits in building and maintaining personal and professional relationships as classrooms offer greater personal contact with other students and teachers.

Video conferencing:

This is yet another medium of communication wherein students can communicate with other students or instructors online. It enables students to become active participants in their own learning. Video Conferencing is a powerful communication tool that has the potential to change the way we deliver information to students. It is just one of the today's integrative technologies that empower students to prepare for a better future.

Role of ICT in Higher Education:

1. To increase variety of educational services and medium
2. To promote equal opportunities to obtain education and information.
3. To develop a system of collecting and disseminating educational information.
4. To promote technology literacy.
5. To make learning and teaching more students centric
6. To evolve a system where students enthusiastically participate in teaching and learning process.
7. ICT makes the abstract concept more understandable to students because in videos that include graphics can give students real time experience of things that are impossible to see through naked eyes or things that are beyond imagination of mind.
8. Difficult concepts of Mathematics are indeed posing problem in improving exam results. This problem of all HEIs can be overcome only through ICT based education where Maths becomes understandable by depicting the application of difficult theorems in daily life.
9. In post-colonial India in this 21st century English subject still happens to be one of the difficult subject for many specially those are from rural areas. ICT here not only makes teaching easy but also helps students in overcoming their phobia for English.
10. There are majority of core issues of different subject can be solved through ICT chiefly related to Languages, Humanities and Science.

ICT in Higher Secondary Education.

1. Higher secondary education is a very important phase in life of a student it decides the career of student. Therefore, it becomes necessary to boost difficult concept and in the mind of so that it can solve High Order Thinking Skills (HOTS) questions easily. Here ICT plays an important role in developing manipulating skills in minds of students

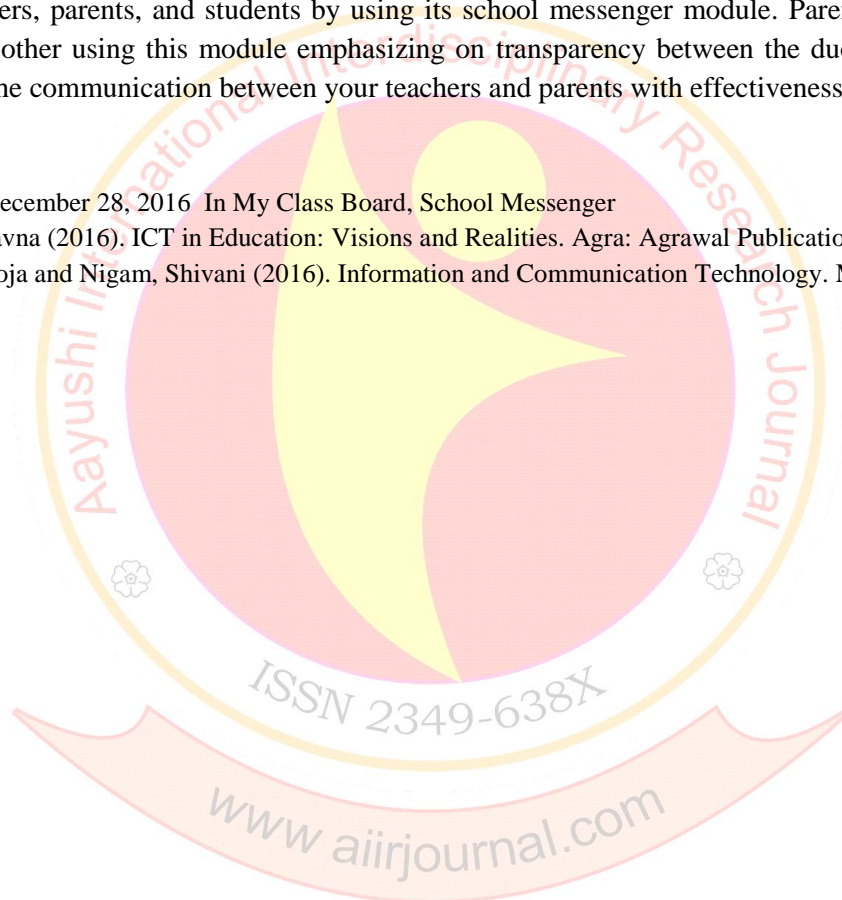
2. In this phase of education getting good marks is equally or rather more important than acquiring knowledge. ICT based education can solve this riddle through comparative study in all subjects where plan of getting good marks can easily be chalked out by comparing previous question paper.
3. It also provides access to the digital library where information can be retrieved and stored beyond text books
4. It facilitates communication and promotes creativity.
5. It is a flexible teaching aids which provides comfortable experiences.

Conclusion

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional classroom environment. MyClassboard is yet another school communication tool that bridges the gap between teachers, parents, and students by using its school messenger module. Parents and teachers can interact with each other using this module emphasizing on transparency between the duo. Become a partner with us and build the communication between your teachers and parents with effectiveness and ease.

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Role of ICT in Teaching-Learning

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Obviously, the current system 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 for Serving-Teachers throughout the country, Information and communication technologies (ICT) do not automatically add quality to teaching and learning. Teachers with pedagogical proficiency who are ready and willing to transmit knowledge and support students to construct knowledge will normally make a difference in any learning process.

Considering the status of Information and Communication Technology (ICT) is an absolutely extensive. Even ICT is continuously evolving with the time. Similarly the Neo. ICT resources like Learning Management System (LMS), Google Tools, Open Educational Resources (OER), Massive Open and Online Courses (MOOCs) Social Media and Open Access for teachers and Teacher Educators are coming and successfully running across the global institutions.

Education is the input for empowering people with skills and knowledge by giving them access to productive employment in future the growing use of ICT in blended language learning environments has changed the face of language teaching and learning in a beneficial way and it will continue to do so along with future technological innovations. ICT evaluation in the higher education helps to be profitably exploited for the development of both cognitive and non-cognitive capacities. Adequate emphasis is given on formative and summative forms of evaluation. It is carried out to comprehend the goal of transporting qualitative improvement in higher education. ICT provides online interaction facility. It again provides correct information.

A National Mission in Education through ICT will be launched to increase ICT coverage in all the 378 Universities and 18,064 Colleges. Of course, the Mission will focus on digitalization and networking of all educational institutions developing low cost and low power consuming access devices and making available band – width for educational purposes. Thus, the ICT = IT + Other media. It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, education, e-journal etc. Again the Third Generation Mobiles are also part of ICT. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It gives opportunity for the learners. The ICT can be used both at school and higher education levels in the following areas:

1. Teaching
2. Diagnostic Testing
3. Remedial Teaching
4. Online Tutorial

Use of ICT in Teaching :

Teaching at School as well as Higher Education, the ICT is used extensively. Along with the giving information, the other objectives are :

1. Developing understanding and application of the concepts.
2. Developing expression power
3. Developing reasoning and thinking power.
4. Development of judgement and decision making ability
5. Improving comprehension, speed and vocabulary
6. Developing self concept and value clarification
7. Developing proper study habits.

The technology has created change in all aspects of society. it is also changing our expectations of what students must learn in order to function in the new world. In fact, a shift from teacher-centered

instruction to learner-centered instruction is needed to enable students to acquire the new knowledge and skills. There is an urgent need of maintaining the quality of Pedagogical Education. It is vital to be careful of maximizing the impact of such integration in Teacher Education System. ICT and Pedagogy inTEPs is the most essential concept along with intellectual interest.

Quality in teaching and learning has always attracted the attention of policy makers, educators, parents and students. The quality of teaching and learning is constantly questioned due to many reasons, some of which could be skills and knowledge of the teaching and learning process.

Information and communication technology support to distance and lifelong learning is one of the most exciting opportunities to developing countries that face two Major challenges. Obviously, these countries are facing socio-political demand for access from larger cohorts of school leavers. The problem of lack of refreshment is severe specially in decision making process where middle and senior management have not been able to keep abreast with new an average person.

Distance education faces a number of difficulties such as money, staff, equipment and time and a number of underlying problems such as resistance to distance education by educators, different learner characteristics and needs, the influence of media upon the instructional process, quality of access to interactive education delivery system, and new roles of teacher, site facilitator and students.

1. Broadcast radio and television have been in use for a longtime.
2. There is limited understanding of the impact of new technologies on the delivery education.
3. The culture for motivation, limited incentives to growth, inadequate reading culture have made considerable blockage to distance learning.

The continual advancements in information and communication technology (ICT) such as virtual reality, fast speed access, networked communities, advanced computer graphics, abundant and relevant online resources will constantly change learning environments and provide for different ways human learners. To sum up, ICT has revolutionized the entire concept of education, learning and research by offering new opportunities and challenges in creation and dissemination of information. Indeed, it is really a challenging task to strengthen ICT in teacher education.

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Physical Activity For Persons With Obesity

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Introduction

Increased physical activity habits and fitness (aerobic and strength capacities) are positively related factors for promoting health and preventing and treating diseases / problems, including metabolic and cardiovascular diseases, several cancers, psychological and musculoskeletal problems/diseases, and obesity and overweight (Astrand 1997, Bouchard 2000, Pedersen and Saltin 2006, Abadie 2007, Wilmore, et al. 2008). Recently updated physical activity guidelines (ACSM 2007, Nelson, et al. 2007) state: "The preventive recommendation specifies how adults, by engaging in regular physical activity, can promote and maintain health, and reduce risk of chronic disease and premature death." Hence, the task at hand is to identify attractive and effective forms of physical activity intervention.

A strongly graded inverse association between physical activity and obesity has been shown both for adults (Bouchard 2000, Hemmingsson and Ekelund 2007) and for children (Ness, et al. 2007). If advice and counseling concerning physical activity are given in everyday clinical practice, especially if repeated, the habits will increase, according to a Swedish report in which results from several international investigations are systematically reviewed regarding "Methods of Promoting Physical Activity" (Board of Directors and the Scientific Advisory Committee, SBU 2006). That scientific report also presents several other *evidence-based methods* which have shown improved physical activity habits. These include written prescriptions of physical activity, diaries, step-counters, information folders, supervised exercise in groups and individualized programs (the two latter discussed for persons with coronary and peripheral arterial diseases), organized training programs; theory-based behavioral interventions, and studies including the whole life-style: physical activity, diet and stress management. School-based interventions with methods for children and adolescents are also described in the report. These have several components (teacher training, curriculum modifications, additional physical activity sessions within and outside the ordinary school timetable, support for behavioral changes, improved health education and parental involvement) which increase physical activity during school hours and sometimes in leisure time. School-based interventions also reportedly increase the physical activity level to some extent for groups with increased risk of cardiovascular disease. Physical activity can be improved with greater school resources, health education, textbooks, study materials and teacher training.

Health effects of regular physical activity

Examples of *health effects* of regular physical activity are: decreased systolic and diastolic blood pressure, lowered "bad" blood lipids (TG, LDL) and increased "good" (HDL), increased blood vessels in skeletal muscle, increased maximal oxygen uptake, lowered heart rate while resting and during sub maximal exertion, lowered activity in the sympathetic nervous system, increased muscle strength, higher bone density, improved balance, increased flexibility, less stress hormone cortisol, improved sleep, increased well-being, increased endorphins, noradrenalin and serotonin, increased brain-cell production, increased insulin sensibility; also increased noninsulin-dependent glucose uptake, increased enzymes for musculoskeletal metabolism, decreased blood lactate during exertion, increased ability to use fat in skeletal muscle metabolism, increased endurance, counteraction of overweight, increased firmness and function in joints, lowered perceived effort during work at certain loads, higher tolerance of increased temperature, lowered thrombosis (thrombocyte adhesion), and decreased morbidity/mortality from cardiovascular diseases, type II-diabetes, overweight/obesity, depression, musculoskeletal problems, cancer and osteoporosis (Astrand 1997, 2003, Lee, et al. 1999, Bouchard 2000, Pedersen and Saltin 2006, Abadie 2007, Swedish National Institute of Public Health 2008, Wilmore, et al. 2008).

Motivational interviewing as a means of increasing physical activity in children and adolescents.

A study at the Karolinska Institutet and the Swedish School of Sports and Health Sciences (Ekblom 2005) reported increased prevalence of overweight and obesity, and lowered physical performance, between two nationwide samples of 10-16-year-old children and adolescents, collected in 1987 and 2001. Changes in

type, intensity and/or frequency of physical activities generally performed by children and adolescents were proposed as factors explaining the difference. Another proposed explanation was increased inactivity. Due to lack of consistent methods and scarcity of studies, there is uncertainty concerning temporal trends, but inactivity has most probably increased, at least in Sweden (Engstrom 2004). Concerning prevalence of inactivity, there are conflicting results. One study found the proportion not meeting current recommendations ranges between 5% and 45% (Riddoch, et al. 2004). For Swedish children aged 8-11 years, all participants reached the recommended level of physical activity (Dencker, et al. 2006). A study (Riddoch, et al. 2007) reported that a large majority of children are insufficiently active, according to current recommended levels for health. Those authors studied 5595 children aged 11 yrs, who wore motions sensors for seven consecutive days. Only 0.5-2.5% met with recommendations. It may be that the true variability is lower since both one's definition of inactivity and one's methods greatly affect the prevalence of inactivity.

Physical inactivity in adults coincides with increased prevalence of risk factors also for several metabolic diseases (Gill 2007, Shaw, et al. 2006, Thomas, et al. 2006). In childhood physical inactivity also coincides with increased prevalence of overweight or obesity and early signs of metabolic diseases (Andersen, et al. 2006, Hills, et al 2007, Ondrak, et al. 2007, Patrick, et al. 2004). A decline in physical activity during puberty is generally seen. It has also been shown that physical activity levels are fairly stable in 6-10-year-old children (Nyberg, et al. 2008). Therefore, targeting sedentary children is important to prevent future physical inactivity.

There may be a causal relationship between inactivity and increased risk of illness. However, at least in childhood, this causality is not fully described. Moreover, even if it is so, interventions are meaningful only if this behavior is modifiable. The research problem is therefore primarily to investigate whether sedentary behavior is modifiable without large and expensive organizations or structural changes and secondly how to design efficient, attractive interventions to promote activity and prevent or treat inactivity.

The motivational interviewing (MI) (DiClemente and Prochaska 1982) has been a frequently used method in other behaviour modification interventions. A small pilot study on a high risk group extremely sedentary children and adolescents (cf. Nyberg et al. 2008) has been performed by the unit of paediatrics, CLINTEC, Karolinska Institutet in cooperation with us with the aim to assess any change in physical activity using accelerometers, after a six-month intervention including MI. The present, short-term study shows a clear increase in total activity level as well as a decrease in time spent in inactivity following a brief MI intervention and two group sessions, in subjects with a history of sedentary behaviour. It is interesting that the most sedentary children increased their activity the most. No correlation was found between rated stages-of change and increased physical activity (cf. Ramos and Perkins 2006). The use of MI as an intervention tool in sedentary children is a rather new, and its general usefulness is still not fully assessed. However, results from a few studies on the effect in adults, in diabetic and/or obese patients (cf. below) are encouraging and further studies are warranted.

The model is most suitable for high-risk groups (such as highly sedentary children, children with overweight and obese or sedentary parents/adults), since it demands face-to-face interviewing. An earlier study on the use of MI in adults with type II diabetes (Jackson, et al. 2007) showed an increase in self-reported physical activity following a six-week intervention. In another study on obese subjects (Carels, et al. 2007) adding MI to conventional behavioural weight loss program led to increases in self-reported physical activity and weight reduction.

Physical activity recommendations

Recently, there has been a change in the recommendations for healthy adults (18-65 years) from the American College of Sports Medicine (ACSM) and the American Heart Association (AHA) (ACSM 2007, Nelson, et al. 2007). Adults need "moderate-intensity aerobic physical activity for at least 30 minutes on five days each week or vigorous-intensity aerobic physical activity for at least 20 minutes on three days each week." Further, adults will benefit from strength training (8- 10 exercises each 8-12 repetitions) for at least two days each week. Thus, the fact "more is better" is clearer in the updated guidelines compared to the previous ones. At least 60-90 minutes daily moderate-intensity physical activity is needed to prevent unhealthy weight gain in formerly obese individuals (Saris, et al. 2003). Further it is reported that 45-60 minutes each day of

moderate-intensity physical activity is needed to prevent the change from overweight to obesity. For children, even more physical activity is recommended. With exercise over a one-year period a weight loss of 8.8 lb (4.0 kg) has been shown and it will only be effective if the activity is maintained over time (Andersen 2003). Individuals who preserve a wanted weight loss have higher levels of energy expenditure than those who regain weight. One way to contribute to the recommended physical activity levels is to decrease the total duration of sedentariness by incorporating more incidental and leisure-time activity into the daily routine (Saris, et al. 2003, Andersen 2003). Reviews show confirmation that persons with overweight and obesity should take exercise as a weight-loss intervention, particularly when combined with dietary change (Shaw, et al. 2006, Andersen 2003, cf. above). Further, exercise is associated with lowered risks of cardiovascular disease even if no weight is lost. Note that many clear health effects are achieved even with less physical activity (Astrand 1997, Bouchard 2000, Pedersen and Saltin 2006, Abadie 2007, Wilmore, et al. 2008). "When an individual enjoys an activity, the costs of lost leisure time are lower. On the other hand, it is not important for health gain that the activity be very intense." (Hagberg 2007).

Returning to the present health project questionnaire, this showed that both adult groups (BMI>30 and <25 kg/m²) significantly increased their self-rated physical health, sleep and weekly physical activity behavior by the end of the 8-12-week period of twice-weekly supervised physical activity. Among those who were examined with various physical tests, a significant increase was seen for the persons with obesity in A strand's aerobic sub maximal ergometer test, the 6-minute walking test and the strength endurance test for the back muscles. The same was true in the latter examination for tested persons with the recommended weight. For managers, employees and participants in public-health, sports, work, educational, health care and rehabilitation contexts, knowledge about methods measuring physical activity habits and physical fitness may be valuable.

Conclusion

The present report, and the many health advantages of physical activity and fitness shown, may, it is hoped, contribute to increased public-health interest in physical activity projects. These may include physiological tests and e.g. health questionnaires regarding perceived health and life style habits. Using these, possible changes in *physical activity fitness* and *physical habits*, may be studied, two factors positively correlated in the promotion of health as well as in the prevention and treatment of many diseases, including obesity (Astrand 1997, Bouchard 2000, Pedersen and Saltin 2006, Shaw, et al. 2006, Abadie 2007, Wilmore, et al. 2008).

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Teaching Learning Evaluation

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Higher education in India is particularly institutionalized, characterized by higher concentration of importance and leadership for teachers and lesser degree of autonomy of the students who are recipients of the knowledge. This has been a stumbling block the learning among the younger generation in the context of changing students expectations over the time, give bathe advancement in the communication technology, changes in social and family setup and more orientation for free learning.

By translating the vision of imparting quality education and expanding opportunities to all the aspirants across all realms of knowledge into its mission, the institute envisages to become a centre of excellence to serve as change agent in the society by creating a pool of human resources trained in educational system.

Teaching and learning are the two sides of the coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students rating of the amount learned in the course and their overall ratings. This same criterion was also put forth by Thomas Angelo when he said, "teaching in the absence of learning is just talking". A teacher's effectiveness of teaching is again about the student learning. The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with the suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and or content that is to be teach properly. Modern pedagogy in higher education regards students as active participants in the shaping of the learning and teaching environment, not as passive absorbers of knowledge. Imperial students are bright and driven, and we believe they are superbly placed to be co-creators of our research and teaching innovations. They can actively shape and enhance their own experience and that of their peers and be partners in our academic community. We will involve students in their own learning journey and empower them to develop practical skills and deep knowledge using interactive teaching methods. In active learning environments students learn to work in groups, they contribute to and are supported by a community and are encouraged to focus on broader goals beyond successfully passing tests. This benefits their mental health and wellbeing, decreases the risk of social isolation and increases their resilience. Digital and online technology can fundamentally redefine the nature of the classroom. If delivered appropriately and to a high standard, courses that blend pedagogically-sound learning technologies can be highly effective, and participating students derive high levels of satisfaction. Rigorous evaluation of innovation in higher education is key to its sustainability and success. It is crucial that when universities transform their teaching, they also study the effectiveness of their methods and share the outcomes of this evaluation with colleagues internally and externally. Our large group of Teaching Fellows are well-placed to lead in this endeavour at Imperial.

We plan to contribute to global knowledge on change in higher education teaching and be instrumental in taking it to the next level. We will evaluate our education; incorporating, for instance, an investigation of how self efficacy can be nurtured in the context of discipline, as well as professional and ethical identity. A research-based education enables our students to become independent learners with the curiosity and drive to continue learning throughout their lives. It shows them to look for evidence before they act, work together across disciplines, manage ambiguity, accept that making mistakes is a crucial part of innovation, understand there are no simple answers to big problems, be confident in the face of uncertainty and understand that positive change frequently requires a challenge to the status quo. These highly applicable skills and attributes are valued by employers and will benefit students in any future career. Our strategy will engage our students in active research experience. As co-producers of research, students will learn how to tackle questions that have no 'right' answer, they will see how to deal with uncertainty and they will gain valuable academic and professional skills.

Throughout their studies we will support them to develop personal strategies for learning from error and to help them find ways to use that learning in creating progressive solutions. Our ambition is therefore that all undergraduate students will undertake research as part of their degree at Imperial, under the supervision of an active researcher. This will involve exploring a research question or area that has the potential to add to their discipline. To prepare them to become creators of original knowledge, our students will develop deep disciplinary knowledge, understanding of research methods and design of experiments, and appreciation of the ethical and societal implications of their work. Research projects will develop and test students' subject understanding while allowing them freedom to follow their curiosity and explore a topic of interest in detail. We will encourage research projects in multidisciplinary teams. Students will also learn to communicate their research findings to an academic audience, for example through academic posters and journal article-style reports. They will also have the opportunity to communicate their work to a broader audience, and in doing so they will learn how to share their knowledge, be persuasive, and explain the significance of their ideas to industry and society. In these ways they will make a clear contribution to our engagement with wider society and will listen to new perspectives from non-academic communities.

Student-centred education also means giving students responsibility for their own learning. They will participate in setting their own goals, manage their own learning process and have the freedom to find their own direction in their education. They will become independent thinkers by developing the strategies and the confidence to learn by discovery, rather than simply memorising factual information. This will help students to put disciplinary information into context and it will give authenticity to the teaching and the research context. Our students will develop lifelong learning skills that will enable them to tackle 21st century problems and to compete in the global job market. Creating opportunities for students to actively shape innovation in learning and teaching also puts them at the heart of our strategy. We will develop novel ways to work in partnership with students, enable them to co-create innovative teaching practices, and employ them as teaching assistants in classrooms and in online and digital education communities.

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Recent Framework of NAAC for Assessment and Accreditation of Affiliated Colleges

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“A great college is one that makes a distinctive impact and delivers Superior performance over a long period of time and that it is the quality and commitment of teachers that make a higher education institution great or poor”

-Dr. Alexandar P.C.

Higher education is a powerful tool to build value-based, culture based, knowledge based, modern and peaceful society which help the nation to become a super power in the globe. It contributes to the growth of nation by means of knowledge and skills manpower. India's higher education system is the third largest across the globe, after the United States of America and China. Indian higher education institutes (HEIs) have to play essential role to enhance the quality of education and to promote nation values. It is expected that Higher education institute should provide skill based education and train student in wide range of academic and professional disciplines through fundamental and applied research. HEIs play a vital role in the society in fulfilling social, economic, educational and scientific developments. But inspite of all these developments and growth, quality of higher education remained the main concern for all stakeholders in the higher education system because poor quality of higher education affects overall development of nation.

In India, as on 2019, 48 Central University, 399 State Universities, 126 Deemed Universities, 334 Private Universities institutes under the state Act, 94 institutes of National importance and 40000 colleges established and imparting higher education at under graduate and post-graduate level. This expansion of the higher education system slowly declines the quality of higher education in India.

The Government of India has set up various autonomous bodies and framework such as NAAC, NBA, NRF, NIRF etc., that rate higher education institutions on quality parameters on the basis of best international practices and national rating, ranking and affiliating institutions. The details of such bodies as under:

- (1) NAAC was established in 1994 by UGC for quality assurance of HEIs
- (2) National Board of Accreditation (NBA) was established in 2004 by All India Council of Technical Education, for periodic evaluations of technical institutions.
- (3) National Ranking Framework (NRF) was set up by Department of Higher Education, Ministry of Human Resource Development for ranking of India Universities in world University Ranking National.
- (4) National Institute Ranking Framework (NIRF) came into existence in 2015 with an objective to relatively rank higher education institution on yearly basis.
- (5) Times Higher education (THE) for ranking or research – led institutions in word ranking Universities.

In this article an attempt has been made to understand the new process of assessment and accreditation by National Assessment and Accreditation council (NAAC) which can help the higher education institutes for its ranking and rating by NAAC. The present framework of assessment and accreditation provides the quality keys based on parameters such as core values of the institution, National Contribution, fostering global competencies, Inculcating value system, promoting use of ICT and Quest for excellence. The rating and ranking of higher education institutions is of interest to all stake-holders particularly institutions because (i) they will get funds from University Grants Commission, Rashtriya Uchchastar Shiksha Abhiyan (RUSA) and other bodies (ii) Only accredited institution with very good rating are considered for conferring autonomous status (iii) No new programs, courses or division are granted to non-accredited institution Accreditation process has been periodically revised for quality assurance.

NAAC has revised Accreditation framework for HEIs in July 2017 which involves three stage process. In the past, verification and validation was fully off-line and in revised framework it is 70 % online and 30 % offline. The three stage process includes:

- (ii) Uploading of Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR)
- (iii) Verification and Validation of Documents and Data (DVV) and Outcome Report and online Student Satisfaction Survey (SSS)
- (iv) Acceptance & Conferment of Accreditation status.

70 % online process is quite difficult for traditional institutions in general and in particular for institution from rural setup. Revised framework is more 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 judgement to data based quantitative indicator evaluation
- (iv) Third party e-evaluation of data
- (v) Online direct student feedback on Teaching and Learning, and
- (vi) System generated grade score

Documents required for submission of IIQA:

Institutions planning for Accreditation shall obtain institutional login Id from the NAAC portal www.naac.gov.in . The documents required are for IIQA submission:

- (i) All India Survey of Higher Education (AISHE) registration certificate
- (ii) Self Declaration regarding programs and courses
- (iii) University Affiliation letter for current academic year for all programs/courses
- (iv) UGC recognition letter and
- (v) Registration fee: DD (of Rs.25000/-+ GST as applicable) in favor of Director NAAC, Bangalore.

Documents for Self Study Report : Qualitative and Quantitative documents are needed for submission of SSR. The list of documents/templates required is listed in the NAAC manual and standard operating procedure (SOP) is also available on the NAAC website. Every claim made by the institution will be verified and validated by NAAC.

NAAC Time-lines: Accreditation starts with submission of IIQA. If IIQA is rejected for whatever reason institution will be intimates of the reasons and will get two more chances to follow upon any additional fees. On acceptance of IIQA, Institution must upload SSR and necessary documents online within 45 days. No extension of timeline 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.

Self Study Report:

Institution shall prepare a Self Study Report based on seven criteria that represent the core functions and activities of a HEI. In the revised framework not only the academic and administrative aspects of institutional functioning but also the emerging issues have been included. The seven Criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Claim and Validation:

For affiliating colleges there are only 31 Key Indicators made up of 35 Qualitative Metrics (QM) and 58 Quantitative Metrics (Q_nM). Each of 93 Metrics is assigned a weight for arriving at weighted score for determining the Grade point. The 35 Qualitative Metrics will be validated by Peer Team during its visit and 58 Quantitative Metrics will be e-validated. For the purpose of e-verification, supporting documents are to be submitted online.

The details of Qualitative Metrics (QM) Qualitative Metrics, Key Indicators and weights are given in the following table:

Criteria	Key Indicators (KIs)	No. of KIs	Affiliated/ Constituent Colleges	
			UG	PG
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	04	NA	NA
	1.1. *(A) Curricular Planning and Implementation		20	20
	1.2 Academic Flexibility		30	30
	1.3 Curriculum Enrichment		30	30
	1.4 Feedback System		20	20

	Total	04	100	100
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	07	40	40
	2.2 Catering to Student Diversity		50	50
	2.3 Teaching-Learning Process		50	50
	2.4 Teacher Profile and Quality		60	60
	2.5 Evaluation Process and Reforms		30	30
	2.6 Student Performance and Learning Outcomes		60	60
	2.7 Student satisfaction Survey		60	60
	Total	07	350	350
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	07	NA	NA
	3.2 Resource Mobilization for Research		15	15
	3.3 Innovation Ecosystem		NA	10
	3.4 Research Publications and Awards		15	25
	3.5 Consultancy		NA	NA
	3.6 Extension Activities		60	50
	3.7 Collaboration		20	20
	Total	07	110	120
4. Infrastructure and Learning Resources	4.1 Physical Facilities	04	30	30
	4.2 Library as a Learning Resource		20	20
	4.3 IT Infrastructure		30	30
	4.4 Maintenance of Campus Infrastructure		20	20
	Total	04	100	100
5. Student Support and Progression	5.1 Student Support	04	50	50
	5.2 Student Progression		30	25
	5.3 Student Participation and Activities		50	45
	5.4 Alumni Engagement		10	10
	Total	04	140	130
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	05	10	10
	6.2 Strategy Development and Deployment		10	10
	6.3 Faculty Empowerment Strategies		30	30
	6.4 Financial Management and Resource Mobilization		20	20
	6.5 Internal Quality Assurance System		30	30
	Total	05	100	100
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	03	50	50
	7.2 Best Practices		30	30
	7.3 Institutional Distinctiveness		20	20
	Total	03	100	100
	TOTAL SCORE		1000 *	

* In case of HEIs who exercise to opt for the weightage of $\leq 3\%$ of Non Applicable Metrics, the total score will vary accordingly.

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- (1) University News, 57 (48), Dec-02-08,2019
- (2) University News, 57 (49), Dec-09-15,2019
- (3) University News, 57 (46), Nov-18-24,2019
- (4) University News, 47 (32), Aug-10-16,2009
- (5) NAAC Document, Manual for Self Study Report for Affiliation/ constituent colleges updated 04/02/2020.

Physical Education & Sport Department In The Assessment & Accreditation of The Institutions**Prof. Madhukar Tukaram Kshirsagar**

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Ta. & Dist. Latur

Introduction:-

Revised Assessment & Accreditation Framework of NAAC has been come into focus after July 2017. The revised framework NAAC is ICT enabled one. Such dramatic & drastic change had not been welcomed by the so called intellectuals of the society. Regarding the new frame work of NAAC widely intellectual debation being taken place in terms of justification & contradictions. In spite of, it is a moderate attempt to justify the role of “Physical Education & Sport Department In The Assessment & Accreditation of The Institutions”

Physical Education & Sport Department is universally recognized department in each higher Educational Institutions. So that no one can deny the role of it in imbibing the sprit of mind & the body. It is a natural equation that sound body & sound mind would enrich the aspirants. During the course of the institutional Assessment & Accreditation the role of the said department is significant particularly preparing the criterion III, Research Innovations & Extension. The object of said criterion is to seek information regarding the policies, practices & the outcomes of the institutions in terms of Research Innovations & Extension activities. The said criterion which deals with the facilities & practices made available on & off the campus. The nature of these activities is an interactive & collaborative. Therefore directly & indirectly the institution interacts with the local & global agencies. It is imperative on the institutions to promote the research culture by interacting & collaborating with the other institutions. Therefore the role of said department is magnificent. The institution has to carry out the responsibility of providing the research facilities to the college stakeholders. To carry out research innovation & extensions activities means meeting the institutional social responsibilities. How does the said criterion reflect the institutional social responsibilities through the key indicators as promoting research facilities on & off campus, mobilizing the research resources, minding he innovative ecosystem, publishing research papers & winning research awards, running research consultancies, practicing extenuation activities through various links or collaborations.

Promotion of Research & Research Facilities is one of the key indicators of the criterion III. Since our nation is known as the snake charming one. Therefore in our constitution it is stated that the scientific temper should be imbibed among the masses trough the promotion of research. There is no room for the superstitious & vague practices in the private & public lives. Until & unless to promote research culture among the students & faculty members. The promotion of research is the prime responsibility of the every institution particularly the state & national agencies. Therefore the institutional research culture should be maintained through the active participation & involvement of the student & teacher. The nature of promoting research & research facilities is collaborative & inter supportive. During the course of research promotion all section of the institution used to involve.

Resource mobilization for research is by nature a financial & intellectual activity. Human recourses are quite precious. But the preciousness of the human resources should be identified or tapped. In order to encourage the researchers institutions have to facilitate them with all respects means higher education imparting institutions should provide or mobilized the research recourses in terms of financial, academic & human resources required & timely administrative decisions to enable the students & teachers to undergo the research projects. While minding the role of sport & physical education institutions have to invest as the research resource mobilization by providing the indoor & outdoor opportunities. Various agencies from different sections should be received in case of mobilizing the resource. Lone institutions would not invest in all respects therefore they have to collaborate with the other institutions. It doesn't mean that to join with the social Tom & Jerry in order to mobilize research resources. The faculties should be empowered through the recent teaching & learning aids.

Innovation Eco system plays vital role in terms of research. Generally research is nothing but a strange practice or a novel practice in the respective field. It is an innovative process during which eco system would be sustained. In spite of Revised Assessment & Accreditation Framework of NAAC. It is clearly stated that environmental sensibilities should be maintained on & off campus. The role of the sport department is to sensitize the institution in terms of eco & gender equity. Therefore the institution has to create & eco system for innovation including the incubation center & other initiatives for the sake of transferable knowledge. Institutions have to conduct workshops, conferences & Seminars on the intellectual property rights(IPR) & industry-academia innovative practices. Means Go green, Live green.

Research Publication and Awards faculty of the any institution should maintain the job of teacher ship by the exploration and reflection . These are the major pillars of the research . Quality research should minded the needs of the contemporary disciplines , society, industry, society, region and the nation. Knowledge should be shared through the research work . Research acumen in an institution is an evolving features reflecting various output with clear records such –doctoral and post doctoral as projects, inventions and discoveries, number of patents obtained and number of research publication.

Consultancy research consultancy centers should be opened in order to encourage the college campus with such sensibility as research centers, Dr. Babasaheb Ambedkar Research Centre , Mahatma Gandhi Research Centre , Buddh Research Centre etc. Research consultancy shows the credibility of the institution . In order to consult the researchers have to contact the external agencies as the local and global etc.

Extension activities and the sport are having close knit . Sport and physical dept. has to cope with the needs of the contemporary world. Student supportive activities should be conducted through the departs of National Service Schemes (NSS). National Cadets Corps and cultural activities etc. 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. So that extension activities should be encouraged on and off campus.

Collaboration means a kind of research activity where other agencies are joined at one's institution directly or indirectly . As a result one can have a close contact with other agencies . As the participation of the games as indoor outdoors etc. It helps keep the academic activities in the institution imparting higher education to the masses .Collaboration can be dealt with through MOUs.

Collaboration can be sought with academic institution or industry or other agencies of professional and social relevance . The range of activities would be exposed through training ,students exchanges, faculty exchange , research and resource sharing , among other.

It is a moderate attempt to highlights the constructiveness of the newly designed frame or revised framework of the Assessment and Accreditation self . It is an expiation of mine understanding non more I am criticizing but highlighting the process at all .Therefore the problem of justifying and contradicting the revised framework of NAAC doesn't arise.

Ref.

- 1) Institutional Accreditation Manual , Jan. 2019

Green Audit A Case Study Of Vasant Rao Kale Mahavidyalaya, Dhoki**Prof. Suryakant Vishwanath Jogdand**

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Abstract:

The term 'Green' means eco-friendly or not damaging the environment. The Green is acronym called as "Global Readiness in Ensuring Ecological Neutrality". Green Audit can be defined as 'an assessment of a business in terms of its impact on the environment'. It is an umbrella term. The Green audit is required to do NAAC accreditation of senior college. The present research paper focuses on the process of Green Audit in the institute Vasant Rao Kale Mahavidyalaya, Dhoki. It is a case Study of the college. This study also insists on various practices such as water conservation, energy saving, cleanliness campaign, rain water harvesting, efforts of carbon neutrality, plantation, hazardous waste management & E-waste management etc are done at college. For this, college has adapted simple policies for sustainable development. The concept of Green Audit, industries are using it as a management tool to evaluate the environmental standards; industries can perform better and better for the sustainable development of the organization.

Keywords: Green Audit, Eco System, Global, Sustainable Development.

Introduction

Earth is the only planet where human beings exist. For this, environment plays very important role to sustain human life. But as a result of industrialization, development of science and technology, rapidly increasing population have created huge pressure on this universe. People are not caring of nature, they are directly or indirectly damaging and polluting the environment and it causes problems like; global warming, difficulties in maintaining ozone layers, air pollution, water pollution etc. Green Audit is the most efficient & ecological way to resolve environmental crisis. For protecting the nature, we should conduct various programmes like CSR (Corporate Social Responsibility), GO Green, Save Water, Save Trees, Tree Plantation. These practices play very important role to save this universe for future generation. Implementation of these practices is must to save planet. The Green audit is required for NAAC committee for senior colleges. It is important for college to make aware students about our surroundings and pollution because students become good citizen of our country. They are future of this universe. Green audit framework, policy, precise implementation and result analysis is the need of present time. Green audit is helpful for sustainable development process. It is also beneficial to reduce wastage and protect environment for upcoming generations. That is the only way out to safeguard the planet. Obviously, there is relationship between Green Audit and Sustainable Development of the any business organization. Strong Green Audit process can help to achieve the sustainability. Green Audit framework helps to achieve the goal set by an organization. Green Audit is linked to Sustainable development process.

About The College:

Vasant Rao Kale Mahavidyalaya was established in June 2000, at Dhoki Dist. Osmanabad. Dhoki is a small village near religious place Ter known for Sant Goroba Kaka Temple. The population of Village Dhoki is approximately twenty thousand. The college has NAAC B grade. The college is affiliated to the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and run by Kisan Shikshan Prasarak Mandal, Borgaon (Kale) Tq. & Dist. Latur. The mission statement of the education society is 'Samanyasathi Shikshan' (Education for Common people). The college has started with the objectives to propagate education among rural masses, and to prepare the rural students to face the global challenges and to create career awareness and to develop responsible citizens for the nation. The college has also adopted the 'Green Campus' system for environmental conservation and sustainability. There are main three pillars i.e. zero environmental foot print, positive impact on health and performance and 100% graduates environmental literacy. The goal is to reduce CO₂ emission, energy and water use, while creating an atmosphere where students can learn and be healthy.

The college works on the several facets of 'Green Campus' including Water Conservation, Tree Plantation, Waste Management, Paperless Work, and Alternative Energy

Objectives of the Study:

The main objective of the Green Audit is to make awareness about the Environment Management and Conservation in the College Campus. The purpose of the audit is to make framework and policy for protecting Environment.

The main objectives of the Green Audit are:

- To introduce and aware students to real concerns of environment
- To secure the environment and decrease the threats posed to human health by using resources.
- To inculcate the importance of green audit and green campus.
- To bring out a status report on environmental compliance.

Methodology and Observations:

In order to perform green audit, the methodology included different tools such as preparation of questionnaire, physical inspection of the campus, observation and review of the documentation, interviewing key persons and data analysis, measurements and recommendations.

The study covered the following areas to summarize the present status of environment management in the campus:

- Water management
- Waste management
- Green area management
- Energy Conservation
- E-waste management
- Tree Adoption campaign

Observations:

Name of Campus: Vasant Rao Kale Mahavidyalaya, Dhoki

Sr. No.	Name and area of the Unit	Total Area
1	Total Campus Area	3.5 acre
2	Built up Area of the Building	15060 sq.ft.
3	Building Area of Administration	600 sq.ft.
4	Library	950 sq.ft.
5	Class rooms	3000 sq.ft.
6	Canteen Area	55.76 sq.ft.
7	Staff Room	300sq.ft.
8	Ladies Room	300 sq.ft.
9	Ladies Hostel Building (proposed)	1500 sq.ft.
10	Toilet Block	120sq.ft.
11	All Departments	1040 sq.ft.
12	YCMOU Dept.	260 sq.ft.
13	NAAC Office	260sq.ft.

Plantation Awareness Program:

The institute has organized various Tree Plantation program at College Campus and surrounding villages through NSS unit within the Institute. The plantation program includes plantation of various types of ornamental and medicinal wild plant species in large numbers in each surrounding villages. This activity is done during the month of August. This program helps in maintain eco-friendly environment as well as provides pure oxygen within the institute.

Tree Adoption Campaign:

The college has started tree adoption campaign in campus of the college. Every faculty has adopted two tree. This has created great impact to make campus green. Every faculty is taking part in saving tree.

Environment Awareness Program:

While maintain the environmental awareness program in the campus, it is compulsory subject to all second year student which is irrespective of particular branches. Syllabus topics must consist of following:

- Air Pollution its causes, effects & installation of various devices that reduces the air pollution.
- Water Pollution its causes, effects & various methods to prevent the it.
- Sound Pollution its causes, effects & installed equipments that reduces it.
- Noise Pollution its effects on surroundings.

Awareness of Carbon Consumption

- Students and are Staff members and made totally aware of pollution that are caused by use of vehicles & bicycles.
- In the college campus almost 90% of students are using bicycles.
- The carbon consumption awareness programmer improves to help in carbon emission at individual as well as social level and avoids Air and Noise pollution in the campus due to vehicles or any activity in it
- Due to awareness programme in the campus air quality within it is non polluted.

Waste Management :

The total Number of Computers in the Institute are 20 nos. Printers – 2 nos

- The E-waste and defective item from computer lab is being stored properly.
- The institution has decided to contact approved E- waste management and Disposal facility in order to dispose E-waste in scientific manner.

Conclusions:

Keeping in mind the fact that the institution is an undergraduate college, there is significant environmental research both by faculty. The environmental awareness initiatives are substantial. The paperless work system and tree adoption practices are noteworthy. Besides, environmental awareness programmes initiated by the administration shows how the campus is going green. Few recommendations are added to curb the menace of waste management using eco-friendly and scientific techniques. This may lead to the prosperous future in context of Green Campus & thus sustainable environment and community development. As part of green audit of campus, we carried out the environmental monitoring of campus includes Illumination, Noise level, Ventilation and Indoor Air quality of the class room. It was observed that Illumination and Ventilation is adequate considering natural light and air velocity present.

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Role Of IQAC In Quality Enhancement In Colleges

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Abstract

The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions is a major step in-term of quality standards. IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The National Assessment and Accreditation Council (NAAC) proposed 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 towards achieving the goals of academic excellence and ensuring quality higher education in India. Its prime motive is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution and to make significant and meaningful contribution to improve the academic and administrative performance of the institution. The IQAC has to ensure that whatever is done in the institution for "Education" is done efficiently and effectively at self defined standards and is devoid of mistakes of all kind. So the IQAC needs to establish procedures and modalities to collect data and information by using the probes on the different parameters. The IQAC should therefore become a vehicle for ensuring the quality.

Key Words: NAAC, IQAC, Quality Education, Higher Education, Modalities.

Introduction

The Indian higher education system is on the brink of great transformations to cope with global competence. This system is one of the third largest higher educational systems in the world, comprising 795 universities, 39,671 affiliated colleges, 1,015,696 teaching faculty and 23,764,960 students. The policy framing work continuously is in progress at the level of state and central government. The overall quality of higher education is the main concern in policy framing and for that it has been made mandatory to obtain accreditation of higher education institutions (HEIs) by the National Assessment and Accreditation Council (NAAC) to improve quality. Many HEIs have been completed and are in process of the first cycle of accreditation in the state and country. Maintaining quality is a matter of long term initiative; to reach this long-term goal, NAAC has established detailed guidelines from time to time. The establishment of Internal Quality Assurance Cell (IQAC) by accredited institutions (after the first cycle) is a major step in pushing long-term quality standards. IQAC in any institution is a significant administrative body responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities which are necessary to increase the quality of the education imparted in institutions and colleges. It can promote and determine quality related activities and issues through various programmes and activities such as seminars, workshops, symposia, conferences, academic audit, academic meetings and any such kind of event or programme for all the stakeholders of the institution. The role of IQAC in maintaining quality standards in teaching, learning and evaluation becomes crucial, and hence the present article is undertaken, though on a smaller scale, to determine the exact status and functioning of IQAC and its outcome.

Higher education is generally understood to cover teaching, research and extension. If we critically analyze the different concepts of higher education, we can list the various roles higher education plays in the society. Higher education is the source in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge and skills from time to time based on the societal needs. Establishment of an Internal Quality Assurance Cell (IQAC) in each of the HEIs would help develop and raise their capabilities as institutions. The seven criteria are: curricular aspects;

teaching, learning and evaluation; research, consultancy and extension; infrastructure and learning resources; student support and progression; organization and management; and healthy practices. One of the major outcomes of the IQAC establishment would be the internalization and institutionalization of quality so that the institution strives to excel in serving its students and other stakeholders. The quest to become a quality institution is in itself a core value that HEIs have to imbibe and demonstrate in their functioning. The continuous improvement process is future directed and believes in a 'transformation' model to a 'revolution' model. The process expects commitment from all involved parties and also recommends empowerment of the participants, which is possible through regular staff development activities.

IQAC will facilitate the process of internalization of the quality and play a catalytic role in performance improvement of the institution. All the accredited institutions with IQAC are expected to submit annual quality assurance reports to NAAC as self-reviewed progress reports. IQAC will create internal awareness on quality issues and also establish credibility for the external quality evaluation. Training and development on 'quality' as well as other functional competencies of academic and non-academic staff are crucial to continuous improvement and development of a 'culture of quality'. Instruments for assessing quality culture are available that can be used to understand how quality is a part of our organizational culture. A quality organization is one that has a 'culture of quality' meaning quality is its hallmark in whatever it does. This includes: its mission and goals that are focused towards the students, its activities and processes are standardized (there are documented practices, which can reply to what, why and how), and it satisfies the needs of the stakeholders (society, employers) and goes beyond to create 'students delight'.

Functions of IQAC: Some of the functions of IQAC expected as follows:

1. Development and application of quality benchmarks/parameters for various academic and administrative activities of an institution
2. Dissemination of information on various quality parameters of higher education
3. Organization of workshops, seminars on quality related themes and promotion of quality circles
4. Documentation of the various programmes / activities leading to quality improvement
5. Acting as a nodal agency of the institution for quality-related activities
6. Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time. The co-ordinator, supervisor of the IQAC and the secretary has a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them their specific needs.

Role of IQAC in Ensuring Quality enhancement of Higher Education Quality is primarily the responsibility of higher education itself, although the government has a special responsibility regarding quality assurance in many countries it is the institution that is responsibility for providing and ensuring quality. IQAC is the totality of systems, resources and information devoted to setting up, maintaining and improving the overall quality and standards of an institution. Thus, if quality is required to be assured we need a structured quality assurance mechanism that makes it possible to monitor, improve and evaluate quality. Therefore, each and every institution will have to build its own IQAC keeping certain objectives in mind namely monitoring, evaluation quality assurance for specific activities and instruments for quality assurance. IQAC is to develop a system for conscious and consistent improvement in the performance of the institution of higher education so as to achieve quality.

The task of IQAC in higher education is – Setting up of documentation process in motion.

- Awareness creation
- Generation of confidence
- Evolving of formats for information and data.

- Stipulation of schedule for the work.
- Drafting of quality status report.

Some Suggestions for Making IQAC more Vibrant and Active in the Institutions:

1. Display the mission of the institute.
2. Feedback forms from students about quality of the institution.
3. A two member research advisory committee can be constituted to guide for research projects.
4. Formation for quality circles
5. The Head of an institution should create an atmosphere of cooperative partnership in achieving quality.
6. IQAC must be made statutory apex body similar to local management committee (LMC).
7. The awareness towards quality and excellence must be taken into consideration rather than the position of the person in the seniority list for being selected as a coordinator.
8. IQAC Meetings should be regularly conducted at least thrice in an academic year and whose proceedings should be properly recorded and seriously implemented as well as monitored.
9. IQAC must go through SWOT analysis as a periodic activity and evolve the mechanism which is made routinized by the Principal and coordinator by assigning duties to the stakeholders.
10. Accountability of each stakeholder is to be made mandatory and proper credit is given to the good quality work.
11. At the same time there should be provision for the relevant punishments for the ignorance and negligence to duties.

Conclusion:

The role of IQAC for the quality enhancement in higher education is distinct and important as it works towards improving and maintaining the quality. Quality and excellence are results of team work lead by the leaders like principal and coordinator of IQAC. However the leaders should work on the guidelines of IQAC with proper realization of the democratic role of IQAC and accountability of their own role. The IQAC has been constantly involved in the management and maintaining the quality of education. Thus, IQAC of is an importance and effective and efficient coordination and monitoring mechanism.

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Application Of Fuzzy Logic Technique For Predication Of Student Performance

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Abstract :

Assessment of student performance and its prediction is a complex task which depends on multiple factor. Most of the studies conducted for the aspect considers Intelligent Quotient (IQ) as primary source for assessment of performance. However, considering other factors like Emotional Quotient (EQ) , Social Quotient (SQ) is equally essential for predication of student academic performance. A review of some the studies for assessment of student performance are presented in this article. Further a fuzzy model conceptual design is presented for prediction of student performance.

Introduction:

To predict the student performance will essentially help entire education system to focus on improvement of students activities. Naturally it will help entire system progress.

Different articles published on the topic are discussed in next section. It is essential to access the Intelligent Quotient (IQ) , Emotional Quotient (EQ) , Social Quotient (SQ) for predication of student academic performance. Some studies also access impact of use of social media.

Considering all these parameters a fuzzy model is proposed for predicting student performance. The tool which can be used for implementation of model is also discussed at the end of this article.

Ken O'Donnell, advocates^[11] the integration of spiritual intelligence (SQ) with both rational intelligence (IQ) and emotional intelligence (EQ). IQ helps us to interact with numbers, formulas and things, EQ helps us to interact with people and SQ helps us to maintain inner balance. To calculate one's level of SQ he suggests the following criteria:

- How much time, money and energy and thoughts do we need to obtain a desired result.
- How much bilateral respect there exists in our relationships.
- How "clean" a game we play with others.
- How much dignity we retain in respecting the dignity of others.
- How tranquil we remain in spite of the workload.
- How sensible our decisions are.
- How stable we remain in upsetting situations.
- How easily we see virtues in others instead of defects.

(Source : https://en.wikipedia.org/wiki/Spiritual_intelligence#Definitions)

The Intelligence Quotient (IQ) is just the measure of intelligence and it is independent on self-assessed levels of happiness. Intelligence can simply be defined as doing the right thing, at the right time, at the right place. This requires us to be able to manage both our internal environment (us) and external Environment (what surrounds us). It is more than just knowing things. The intelligence required to ask most fundamental and basic questions in life and seek answers is called Spiritual Intelligence or Spiritual Quotient (SQ). Emotional intelligence is all about having control on how you react after an incidence [11].

Review :

Ierin Babu *et.al* , presented in their article [1], TAMING OF RESULT PREDICTION BASED ON IQ AND EQ , a model developed using weka tool which accepts EQ , IQ and past academic performance of the student to predict the performance.

Ganaie, M *et.al* , presented in their article [3], A Study of Social Intelligence & Academic Achievement of College Students of District Srinagar, J&K, India , methods to identify impact analysis and concluded that social science college students have higher social intelligence than science college students. The method for assessment of social inelegance is discussed in said article.

Michael(2016) , *et.al* , presented in their article [4], ed according to this research that only empathy and self-motivation has stronger influence on the academic performance of Malaysia tertiary institution The Impact of Emotional Intelligence on Student's Academic

Gilbert M. Talaue1, *et.al* , presented in their article [6], the impact of social media on academic performance of selected college students , The time spend by the respondents on social media affected academic performance towards negative direction.

Gorhe, Manasi. (2019) , *et.al* , presented in their article [7], Final Project - Impact Of Social Media On Academic Performance Of Students , use of social media effectively for constructive academic purpose improves the academic performance of students on the other hand excessive use for entertainment purpose may return negative results.

[Jumanne Rajabu Mtambalike](#) (2017) , presented in his blog [11] , the explanation about EQ , IQ and SQ.

Model Discussion

It is obvious from the discussion presented in introduction and Review section that all IQ,EQ and SQ parameters are essential for estimating student performance. Further due to tremendously increased use of social media, its contribution in performance analysis is vital.

The review section explains the methods that can be used for calculations of IQ,EQ,SQ and use of social media.

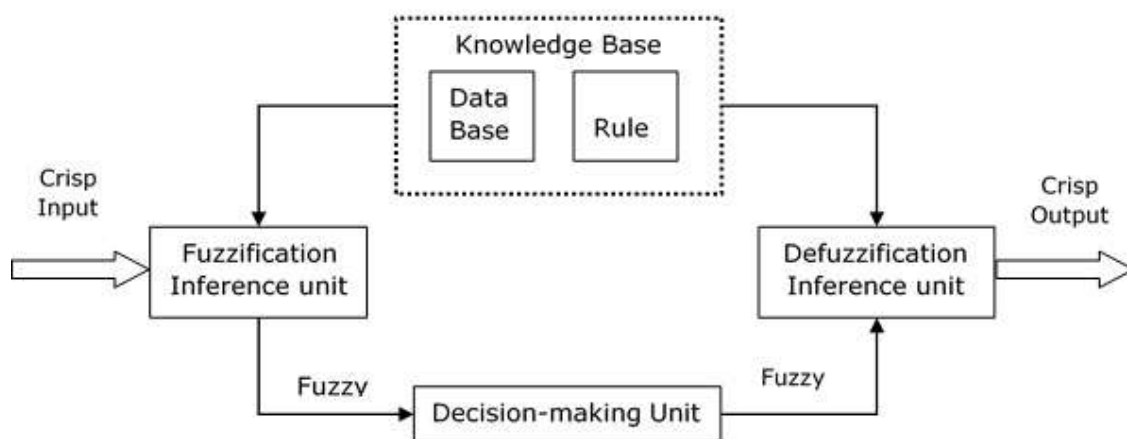


Figure 1 : Source https://www.tutorialspoint.com/fuzzy_logic/fuzzy_logic_inference_system.htm

1. **Rule Base** – It contains fuzzy IF-THEN rules [12]. The rule base for predicting student performance predication needs to be defined
2. **Database** – It defines the membership functions of fuzzy sets used in fuzzy rules [12]. Seprate sets for IQ , EQ , SQ , Past performance and Use of social media needs to be defined
3. **Decision-making Unit** – It performs operation on rules[12]. The rules needed to evaluate student performance to be included.
4. **Fuzzification Interface Unit** – It converts the crisp quantities into fuzzy quantities. Software tool for implementation can be used like[13]
5. **Defuzzification Interface Unit** – It converts the fuzzy quantities into crisp quantities. Software tool for implementation can be used like [13]

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Challenges for Higher Education in India

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Introduction:

Education, both primary and higher, plays a significant role in the development of any Nation. It is an important factor to consider by the government and intellectuals. India is a developing country and a country of youngsters. These youngsters are the backbone of the nation. They are the major resource for the development, when they are properly shaped by the higher education. But in India, most of the students do not get higher education. According to the 2011 census only 8.15 percent students are graduates (Wikipedia, the free Encyclopedia). It shows the lower percentage of higher education in India. Though India is the third higher education system in the world, very few students get higher education. It is not the good sign for the development of India. Why most of the students of India don't get higher education? What are the challenges for higher education in India? These are the major questions frequently asked by intellectuals regarding higher education. This research paper mainly focuses on the problems for higher education in India and through the discussion of these problems tries to find out the causes of low percentage of students in higher education.

1) Outdated Curricula:

It is the belief of the prominent educators of India that the curricula of higher education in India are not able to fulfill the needs of the society and global market. In this regard Santosh Mehrotra writes, "Outdated curriculum also needs to be updated and connected to labor market needs" (Mehrotra, 2016). India is a growing economy but in future there can be a shortage of skilled employees in many sectors due to the conventional and outdated curricula. At present, in the curriculum of Higher Education there is lack of skill education and use of the technology.

It is the duty of the educators in India to recognize the demand of the market and industry and to develop the curricula which can teach various skills to fulfill the needs of the market. Some Indian universities like Swami Ramanand Teerth Marathwada University have started to teach the skill-related courses along with the traditional courses. Now, all the Indian universities need to recognize the demand of the market and to make efforts to change the outdated curricula. In this regard eminent scientist and Bharat Ratna awardee CNR Rao says, "90% of the universities in our country have outdated curriculum. We talk about increasing funds, increasing infrastructure but there is no improvement in the content we are teaching in our hi-tech classrooms". (Hindustan Times)

2) Accountability and Performance of Teachers:

For the educational development, the accountability and performance of the teachers is very important. But in India, these aspects of the teachers are not measured by a proper mechanism. Mr. K. B. Power rightly examines, "In view of the (usually) complex relationship between government and universities, the process of demonstrating and judging Accountability can be both difficult and frustrating" (Powar, 2002). In foreign universities, there is a fixed mechanism to evaluate the accountability and performance of the teachers. The teachers are evaluated by the peers and the students. In this context, there should be a system of feedback of the students to evaluate the accountability and performance of the teachers. Along with these aspects of the teachers, their research papers, Book Publications should also be added to their performance because research plays a vital role to enhance the teaching performance of the teachers. In this way, there is great need of the mechanism which can evaluate the accountability and performance of teachers.

3) Financial Support of Government:

Education is the basic need of any Nation. For the developing country like India, education is the major source of development. So, there is need to make huge financial provision for education. But in India, the central and state governments do not make sufficient financial provision for education. In recent time there is rapid growth of unaided or private educational institutions in India. The private institutes provide education but they charge huge amount in the form of admission, tuition and other fees. In fact, it is the responsibility of the government to provide free education but government is not playing its role properly. As there is growth of private institutes, only the rich students are pursuing education and poor students are not getting equal chance to get higher education.

4) Lack of Employable Skills:

In Indian universities and colleges, the outdated curricula are taught. And it is not able to teach employable skills. Pawan Agrawal observes, "The industry complains that though the students are equipped with graduate degrees, they lack employable skills. This has opened up a yawning skills gap between academic outputs and industry expectations" (Agrawal, 2009). As there is lack of employable skills in the higher education, the unemployability rate is growing. In India, there is need to introduce skill-based courses in technical as well as traditional courses. Educational Institutes must focus on the gap between their supply and demand of the industry and global market.

5) Teacher Vacancies: Lack of Teaching Staff:

In most of the Indian universities and colleges the teaching posts are vacant. These posts are sanctioned by the government but are not filled by the authorities. Due to the lack of teaching staff, quality higher education cannot be provided to the students. There is desolation of the authorities of Institutes to fill the posts and the government also, sometimes, does not give permission to fill the vacant posts. In the state of Maharashtra, the government does not give permission to fill 100% teaching posts. Instead of permanent teachers, the teachers are appointed on contract basis and clock hour basis. And it is really harmful for the higher education.

6) Lack of Research Capacity and Innovation:

In Indian Universities and colleges high quality research work is not done and proper attention is not paid towards innovative outputs. The Government of India provides funds to the Universities and top Indian Institutions such as IITs and AIIMs but quality research work is not done in these institutions. This is the reason why there is not a single Indian University in world's top 100 universities. To get Global recognition, Indian universities and colleges have to focus on quality research. In India, traditional and outdated teaching methods are still used. Instead of these methods, innovative methods like mobile teaching, ICT based teaching; 'Interactive Online Learning Platform' should be used to heighten the quality of teaching.

7) Accreditation of Institutes:

In India, education is considered as profitable business by some rich people. They start their own Universities and Educational Institutes without the permission of national or state level authorities such as UGC and AICTE. These universities distribute their own degrees to the students. The degrees like Ph.D., M.B.A., M. Phil. etc. are distributed by these institutions. The students from rural background and those who want degrees without regular attendance get admission in these institutes. Many times, for the Awareness of the people, UGC declares the names of the fake Universities and Educational Institutes but still there are many universities and institutes which are distributing the degrees to the students.

Thus, there are many challenges for higher education in India. To face these challenges, some new strategies should be used by the authorities of the universities and the colleges. First of all, there is great need to update the curriculum of Higher Education. We need the skill-based curriculum to defend the problem of unemployability and to eradicate the gap between supply and skilled resources and demand of the market. Most of the teachers consider their accountability and performance but there are few teachers who are harmful for the higher education. This scene should be changed. The government is equally important for the development of Higher Education. It can play its role properly by funding to the Educational Institutes and filling the vacancies of the teachers. The time has come to focus on research and innovative teaching for the growth of higher education in India.

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Teaching Learning Process in Higher Education

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Introduction:

Teaching-learning constitute the major part in the development of students over all personality. Quality of lighter education is highly depends on the quality of curricular midsections. This is primarily done through teaching, learning processes. Teachers play an essential role in taking indents learning to a higher level. Teachers and learners both learn during the process. It deals with the efforts of the institution to serve students of different background and abilities through effective teaching-learning experiences. Learning occurs at various levels which build the character, values, skills, knowledge and practices. This includes the nature of the program, the processes of learning and teaching now they are designed and delivered. In modern society, everything moves at a fast pace, so It is necessary of educational institutions and teachers to make change to provide various techniques to keep pace with change to provide various techniques to keep place with changes during the course of study. In all aspects of knowledge management, learning centered process is expected to maximize the student success because of their active Involvement and learning.

- **Learning and Teaching – Conceptualizing the Framework**

Higher education institutions are facing new challenges especially in this age of repaid technological Changes and adoption in this sector. In this sector. Ancient pedagogies which started off as a sage on the stage and moved on to a small set of basic teaching methods (instruction, discovery and inquiry) have been extended to become a profusion of pedagogies and their interaction with their own philosophical and pedagogical theories. Online learning, flexible learning, mobile learning, OERs and MOOCs collaborative platforms supporting peer - to –peer learning and co-creation of knowledge, supported by learning analytics are some of the interesting developments of our time that could lead to transformational changes in the way higher education institutions conduct their core activity and view the scope of their markets.

Blended Learning

Higher education institutions have started responding by incorporation features of Internet-based teaching into the ODL mode. This pedagogy approach, Which draws upon the best features of face- to – face learning, online leering and practices in ODL is gaining popularity by the name of blended learning. The appeal of blended learning lies in the fact that it enables providers to determine and select the desired blend of face-to-face, online and self-instructional modes depending upon the target learners and the resources that can be mobilized.

Conventional universities experimenting with blended learning found the approach to be more effective than using only face-to face or only online learning (King 2014) At the University of Illinois research showed that effective blended learning requires the faculty to find and apply ways to stimulate learner engagement and critical thinking in an online environment, as well as the ability to support different learning preferences of the learners. Classroom teaching was followed up by online supporting materials and discussion forums more accessible and the environments supported face-to-face instructions (Illinois Online Network 2015)

MOOCs and Badges to Accredit Learning

MOOCs or massive open online courses have been understood as the game changer for providing mass education. These have been viewed as a progression on a continuum from distance education to on a continuum from distance education OER, and to mass – based applications of open online education. The 2012 Innovating pedagogies Report 2013 described MOOCs as open access online courses that provide on constraint on class size (Sharpies etal. 2013)

The learning materials placed on the MOOC platform are in the form of recorded lectures, videos, text material and are generally found to be consumed in diminishing proportions as the course progresses. The

resources posted remain available after the course has closed. Course participant could be tens of thousands while those completing may be a few hundred or a few thousand.

Based on the approach to teaching used, two classes of MOOCs have been distinguished cMOOCs (c stands for the connectives educational theory that inspired the development), which are run on open source learning platforms and are offered by academics as part of their assigned teaching activity by their own institution. Their pedagogic model is based on peer learning, and the courses are typically built around a group of like-minded individuals keen on exploring new pedagogies beyond the traditional classroom setting (Yuan and Powell 2013). cMOOCs are today associated with the institutions that pioneered them, such as Athabasca University and the University of Manitoba.

MOOCs on the other hand, represent the online version of the traditional instructional model using lectures, instruction, discussions, mostly asynchronously supported by video presentations, short quizzes and tests. The learning transactions typically take place on proprietary specialist software platforms owned by third party private enterprises. MOOCs therefore feature contractual and commercial relationships between universities as content providers, and technology companies as facilitating learning platforms.

Flipped Classrooms

Flipped classroom represents an interesting application brought about by merging the learning value in both online and face-to-face interactions. In this approach, direct teaching is taken outside the classroom and put online on the learning platform using lecture videos and presentations, enabling the learners to learn at home or their own personal space anywhere, by interacting with the materials. The classrooms or personal interaction time is then allocated for dynamic interactive learning where the teacher facilitates application of concepts learned by the students on their own, guides peer-to-peer interaction and creative engagement with the subject matter through individual or group projects, analysis of situations using role play or other participative activities. The effectiveness of the flipped classroom pedagogy is highly dependent on how creatively and effectively the interaction sessions are planned and executed.

Flexible and personalized pedagogies Through Bring Your Own Devices (BYOD)

A large proportion of learners now own and ubiquitously use mobile devices like smart phones, tablets and laptops which they expect to carry along with them into the classroom both to facilitate learning with them and to take notes share material and access content. This trend has created new opportunities for education to use mobile devices for innovative teaching learning practices. Teachers can now be unburdened as content deliverers to be effective choreographers of technology enabled networked learners who are connected to diverse sources of learning as well as to other learners and tools has the interesting potential of integration learning within the class with learning opportunities beyond the classroom.

Learning through Storytelling or Narrative Based pedagogies

Learning through storytelling has long and rich history. Indian traditional knowledge has a vast resource of narratives in all languages. Narrative pedagogy has been used as community practice to enable the learners and their teachers to critically consider what was possible and what was problematic within their teaching and practice subjects providing the participants with an opportunity to listen to and consider a variety of viewpoints. While narrative pedagogy took place in real-world environment pedagogy today provides an opportunity to use the narrative-centered learning environment in a make-believe virtual world where guided learning can take place in simulated situations. In each of these settings learners are creatively placed within unfolding narratives that require them to ask scientist questions design experiments suggest solutions make assumptions generate and test hypotheses.

Another application of the narrative-centered learning environment is a pantomime, which involves playing pretend in a content where everyone agrees that playing pretend is what you do by blending elements of role-playing games and alternate-reality games, learners are prompted and guided to produce creative solutions to problems i.e. 2.0 Supported pedagogies.

Justification of Learning

Justification or the application of gaming techniques can be a powerful tool for delivering education and training in subjects that require strategic planning, scenario building stimulating and evaluating alternatives as well as developing imaginative and creative solutions under defined constraints. As pedagogy

application games allow the freedom to think outside of normal parameters to add a little bit of fantasy or surrealism and to force people to think in different ways (Kappa 2012)

Since the game is a system all of these components, actions reactions feedback and counter action influence each other as well as all the players. Games are abstractions of reality exhibiting only certain characteristics of real life and abstracting the others to create the setting of the game and a different reality. A Critical component of the game is 'Game thinking' which represents the conversion of activities into opportunities for learning and critical thinking Specially for corporate education settings, gasification provides an intensely engaging and motivating from of conveying complicated concepts and applications. The Payers are constantly motivated to achieve a particular goal because of the element of challenge that pushes them in a competitive setting. The reality in the game is structured by the rules that also determine the interactivity with others between the players, and between the players and a game system. The games behaviors of the players are guided by the positive and negative feedback resulting from their actions. The emotional reactions or choices of Players vary depending upon their interactions with or responses to the different aspects of the game. Gasification has been found to be effective in imparting application, conceptual and procedural knowledge.

Learning Design Informed by Analytics

Learning analytics involve the collection, analysis and reporting of large datasets relating to learners, their context and of the learning behavior across a course. Analytics enable visualizations and recommendations designed to influence student behavior while a course is in Progress. Current developments are focused on three areas: understanding the scope and uses of learning analytics; integrating analytics into existing courses; and expansion of learning analytics to inform decisions on pedagogic approaches to be applied.

The application of technology – supported tools like virtual learning environments, learning management systems and online assessment has made it Possible to continuously collect data about learners, their learning activates and behavior regarding preference of media, enquiry and queries, information search and utilization processes, assessment and achievement and achievement on various outcomes. Insightful analytics carefully designed to provide data and therefore answers to questions like what media could different learners response to , what media would suit best for different concepts and applications, what forms of assessments provide the best measurements and how do these vary across learners and levels are now being applied to designing learning Packages and components of courses, as well as assessment based on the actual information about learner behaviors. Big data, enabled by the learning platforms in use now make it possible to use some of the real time information to inform pedagogy practice.

In the USA, the STEM scopes Online Science Curriculum is Currently producing visualizations that reflect the activity of 50,000 Teachers and over a million students (Sharpies et al.2013) The aim is to produce analytics that are not only grounded in pedagogy but that can also incorporate experiences such as student inquiry and hands-on experiences that are not currently being recorded.

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Role of ICT in Teaching and Learning

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New technologies emerged in everyday education many years ago and still remain a valuable tool for instruction. Their role and contribution to teaching learning has been investigated extensively and it has been found that their use enhances motivation, class interactivity, students active participations in the lesson, facilitation of students, Learnings, Leading to better educational results.

The world that awaits us is a world of huge technical change presently the world is inhabited by very large number of scientists and technologists that work lived on during the history of mankind. All development mainly on the economic growth of the nation are based on updated knowledge and information in to economic activity has resulted in a profound structural and active change there is a window of opportunity Indian because growth power in India is 59% in the age group up to 15.59% .

Objectives

1. The explosive growth in the use of ICT in education.
2. Teaching Development
3. Innovation of Learning

According to Dr. Kasturirangan one of the noted scientists of India has observed that global development over the past two centuries have already demonstrated that the central transformation of the world is tremendous human experience with technology is constantly evolving and is a finding expression in myriad dimension technology has been effecting every part of human endeavor.

India can benefit for demographic dividends. India has 55 millions below the age of 25 offers an excellent opportunity to become technical force. It is huge opportunity which unfortunately we have not fully tapped and transform our learning and teaching through ICT's in the knowledge based economy.

The new ICT enables self paced learning through various tools such as assignments, computer etc. As a result of this the teaching Learning enterprise has become more productivity and meaningful. ICT helps facilitate the transaction between producers and user by keeping the student updated and enhancing teacher's capacity and ability fostering live contact between the teacher and the student through e-mail chat session etc.

This promotes active learning sharing of ideas, discussion and also provides immediate feedback. This activities paced learning and allows effective mapping of Learning path ways.

This requires high quality meaningful digital content to be made available to teacher and student. Teachers particularly should possess updated knowledge and skills to use the new digital tools and resources to help students achieve high academic standards. We definitely need a vision to equip our students to meet the emerging trends. The present high tech and competitive society will sustain only through the knowledge of ICT. ICT has the capacity to store, retrieve and process e-content both just as well as accurate ICT represents one of the current applications of technology towards teaching and Learning processes.

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IQAC: a Mechanism and its tools for Quality Improvement and Excellence

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“Quality is never an accident; it is always the result of intelligent effort.” John Ruskin

“The quality of a person’s life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor.” Vince Lombardi

‘Knowledge is power dictum which underlines the importance of KNOWLEDGE. Present educational policies and policy makers are always wishing and seeking for that much kind of quality excellence. Excellence is not an accident it is acquired by persistent attempt and dedication. Education is started by ancient man but modern man is making up by education. One can master over the world only through the knowledge. So it is urgent need to set up such unique structure for creation and maintenance of excellence in Higher education. In India NAAC is doing the same through the Internal Quality Assurance Cell in every educational institute. An institutional policy reflects the will of the leaders and heads of departments to better understand the teaching process and the experiences initiated by teams or individual teachers. A quality teaching framework allows the institution to monitor support, track teacher and student satisfaction, and study the impact on the learning process.

In pursuance of NAAC’s Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutions of higher education, NAAC proposes that every accredited and non institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure.

Quality enhancement is a continuous process; the IQAC will become a part of the institution’s system & work towards realisation of the goals of quality enhancement & sustenance.

The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence.

IQAC shall evolve mechanisms and procedures for

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
2. The relevance and quality of academic and research programmes
3. Equitable access to and affordability of academic programmes for various sections of society
4. Optimization and integration of modern methods of teaching and learning
5. The credibility of evaluation procedures
6. Ensuring the adequacy, maintenance and functioning of the support structure and services
7. Research sharing and networking with other institutions in India and abroad.

IQAC Functions - As per UGC Guidelines

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the Colleges.
2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
3. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.
4. Dissemination of information on the various quality parameters of education.
5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
6. Documentation of the various programmes/activities of the College, leading to quality improvement.

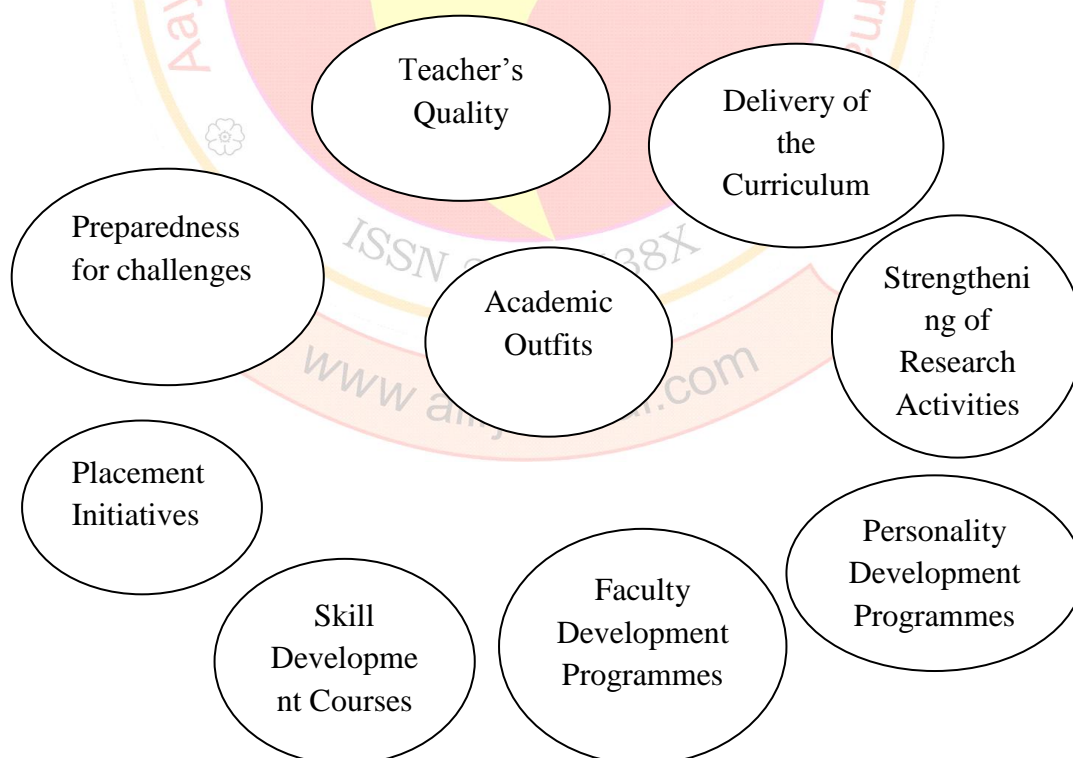
7. Dissemination of information on the various quality parameters of higher education
8. Organization of workshops, seminars on quality related themes and promotion of quality circles
9. Acting as a nodal agency of the institution for quality-related activities
10. Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

The quality and excellence policy has contributed to institutionalizing the quality assurance processes; it requires certain tools to be set up for affirmative and positive results. Following three areas to constitute quality enhancement

1. Academic outfits
2. Administrative outfit
3. Infrastructure outfit

1. Academic outfits:

The Higher Education Institute is committed to the provision of quality teaching and learning process. It is soul task of the Higher Education Institute. Beyond this it is expected that, it focuses on holistic development as well as personality development of students through several initiatives ,certificate programmes i.e skill development, training programmes, and other co- curricular and extra-curricular activities .Theses are extracurricular activities that boost their confidence and expand their horizon of knowledge and experience, develop their of mind for their overall development. It us attempt to inculcate the notion of ‘always best ‘among them .The Higher Education Institute must strive and ensures for all kinds of measures to inculcate and upbringing discipline and good character in the students. It strengthens mental maturity and psychological toughness of the students and focus on holistic development. Every Higher Education Institute has to set up following steps for quality assurance processes in the campus and outside the campus .Followings are the major issues to be natured properly ethically.



1.1 Teacher's Quality:

Teacher is a leading and molding tool of the every HEI; it is a teacher who can accelerate the excellence among the students. Sp quality of the teaching fraternity is the matter a lot. So to enhance the quality of teaching, HEI has to ignite and initiate certain programmes for teaching fraternity that they can update themselves for recants trends to cope and narrate properly. Regular Faculty Development Programmes (FDP) introduced as a regular features. Joint ventures, collective activities and collaborative programmes with

other institutions are organized to enhance teacher's quality. Teaching fraternity members are always needs to encourage and acquire additional qualifications, research degrees and impart certification programmes to foster their skills. Unless qualitative teaching fraternity it is very difficult to inculcate curriculum among students.

1.2 Delivery of the Curriculum:

Curriculum is the soft material that which is pivotal which needs to propagate properly and if the propagators are not confident it will remain big zero. In order to ensure effective delivery of the curriculum, the faculty members prepare the work dairy, lesson plan and course material for the subjects thought by them. Deliveries of curriculum rely on how much additional and supplementary readings have referred by teacher.

1.3 Strengthening of Research Activities :

Research is carried to elevate the class of the every individual. It is the ultimate determination of the higher education and every HEI. In order to strengthen research activities, the IQAC has locate and point out geographical, socio-political ,socio-economical characteristics of the region and recommended research topic in priority areas under different faculties to create the knowledge . The faculty members are encouraged to write articles for publication in journals and to present papers in national and international conferences. If IQAC is able to undertake research activities on regional characteristics and advantages, it accelerates some programmes for preparing and publishing research papers both in conceptual and empirical areas. It is up to internal Quality Assurance Cell that how must it uses the caliber of the fraternity. The scope of the conferences organized in the institution which were earlier confined to management subject only now been widened to include all disciplines offered by the college.

1.4 Personality Development Programmes :

Student Development Programmes are important to equip the students to meet the challenges in their career. Value Addition programmes like Certificate Courses are offered to the students to bridge the gap between the university syllabus and industry requirements, regular industrial visits and industry-academia interactions are organized so as to get the practical exposure about the functioning of the organization.

1.5 Faculty Development Programmes (Orientation/Refresher/Short Term) :

Faculties are leading force of the Higher Education Institute. Orientation Course is one of the very pivotal courses for faculty (beginners).It build up academic aptitude and getting awared about higher education theories and practices. Apart from career building, institute conducts programmes to develop right orientation and positive attitude.

1.6 Mental Maturity and Skill Development Courses:

It is era of cut thought competition one has to strive to prove oneself. Fraternity is always under stress due to the new challenges and traditional mode so all of them must be relax for better working culture and affirmative results. So sustaining mental and emotional balance faculty need such space where they might be relax. Yoga ,Vippassana and mind control mind control programmes are offered to the faculty and students to enhance the power of concentration, overcome stress, and maintain good physical and mental health and to ensure mental maturity.

1.7 Placement Initiatives:

Education for breed and butter is prime intend of education. If it is unable to achieve it is quite uncertain to achieve the objectives of Higher education. The Institute undertakes a broad range of vocational education, entrepreneurial training and employability skills to facilitate faster placement and better adjustment in the work situations.

1.8 Preparedness for challenges:

The students are encouraged to define their own training and development needs and based on the needs of students & the corporate, the Institute imparts employability skills. As the business world is filled with challenges and risks, the purpose of education is to prepare the students to face these challenges and take up the risk with courage.

2.Administration:

“The sublimity of administration consists in knowing the proper degree of power that should be exerted on different occasions”. By Montesquieu

It is said that Propaganda is done like poetry and administration is done like Poetry. Good administrator must have to administrate the workforce with proper skill towards proper direction. It is said that action speaks louder than the words. So the administrator must have to set the ideal for fraternity and build up a healthy administrative culture. Administrative system must have to develop such culture based on the dictum like, "Honesty is best policy". The administrative system supports the institution in the development and enhancement of the quality education. The different committees set up by the institution always respond to the administrative needs. The Advisory Board and the Governing Council body are set up with the members from management and academia. The various course co-coordinators facilitate internal administration of their departments and link it with the overall administration of the institute supervised by the head of the institute.

1. Infrastructural:

The provided infrastructure supports the requirements of the quality policy conducive to the academic and administrative process. The quality manual mentioned above mainly emphasizes on the quality system to be followed in the institute. All the IQAC decisions have been approved by the management and were actually implemented. The Centre for Quality management has external members on its committee. Collective decisions have been taken with regard to all the quality assurance policies of the institute. The alumni effectively contribute to the enrichment and enhancement of the quality of education by associating and involving in fostering professional, academic and social links with the institution. The alumni as a stakeholder are significant during different stages of Quality decisions. They are instrumental in gaining valuable insights about various industries, employers and society. They assist in identifying the skills required by the students to obtain specific positions in the companies. They regularly provide feedback to the faculty members through whom the institution up-dates academic programmes and value added programmes most relevant to the current requirements. With the registration of the alumni association, networking has become more effective and permanent. The de-centralization of IQAC mechanism through bringing in course coordinators as members of IQAC makes it possible to maintain a face to face direct communication with faculty and staff of the college.

Conclusion

IQAC will function for HEI on following achievements

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

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Role of ICT in Teaching and Learning Process

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Technology has changed the world of education today. Information and communication technology means ICT is the major factor in shaping the new global economy and producing rapid changes in the society. Within the past decade the new ICT tools have fundamentally changed the process of teaching and learning. It is essential now all the stakeholders should have basic ICT skills.

Computer as well as necessary enterprise software, middleware, storage, and audio-visual systems which enable users to access, store, transmit and manipulate information radio, phone, television means of ICT all these are used amply in the world today.

While the definitions of ICT are varied, it might be useful to accept the definition provided by United Nations Development Program:

ICTs are basically information- handling tools, a vivid set of goods, application, and services that are used to produce, store, process, distribute and exchange information.

They include the 'old' ICTs radio, television and telephone, the 'new' ICTs of computer, satellite and wireless technology and internet. (UNDP)

We are using these technologies to communicate between sources to the receiver that is called ICT.

The term ICT is coined by Denis Stevenson in his report to the UK government in 1997 in the revised National curriculum for England, Wales and Northern Ireland in 2000. Though the phrase 'Information and Communication Technology' has been used by academic researchers since 1980 its short form is famous and widely used. It is the new terminology which includes hardware, software and devices of communication like satellite, internet, mobile, radio, television, phone and fax etc. is used effectively for communication from source to receiver or consumer.

Presentation Tools:

- 1) Interactive White Board:- it is a large interactive display in the form of white board. It can either stand alone touch screen computer used independently to perform task and operations or a collectable apparatus used as touch card to control computers from a projector. They are used in a variety of settings including classrooms at all levels of educations, in corporate board rooms, and workgroup in training rooms, professional sport coaching, in broadcasting studios and others.
- 2) Over Head Projector:- it is a slide projector that is used to display images to an audience. It works on the same principle as a broadcasting same principal as it focusing lens projects light from an illuminated slide on to your projection screen by a real images formed.
- 3) Computer-internet:- The internet is not synonyms with the word 'world wide web' it connects millions of computers together globally forming a network in which unique computer can communicate with any other computer as long as they are both connected to the internet.
- 4) Projector:- it is an output device but can take images generated by a computer, blue touch player and reproduce them on the screen, wall or other surface. It enables teachers to create bulleted PowerPoint presentations or other highly organized class. One can use a projector to show a presentation on a large screen so that everyone in a room can see it. Projector can show you still or moving images.
- 5) Prezi:- Microsoft Power Point Prezi

Learning ICT Tools:- I) Educational Games:-

i) **Flash Games:-** many games generated by the developers including action, adventure, puzzle, role playing and others.

ii) Gadgets:-

- A) E-reader:- it is handheld device on which newspapers, books, magazines can be read. It enhances student's enjoyment and motivation, providing additional support for struggling students and English learners.

- B) I product: (I phone, I pod, I pad) Steve Jobs first introduced in 1998. It is widely used for online course and apps that enable students in and outside the class for completing projects, the language of technology etc.
- C) Android:- it is a mobile operating with the Android operating system which is found in a variety of modern devices. It is most popular smart phones now days. One can download gaming apps, E-book apps, subject specific apps, language learning apps, dictionaries, Common English mistakes, Law apps, and other apps online academic courses for academic purposes.
- D) Computers:- it is a mechanic device that stores and manipulates information. They have revolutionized the teaching profession in multiple ways. It is useful for teachers to record grades, calculate averages, and manage attendance and access data on student performance in online programs and assessments. It is also useful for them to vary their instructional delivery

iii) Laptop:-

it is a handy computer suitable for use in classrooms which enable the students to learn to type quickly, they can record notes much faster than writing by hand. It also helps in conducting research, developing the materials, communicating with colleagues, the students and the parents also useful while travelling.

Benefits of utilizing ITC in education:-

- 1) Increase in pupils motivation, enthusiasm and confidence:- the use of ITC motivate average students towards curriculum and develop their enthusiasm and confidence for lifelong educational process.
- 2) Positive association with attainment:- the student begins to attend classes with positive outlook.
- 3) Learning possibilities expanded via collaboration, interaction and communication in target language:- the student with the use of ICT starts to work in collaboration with other students. His interactions expand to sharpen his brain power and to understand the point and language skills as well.
- 4) Potential for differentiation according to individual pupil need:- the use of ICT enable teacher to handle heterogeneous class. He can use the tools according to the pupil need to explain his point.
- 5) It facilitates to get latest information for users at a click of mouse:- the use of ICT provides avenues to the students to get updated information available at their finger tips.
- 6) Teachers can easily explain abstract ideas and complex instructions and ensure students comprehension.
- 7) Images can easily be used in teaching and improving the memory of students.
- 8) Teachers are able to create interactive classes and make the lessons more enjoyable which could improve students' attention and concentration.
- 9) Teacher can record his lecture and can be displayed repeatedly.
- 10) Teacher can reach up to majority of students globally apart for his institutions only for sharing of knowledge.

The teacher has to cope with more complex situation in which students are more heterogeneous but more familiar with the different communication means. Through the use of ICT it has become possible for teachers the need of permanent lifelong learning and a constant updating knowledge. The teacher can come in contact with end number of comments by numerous authors and critics. According to Al-Ansari, "A great deal of research has proven the benefits to the quality of education". About the ICT use in education Davis and Tearle opines, "ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students to help relate school experience to work practice, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change". These two opinions show that 21st century is age of ICT to enrich the facilities in education. No doubt it is playing a vital role in teaching learning process.

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Revised Assessment And Accreditation Framework Of NAAC : An Overview**Mr. Madhav D. Shrimangale**

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Introduction:-

India is the second largest country in the world in providing higher education. Quality education is the need of the hour for sustaining in this competition era. Higher education is the key to get success at international level. Traditional Gurukuls transformed and colleges, Universities, IITs, IIMS come into existence to impart higher education in India. The quality of human resource depends on the quality of higher education. Recently the National Assessment Accreditation Council (NAAC) has revised the assessment and accreditation process launched in July 2017. The Higher Education Institution (HEIs) will now be assessed with the new process whose online submission has started from 09th November 2017. The new process represents an explicit paradigm shift making it ICT enabled objective, transparent, scalable, and robust, outcome oriented and stake-holder friendly. The revised manuals for general institutions i.e., University, Autonomous college, Affiliated College (both UG and PG) will be applicable to Higher Education Institutions which submit IQA on or after January 1st 2020 only.

National Assessment and Accreditation Council (NAAC):

National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous body of the University Grants Commission (UGC) with its headquarters in Bangalore to assess and accredit institution of higher education for enhancing and promoting quality higher education. The mandate of the organization is to conduct the institutional assessment and accreditation periodically. It involves the general, non-professional, affiliated, autonomous and Universities across the country. In the beginning the NAAC accreditation was on voluntary basis, now the government has made mandatory for all the higher education institutions to undergo accreditation process. However, some engineering colleges have also sought and obtained institutional accreditation process from NAAC voluntarily. Based on the NAAC accreditation results, the higher education institutions will get funds from the University Grants Commission, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and other bodies.

Vision and Mission of NAAC**Vision:**

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

The mission statement of NAAC:-

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

Striving to achieve its goals as guided by its vision and mission statement, NAAC primarily focuses on assessment of the quality of HEIs in the country.

Core Values in the Changing Context:

The Higher Education Institution (HEIs) in India have undergone several changes. The impact of technology on teaching-learning methodology, challenges to meet the students diversity in higher education,

the increasing private participation in higher education and the impact of globalization are some of the factors for this changing scenario in Indian higher education system. These changes and the consequent shift in values have been taken into consideration while formulating the re-accreditation framework. They are as below:

- a) Contribution to National Development
- b) Fostering Global Competencies among Students
- c) Inculcating a Value System among Students
- d) Promoting the Use of Technology
- e) Quest for Excellence

The Revised Assessment and Accreditation framework is launched in July 2017. It represents an explicit paradigm shift making it ICT enabled, objective, transparent, scalable and robust. The shift is:

- from qualitative peer judgment to data based quantitative indicator evaluation with increased objectivity and transparency
- Towards extensive use of ICT confirming scalability and robustness
- In terms of simplification of the process drastic reduction in number of questions, size of the report, visit days, and so on
- In terms of boosting bench marking as quality improvement tool. This has been attempted through comparison of NAAC indicators with other international QA frameworks
- Introducing pre-qualifier for peer team visit, as 30% of system generated score
- Introducing System Generated Scores (SGS) with combination of online evaluation (about 70%) and peer team judgment (about 30%)
- In introducing the element of third party validation of data and the possibility of roping in multiple agencies
- In adopting a 100% off site evaluation of HEIs applying for 4th cycle accreditation; on-site visit in exceptional cases
- In providing appropriate differences in the metrics, weightages and benchmarks to universities, autonomous colleges, and affiliated/ constituent colleges
- In revising several metrics to bring in enhanced participation of students and alumni in the assessment process

The Process:

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

The three level accreditation processes would be more ICT enabled with Student Satisfaction Survey and Data Verification and Validation adding value to the process. The first level would be submission of Institutional Information for Quality Assessment (IIQA) which is more or less similar to the Letter of Intent (LoI) of the earlier process. Unlike in the earlier system, two specific Windows will be opened in an year for HEIs to submit their applications. The first window will be from May 1st – June 30th and the second window will be from November 1st –December 31st.

Criterion for Assessment:-

NAAC has identified Seven Criterion to serve as the basis of its assessment procedures as following,

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Grading System:-

The revised framework will be more ICT intensive and outcome based. The current grading pattern of NAAC would be continued for accreditation as below.

CGPA	Letter Grade	Status
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not Accredited

The Assessment Process:-

The assessment process will be carried out in three stages- Self Study Report (SSR) Student Satisfactory Survey (SSS) and the Peer Team Report.

The SSR has a total 115 Metrics for Universities, 107 Metrics for Autonomous, 93 & 96 Metrics for UG & PG affiliated/ Constituent Colleges respectively covering the seven Criteria. The SSR has two kinds of Metrics: Quantitative Metrics (QnM)- one, those requiring quantifiable facts and figures as data which have been indicated, qualitative metrics- two, those metrics requiring descriptive responses.

Distribution of Metrics and KIs across Criterion:-

Type of HEIs	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
Criterion	7	7	7	7
Key Indicators (KIs)	34	34	31	32
Qualitative Metrics (QIM)	36	35	35	36
Quantitative Metrics (QnM)	79	72	58	60
Total Metrics (QIM+QnM)	115	107	93	96

Distribution of weightages across key Indicators (KIs)**Criterion 1: Curricular Aspects**

Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
1.1 *(U) Curriculum Design and Development	50	50	NA	NA
1.1 *(A) Curricular Planning and implementation	NA	NA	20	20
1.2 Academic Flexibility	50	40	30	30
1.3 Curriculum Enrichment	30	40	30	30
1.4 Feedback System	20	20	20	20
Total	150	150	100	100

Criterion 2: Teaching-Learning and Evaluation

Key Indicators (KIS)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
2.1 Student Enrolment and Profile	10	20	40	40
2.2 Catering to Student Diversity	20	30	50	50
2.3 Teaching-Learning Process	20	50	50	50
2.4 Teacher Profile and Quality	50	50	60	60
2.5 Evaluation Process and Reforms	40	50	30	30
2.6 Student Performance and Learning Outcomes	30	50	60	60
2.7 Student Satisfaction Survey	30	50	60	60
Total	200	300	350	350

Criterion 3: Research, Innovations and Extension

Key Indicators (KIS)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
3.1 Promotion of Research and Facilities	20	20	NA	NA
3.2 Resource Mobilization for Research	20	10	15	15
3.3 Innovation Ecosystem	30	10	NA	10
3.4 Research Publications and Awards	100	30	15	25
3.5 Consultancy	20	10	NA	NA
3.6 Extension Activities	40	50	60	50
3.7 Collaboration	20	20	20	20
Total	250	150	110	120

Criterion 4: Infrastructure and Learning Resources

Key Indicators (KIS)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
4.1 Physical Facilities	30	30	30	30
4.2 Library as a Learning Resource	20	20	20	20
4.3 IT Infrastructure	30	30	30	30
4.4 Maintenance of Campus Infrastructure	20	20	20	20
Total	100	100	100	100

Criterion 5: Student Support and Progression:

Key Indicators (KIS)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
5.1 Student Support	30	30	50	50
5.2 Student Progression	40	30	30	25
5.3 Student Participation and Activities	20	30	50	45
5.4 Alumni Engagement	10	10	10	10
Total	100	100	140	130

Criterion 6: Governance, Leadership and Management:

Key Indicators (KIS)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
6.1 Institutional Vision and Leadership	10	10	10	10
6.2 Strategy Development and Deployment	10	10	10	10
6.3 Faculty Empowerment Strategies	30	30	30	30
6.4 Financial Management and Resource Mobilization	20	20	20	20
6.5 Internal Quality Assurance System	30	30	30	30
Total	100	100	100	100

Criterion 7: Institutional Values and Best Practices:

Key Indicators (KIS)	Universities	Autonomous Colleges	Affiliated/ Constituent Colleges	
			UG	PG
7.1 Institutional Values and Social Responsibilities	50	50	50	50
7.2 Best Practices	30	30	30	30
7.3 Institutional Distinctiveness	20	20	20	20
Total	100	100	100	100
Total Score	1000	1000	1000	1000

Conclusion:

National Assessment and Accreditation Council (NAAC) has brought in new spirit into its process of assessment and accreditation. This has been attempted as a continuance of the NAAC's concern for ensuring that its process are in tune with local, regional and global changes in higher education scenario. The revised process is being adopted from July 2017. the main focus of this process has been robust, objective, transparent and scalable as well as make it ICT enabled. In this context, this paper provides an overview of the revised assessment accreditation framework of NAAC and the quality assurance and accreditation mechanism in India and its core values in the changing scenario.

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Green Audit For Universities, Institutes & Colleges

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Introduction

Green audit was initiated with the beginning of 1970 with the motive of inspecting the work conducted within the organization whose exercises can cause risk to the health of inhabitants and the environment. It exposes the authenticity of the proclamations made by multinational companies, armies and national government with the concern of health issues as the consequences of environmental pollution it is the duty of organization to carry out the green Audit of their ongoing processes for various reasons such as to make sure whether they are performing in accordance with relevant rules and regulations to improve the procedure and ability of materials to analyze the professional duties and to determine a way which can lower the cost and add to the revenue. Through Green Audit one gets a direction as how to improve the condition of environment and there are various factors that have determined the growth of carrying out Green Audit some of the incidents like Bhopal Gas Tragedy (Bhopal : 1984) Environmental security elements have no meaning until they are implemented.

Green Audit is assigned to the criterion of NAAC which is a self governing organization of India that declares the institution as Grade A, Grade B, or Grade C, according to the scores assigned at the time of accreditation.

The intention of organizing Green Audit is to upgrade the environment condition in and around the institute, colleges, companies and other organizations. It is carried out with the aid of performing tasks like waste Management, energy saving and others to turn into a better environmental friendly institute.

The Goal of Green Audit

- a) The objective of carrying out Green Audit is securing the environment and cut down the threats posed to human health.
- b) To make Sure that rules and regulations are taken care of
- c) To avoid the interruptions in environment that are more difficult to handle and their correction requires high cost
- d) To suggest the best protocols for adding to sustainable Development.

Step Under Green Audit

1. Pre – Audit

- Plan of the Audit
- Select the audit Facility
- Schedule the audit Facility
- Acquire the background information
- Visit the site

2. On site

- Understand the Scope of audit
- Analyze the strengths and weaknesses of the internal controls
- conduct the audit
- evaluate the observation of audit program
- Prepare a report of the observations side by side

3. Post Audit

- Produce a draft report the data collected
- Produce a final report of the observations and the inference with accuracy.
- Distribute the final report on the management
- Prepare an action plan to overcome the flaws
- Keep a watch on the action plan

A) Water Audit**Evaluation the Facilities of raw water**

To make and determine the facilities for water treatment. Water harvesting is one of the best techniques that can be adopted by simply storing the water and using it at the time of scarcity. The concerned auditor investigates the relevant method that can be adopted and implemented to balance the demand and supply of water.

B) Waste Disposal Audit :-

The waste clearance measured associated wastes and recycling are reviewed. The auditor diagnoses the prevailing waste disposal policies and suggests the best way to combat the problems.

C) Energy Audit :-

It deals with the energy conservation and methods to reduce its consumption and the related pollution. The auditor targets at the energy consuming methods adopted and find whether these methods are using the energy in a conservative way or not.

D) Health Audit :-

Analyzes the air quality noise level and the program undertaken by the institute for plantation. The Green Belt Should be maintained to reduce the pollution level by decreasing the carbon dioxide level.

E) Using Renewable Energy:-

Resources which can be replenished should be used such as Rain, Sunlight, Wind, tides, etc. These resources are more advantageous as they cause least pollution. The importance of these resources is explained by the audit team.

F) Carbon Accounting:-

It undertakes the measure of bulk of carbon dioxide equivalents exhaled by the organization through which the carbon accounting is done. It is necessary to know how much the organization is contributing toward the sustainable development. The auditor considers several efforts practiced by the institute to lower the Green House Gases in the atmosphere in order to make the campus environmental Eco-friendly.

Benefits of Green Audit

Green Audit is enforced in an effective way then there are many advantages that could be adopted from it.

1. It would help to shield the environment.
2. Recognize the cost saving methods through waste minimization and managing.
3. Point out of prevailing and forthcoming complications.
4. Authenticate conformity with the implemented laws.
5. Empower the organization to frame better environment performance.
6. It portrays good image of a company which helps building better relationships with the group of stakeholders.
7. Enhance the alertness for environment guidelines and duties.

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Internationalisation: A Global Trend In Higher Education

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Abstract

The role of higher education is not limited to fostering the economic development of nations and providing opportunities for individuals, it extends also to promotion of cultural diversity, political democracy and trade. Emphasis is rightly placed on how higher education can better serve society and promote international cooperation. This article provides a rigorous analysis of prevailing trends that are shaping higher education globally. It aims to identify the most significant emerging markets for international students and the fastest growing education systems. This article traces how global phenomena shape the evolving nature of international higher education. It focuses on shifting demographics, national strategies for higher education and labour market demands as just a few of the issues impacting the internationalisation of higher education.

Key Words: Higher education, Global phenomenon, Economic development, Emerging market, Internationalisation

“Internationalisation enables students to look outward by exposing them to difference, and then to turn the reflective lens inward in order to interrogate their thoughts and beliefs about practice.”

Introduction

Education is increasingly seen by governments as a major contributor to national wealth and economic development. In addition, the increasingly competitive external environment has called for continuous improvement of countries' quality assurance standards and international criterion of their education systems. In order to maintain global relevance, internationalisation of both teaching and research have become critical objectives for most higher education institutions.

A well developed and equitable system of higher education that promotes quality learning as a consequence of both teaching and research is central for success in the emerging knowledge economy. It is widely acknowledged that education contributes significantly to economic development. The developed world understood much earlier the fact that individuals with higher education have an edge over their counterparts. They are the ones who always believed that any amount of investment in higher education was justifiable. It is, therefore, imperative for developing countries too, to give due importance to both the quantitative and qualitative expansion of higher education (Ved, 2007: 3249).

The role of higher education is not limited to fostering the economic development of nations and providing opportunities for individuals, it extends also to promotion of cultural diversity, political democracy and trade. Emphasis is rightly placed on how higher education can better serve society and promote international cooperation.

The Present Status Of Higher Education

“Knowledge and learning have become commodities, with information being the chief currency through which participants buy, sell and trade in the educational domain.”

The global competition for talents, spread of academic mobility, international research collaborations, study abroad and students' participation in overseas internships, international recruitment and enrolment, emergence of international branch campuses, internationalisation of the curriculum, and the rapid increase in the rate of technological advancement over the last 20 years created profound changes in the higher education realities.

The dawn of the new millennium has brought a significant amount of new ideas on financing of higher education. The world economy is experiencing an unprecedented change. New developments in science and technology, competition, media revolution and internationalization are revolutionising the education sector. We are witnessing paradigm shift in higher education, from 'national' to 'global education,' from 'state

controlled' to an 'openmarket economy,' from 'general education' to an 'educational system driven by marketforces,' from 'one time education for a few' to 'life-long education for all,' from 'teacherscentred' to 'learner centred' education (Venkatasubramanian, 2002). These changes makenew demands and pose fresh challenges to the established education systems and practices.

Knowledge is the driving force in the rapidly changing global economy and society of21st century. Quantity and quality of highly skilled human resources determine their competencein the global market. Emergence of knowledge as driving force results in bothchallenges and opportunities. It is now well recognised that the growth of the global economyhas increased opportunities for those countries with good levels of education and viceversa (Carnoy, 1999; Tilak, 2001).

Global factors can affect the future of higher education, impacting the way institutions operate. Economic shifts, labor market changes, changes in the ways people choose to learn, and a rise in non-traditional students are just some of the market trends influencing the future of higher education.

Internationalisation In Higher Education

One of the most significant changes in higher education is internationalisation, which is everywhere on the agenda now. However, the development of strategies and approaches to promote, enhance and manage international engagement varies significantly. Besides its role in redrawing relationships with students and academic staff and shaping each of these relationships; developing, empowering and improving research, teaching and innovation, internationalisation in higher education are also seen as means of improving institutional and national visibility.

Some of the key demographic trends that appear to prevail globally in higher educationare :-

- Student participation and systems will continue to expand.
- Women will form the majority of student populations in most developed countries and their participation will increase everywhere.
- The student population will become more varied, including more international, older and part-time students.
- The social base in higher education will continue to broaden.
- Attitudes and policies relating to access will become more central to national debates.
- The academic profession will become more internationally oriented and more mobile but will remain structured according to national circumstances.
- Academic activities and roles will become more diversified and specialised, and subject to varied employment contracts.

“Student diversity and the perspectives that they bring to the class room are key resources for the internationalized curriculum.”

Every year, the number of countries committed to internationalisation in higher education is increasing. European, Asian, Latin American, Northern American and Pacific universities embrace the international agenda, taking top places across the subject rankings tables, becoming more pro-active in stimulating the internationalisation of their education and driving an increasingly global knowledge economy. Today, among the countries that attract a significant number of international students to their universities are Australia, Brazil, Canada, China, France, Germany, India, Italy, Malaysia, Russia, the UK, the USA.

Benefits Of Internationalisation

An increase of internationalization in the education sector is a major contributor to the growth of the global higher education market. Internationalization integrates intercultural and international dimensions for teaching and research.

It has become a strategy adopted by many higher education institutes to attract both students and staff. This benefits the institutes in three ways:

1. It improves the quality standards of education.
2. It generates more revenues.
3. It increases tertiary enrollments globally.

Internationalization has developed higher education partnerships that can include teaching partnerships. It can also allow for degrees offshore and also help meet the demand for cross-cultural exposure

for students so that they are better prepared for international careers. As internationalization rises, growth of the global higher education market is sure to follow..

Conclusion

So it is not a big leap to simply state that, in the modern world, the educational attainment of a population, and increasingly the growth in postsecondary education access, are factors that, more than ever, will **determine the fate of nations**. This widely understood fact is causing a worldwide effort to **reform and reshape higher education systems**.

While globalisation is here to stay and higher education is increasingly affected by global trends, higher education remains essentially a national phenomenon and most institutions still function within national boundaries and serve local, regional and national interests.

International students seek out high quality student experiences, everything from feeling welcome on campus to accessible and valuable career services to student accommodations. Higher education institutions will continue to focus on creating and nurturing quality student experiences with the aim of retaining international students.

The future of international higher education will continue to be shaped and changed by global phenomena. Everything from the demographics to global economy to *lingua franca* to geopolitics influences the internationalization of higher education. With evolution, comes opportunities and challenges.

The role of higher education as a public good continues to be fundamentally important and must be supported. The multiple and diverse responsibilities of higher education are ultimately key to the well-being of modern society, but this expanded role adds considerable complexity and many new challenges. Understanding the broader role of higher education in a globalized world is the first step to dealing constructively with the challenges that will inevitably loom on the horizon. The enormous challenge ahead is the uneven distribution of human capital and funds that will allow some nations to take full advantage of new opportunities while other nations risk drifting further behind.

The higher education enterprise should provide strong, vibrant postsecondary institutions to support the knowledge economy as well as to provide the knowledge necessary for the social mobility and economic progress essential to societies across the globe.

***"I'm inspired by the increasing global dimension of education."* - Glen Jones**

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Innovations And Best Practices In Higher Education

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Abstract

Best practices are those that add value to human life and support main cause of an institution. It helps in the development of an institution to perform social responsibility. NAAC has give emphasis on the innovation and best practices in the higher educational institutions while implementing the process of assessment and accrediting of an educational institute. Traditionally, colleges or universities were the places of learning; today the situation has been drastically changed. It is now the place of reformation, social and political activities. The educational institutions not only provide the ideas and imagination to the students but also develop the capability among every student to earn a just and meaningful and gainful employment.

The processes of innovation and best practices are critical for the success of any institution. The best practices help us move forward. Every higher educational institution prepares the students for the uncertain future. We have great commitment and concerns for the innovation and best practices for improving the quality of higher education. The development of higher education should be both quantitative and qualitative.

Nowadays there is more pressure on educational institutions not only for grater enrollment of students but also for the preparation of students for the future challenges which he or she will face in personal and professional life. The processes of universities and colleges for innovation should take into account the interests of all stakeholders. While implementing innovation we should maximize the benefit and minimize the risks. The communication process is important for the realization of aims and objectives of any organization.

1. Clarity of the Objectives

There is the difference between a business enterprise and a university mission. The business unit or the industry has the only one goal that is to maximize the net profit. The objective of the university is multifaceted. The mission of the university is complex. The mission includes enrollment, revenue, costs, productivity, student success, student composition, culture, faculty growth or diversity, community engagement, curriculum or course design, and links to employers. After clarifying the goals, the institution then is able to see its gaps – how far it has to go to address the current problems.

2. Build the Strategy

The strategy involves the steps which are necessary to achieve the aims of the institution. The focus areas of any higher educational institute are: improve the student experience, increase revenue, develop the future of students, and improve efficiency. Every institution has the traditional long term plan. But it is not sufficient in today's fast pacing society. There is the need for the strategy to supplement the long term plan of an institution.

3. Implement a Portfolio Approach

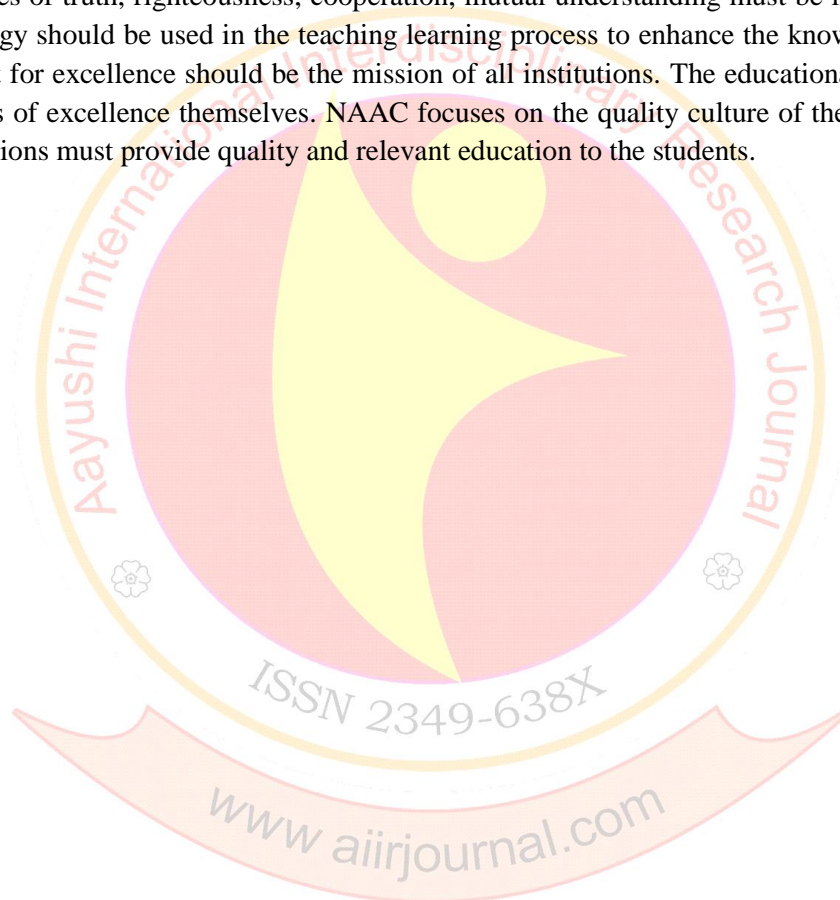
When an University identifies it's goals and gaps, there is the need for a strategy to implement for the realization of organizational goals in real sense of the terms. The strategy comprises the creation of project plan to focus product development. Resource allocation equally among all departments is important. The colleges and universities must invest in innovations and strategies to realise their goals. The innovation comprises the improvement of a course, launch of a new academic programme, beginning of a skill development certificate course etc. Innovation is a difficult and unpredictable process. It is a process. It is not an event. The Innovation should be implemented after testing the hypothesis. It should cost little and benefit more.

Best practices include the mentor mentee scheme, where the students are given guidance when they approach the faculty to seek guidance for the problems which they are facing, the audio visual ICT use in the teaching learning process, organization of guest lecture series on vital and contemporary issues related to higher education, Career Guidance, Counseling Cell, Placement Cell, Short Term Courses, Language Laboratory, Earn and Learn Scheme, Student Evaluation of teaching staff, Sport Promotion, Effective

Classroom teaching, Students' welfare are the programmes which are innovations and best practiced in colleges and universities across the world.

Quality enhancement has become the most important factor for Indian higher educational institutions. Contribution to national development has always been the goal of Indian higher educational institutions. Higher educational institutions develop the capacity of the individuals to cater to the needs of the society, economy and country as a whole. Therefore the process of NAAC looks deeply into how do the Indian educational institutions is catering to the cause of national development. In the age of globalization, there is a great emphasis on the development of skilled human resource. Students should learn core competencies to face the global challenges successfully.

Inculcation of value among the students is important. Skill development for getting the job is crucial. Skills are of less value in the absence of appropriate value systems. In the plural and diversified country like India, students must imbibe the universal values which commensurate with the local, national and global realities. The Values of truth, righteousness, cooperation, mutual understanding must be inculcated among the students. Technology should be used in the teaching learning process to enhance the knowledge experience of the students. Quest for excellence should be the mission of all institutions. The educational institutions should become the centers of excellence themselves. NAAC focuses on the quality culture of the institutions. Higher educational institutions must provide quality and relevant education to the students.



Role of IQAC in Quality Improvement of HEIs

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Abstract

The Internal quality assurance mechanism of the institution may be called "Internal Quality assurance cell (IQAC). The IQAC is meant for planning guiding and monitoring quality assurance (QA) and quality Enhancement (QE) Activities of colleges. The goals of IQAC is to Developed a Quality system for conscious, and catalytic programmed action to conscious, and catalytic programmed action to improve the academic and administrative performance of the college and another goal is to promote measures for institutional functioning towards quality enhancement through internationalization of quality culture and institutionalization of best practices IQAC in an institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate that are necessary to increase the quality of the education imparted in an institution or college So IQAC play vital Role in HEIs.

Keywords: *The Internal Quality Assurance, planning, guiding, monitoring, quality enhancement quality system, catalytic program, Internationalization, institution.*

Introduction

The establishment of internal quality assurance cell (IQAC) by accredited institutions is a major step in pushing long term quality standards. IQAC in any institution is a significant administrative body that is responsible for all quality matters. It is the prime responsibility of IQAC to initiate, plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution or college. The role of IQAC in maintaining quality standard in teaching, learning and evaluation becomes crucial, and the present research in functioning, importance and outcomes of the IQAC.

IQAC should be formulated as per the guidelines of NAAC, with some necessary specific modification as given for the senior college attached to junior college, the vice principal of both the wings may be included along with the registrar office superintendent as administrative officers teacher representatives to be selected from different faculties, considering their participation in teaching learning, evolution, research and extension work contribute in IQAC local people may be selected from learned.

Qualified persons serving societies via their own work may be selected. The NAAC

Co-coordinator will act as a co-coordinator of IQAC necessarily, which should be a senior, non-transferable and full-time teacher with more than five years of tenure.

Quality education is a very important need today. The uneasiness is no longer limited to educational field. The parents, employees' government and many others are becoming just as a concerned. Quality has become indispensable in the concrete of contemporary demand made on account of global competition. In pursuance of its action plan for performance evaluation, assessment and accreditation (NAAC) proposes that every accredited institution should establish an internal quality assurance cell (IQAC) as an 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 realization of the goals of quality enhancement and sustenance.

Functions of IQAC:-

1. Arrangement for feedback response from students, parents and other stake holders on quality-related institutional processes.
2. Documentation of the various quality parameters of higher education.
3. Development and application of quality bench marks for various academic and administrative activities of the institution.
4. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality structure
5. Acting as a nodal agency of the institution for co-coordinating quality – related activities, including adoption and dissemination of best practices.
6. Development of quality culture in the institution.

7. Preparation of the annual quality assurance report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.
8. Development and maintenance of institutional database through MIS for the purpose of maintaining the institutional quality.

Importance of IQAC

IQAC is new mandatory in every institution as per NAAC requirements. It is the body which is responsible for introducing quality systems. The introduction of quality assurance system is a measure of accountability, but it can only succeed if it is acknowledged to measure what is important to academic fraternity in manner that it can be understand. The success of higher educational institutions as the servants of academic fraternity has relied on their sovereignty and the concept of intellectual autonomy. These qualities resonate throughout the history of higher educational institution the role of IQAC has proven as quite significant in all these years to create a kind of positive change in the overall colleges and universities IQAC is being very important instrument for bringing about so many positive changes in the institutes of higher education.

Significance of Research

The present research has studied that the role of IQAC in higher education system and its importance for college and university level institution.

Conclusion

The present research shows that

- 1) IQAC play very important and vital role in higher education.
- 2) IQAC is very necessary for building as organized methodology of documentation and internal communication
- 3) IQAC has provide a sound basis for decision – making to improve institutional functioning
- 4) IQAC plays important role in quality education

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IQAC as a Tool for Improving Quality Education in Higher Educational Institutes (HEIs)

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Abstract:

In the present scenario, the Quality Education has become a very important need as well as a development of the nation through educational resources. The quality education plays very important role in building nation. The parents, employers, government and many others are becoming just as concerned. Quality has become indispensable in the context of contemporary demand made on education on account of global competition. In pursuance of its Action plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), 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 institutions system and work towards realization of the goals of quality enhancement and sustenance. The present paper focuses on brief review of role of IQAC in improving quality education in higher educational institutes (HEIs).

Keywords: NAAC, IQAC, Quality Education, Higher Education Institutes (HEIs).

I. Introduction

Quality Education has become a very important need as well as matter of concern in the present scenario. The uneasiness prevails among the various stakeholders of education via parents, employers, teachers, students, etc. Indecent time the numbers of institutions are engaged in providing higher education in India and numbers of students recent time the numbers of institutions are engaged same but now the quality in education in comparison to the quantity has become the defining element in the 21st century. Quality and excellence should be the vision of every higher education institution. Acquisition and enhancement of quality is the great challenge faced by almost all higher education institutions. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institution. The IQAC has to ensure that whatever is devoid of mistakes of all kind. So the IQAC needs to establish procedures and modalities to collect data and information by using the probes on the different parameters. The IQAC should therefore become a vehicle for ensuring the quality.

II. About IQAC And Its Functions

U.G.C 12th plan guideline focuses on access equity, quality and promotion of talent, skill development and stand alone schemes. On institutional development National Assessment and Accreditation Council (NAAC) emphasizes quality.

Appointment On professional body:

Initiative, sustenance and enhancement. NAAC has been instilling a momentum of quality consciousness among Higher Educational Institutions. Maintaining the momentum of quality consciousness is crucial in Higher Education Institution. NAAC proposes that every accredited institution establish an internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institutions system and work towards realizing the goals of quality substance and enhancement.

An institution that really understands its strengths, weaknesses, potentials and limitations is likely to be more effective in carrying out its educational mission. Continuous improvement, self evolution and an external peer promotion, advancement, evolution, assessment and accreditation of quality in higher education. NAAC and Universities play a vital role as mediators and facilitators for professional guidance to the colleges so the they can impart better learning process among students. Most of the higher educational to the higher educational institutes have undergone the assessment by National Assessment and Accreditation Council

(NAAC) and as per requirement each and every colleges has formed the Internal Quality Assurance Cell (IQAC) The IQAC is supposed to look at the improvement of the quality of the colleges in the coming years and accordingly get prepared for the next assessment. Since quality enhancement is a continuous Process, the IQAC will become a part of the institutions and work towards the goals of quality enhancement and ensuring quality education. The Well-defined parameters and guidelines provided by NAAC would facilitate the institutions in the creation and operation of the IQAC. Quality assurance and enhancement is the continuous process, for which Internal Quality Assurance Cell (IQAC) may be constituted in every accredited college. The functions of IQAC and the efficiency of college administration being interrelated, depend on the degree of decentralization of power and authority with high-leveled specialization through division of work via the participatory and proactive involvement of every member in the institution.

A. Formation of IQAC

IQAC should be formulated as per the guidelines of NAAC with some necessary specific modifications as given. For the senior college attached to junior college, the vice-principals from both wings may be included along with the Registrar, office superintendent as administrative officers. Teacher representatives to be selected from different faculties, considering their participation in teaching learning, evaluation, research and extension work. Proactive, highly qualified and quality conscious, enthusiastic members of governing council should be requested to contribute in IQAC. Local people may be selected from learned; qualified persons serving society via their own work may be selected. The NAAC coordinator will act as a coordinator of IQAC necessarily, which should be a senior, non-transferable, full time teacher with more than five years of tenure.

A. Objectives of the IQAC –

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

B. IQAC Strategies-

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- The relevance and quality of academic and research programmes.
- Equitable access to and affordability of academic programmes for various sections of society.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- Ensuring the adequacy, maintenance and proper allocation of support structure and Services.
- Sharing of research findings and networking with other institutions in India and abroad.

C. Functions of IQAC-

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and promotion of quality circles.

- Development and maintenance of institutional database through MIS for the purpose of maintaining / enhancing the institutional quality.
- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

E. Benefits of IQAC

- Ensure heightened level of clarity and focus in institutional functioning to wards quality enhancement.
- Ensure internalization of the quality culture.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Provide a sound basis for decision-making to improve institutional functioning.
- Act as a dynamic system for quality changes in HEIs.
- Build an organized methodology of documentation and internal communication.

III. IQAC Composition

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One member from the Management
5. One/Two nominees from local society, Students and Alumni
6. One/two nominees from Employers/Industrialists/stakeholders
7. One of the senior teachers as the coordinator/ Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institutions quality enhancement activities. The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. It is necessary for 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

A. Role of IQAC Coordinator-

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The Coordinator of the IQAC may be senior person with expertise in quality aspects. She/he may be a full-time functionary or, to start with, she/he may a senior academic/ administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is preferable that the coordinator may have sound knowledge about the computer, its various functions and usage for effective communication.

A. Preparation of the Annual Quality Assurance Report (AQAR)-

The coordinator, supervisor of the IQAC and the secretary has a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them their specific needs.

IV. Role Of IQAC In Ensuring Quality Enhancement Of Higher Education

Quality is primarily the responsibility of higher education itself, although the government has a special responsibility regarding quality assurance in many countries it is the institution that is

responsibility for providing and ensuring quality. IQAC is the totally of systems, resources and information devoted to setting up, maintaining and improving the overall quality and standards of an institution. Thus, is quality is required to be assured we need a structured quality assurance mechanism that makes it possible to monitor, improve and evaluate quality. Therefore, each and every institution will have to build its own IQAC keeping certain objectives in mind namely monitoring, evaluation quality assurance for specific activities and instruments for quality assurance.

V. Conclusions

NAAC is triggering a Quality Culture among the various constituents of the HEI, as well as enhancing the awareness of Institutional Quality Assurance with all stakeholders. The role of IQAC for the quality enhancement in higher education is distinct and important as works towards improving and maintaining the quality. The work of success depends upon the sense of belongingness and participation it can inculcate in all the constituents of the institution. Quality and excellence are results of team work led by the leaders like principle and coordinator of IQAC. However the leaders should work on the guidelines of IQAC and accountability of their own orle. The IQAC has been constantly involved in the management and maintaining the quality of education. Thus, IQAC of is an importance and effective and efficient coordination and monitoring mechanism and enhance quality like the Quality Circles in industries

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